Undergraduate					
Department or Program	**Course Title**	**Course ID**	**Course Description**	**Offered**	**Designation**
Art & Art History	Time Arts	ART 114	Time Arts is a foundations art course that explores the "fourth dimension" in art: time and space. Using such media as video, sound, animation, installation art and photography, the course investigates the potential for art in unexpected spaces and explores processes that unfold over time. Examination of environmental problems and discussions around sustainability occur throughout the course in various ways and are incorporated into project themes.	Fall	Sustainability-Inclusive
Art & Art History	Eco Art	ART 339	Eco-art addresses the environmental crisis in a number of creative ways, often involving activism, collaboration and ecofriendly practices and methodologies. To reflect the movement itself, the course is designed to be cross-disciplinary, combining art with environmental ethics and ecology. Creative projects will embrace the nature of art/science collaborations and will focus on weaving sustainability and social responsibility into making art about critical environmental issues that threaten our planet.	Fall/Spring	Sustainability-Focused
Biology	The Terror of the Deep	BIO 105 C	For millennia, humans have told stories about deep-sea monsters such as the kraken that terrorized Norwegian sailors or Scylla and Charybdis who attacked ancient Greek voyagers. The deep sea (depths below 1000 meters) is a vast, dark unexplored world of strange and marvelous creatures. A water depth exceeding 1000 m covers sixty three percent of the earth's surface. At present, we have explored only 1% of this vast "inner space" of planet Earth. This course will consider humankind's efforts to explore, understand and exploit the environment and ecology of this last remaining wilderness. We will discuss current and future efforts to exploit the living and non-living resources of this unexplored world as well as the current and potential impacts of such resource extraction. We will explore the idea that the deep ocean has more to fear from humankind than the other way around. Course goals include, among others, explore the role of deep ocean ecosystems on the life support processes of planet earth including climate control and evaluate the impact and consequences of current and future attempts to exploit the resources of the deep sea (minerals, energy supplies, food).	Winter	Sustainability-Inclusive

Biology	Troubled Waters: Marine Biology in the 21st Century	BIO 105 D	Explore the largest ecosystem on earth and learn how it works. In this course we will try to unlock its secrets and examine issues critical to its and our future. We will learn about beautiful coral reefs, fascinating marine mammals, the oddities of the deep ocean in the larger context of our relationship with the sea. Are our fisheries dead? Have we learned anything? Will global warming leave some winners and some losers? Can we risk business as usual? The course includes content on climate change, resource use and the impact of pollution. Course learning objectives most closely connected to sustainability: understand climate change and how the consequent sea level rise, warming, and ocean acidification will affect living things, especially corals reefs; understand the types of pollution we see in the oceans, such as eutrophication and how we might mitigate or prevent them; the state of world fisheries; describe how humans fit in to all of this, and how the biosphere may be affected directly or indirectly by our actions involving the oceans.	Winter	Sustainability-Inclusive
Biology	Biology: The Science of Life	BIO 106	The goal of this course for the non-science major is to promote biological literacy and a working knowledge of biological concepts gained through laboratory work, group collaboration and class discussion. Laboratory experience will be integrated with concurrent lecture activities. Course topics will include the nature of science, biodiversity, genes and genetics, evolution and human impacts on the biosphere.	Fall/Spring	Sustainability-Inclusive
Biology	Introductory Population Biology	BIO 212	Topics of study in this introduction to organization and function of biological systems at the population level including population genetics, patterns and mechanics of evolutionary change and basic concepts of ecology. Climate change is also covered.	Fall/Spring	Sustainability-Inclusive
Biology	Toxicology	BIO 324	This course will survey the principles of toxicology pertaining to human health and risk assessment. Using case studies, current scientific literature, data analysis and discussion, we will examine the three main categories of descriptive, mechanistic and regulatory toxicology. Fundamental concepts - such as dose, route, site, duration and frequency of exposure; absorption; distribution; excretion; chemical interactions; metabolism; and dose response - will be introduced. Building on that foundation, students will investigate methods used to assess carcinogenesis, mutagenesis and teratogenesis. The course covers topics related to the human effects of physical and chemical contaminants. One assignment at the end of the semester asks students to develop a case study on a current topic of toxicological concern and then teach the class with that case study. They investigate the causes, the problems associated, discuss public policy and alternatives or amelioration.	winter	Sustainability-Inclusive

			In this field-oriented course, restricted to selected natural taxa, environments or biological phenomena, in-depth field study may include identification, classification, life histories and relationships among organisms. In this course (winter term 2019 - Panama), students travel through three ecoregions in Panama and stay with local families, at hostels, and at a biological research station. Students learn from experts about how to conduct biological research, how anthropogenic activities affect human and biological communities, and how human activities in local environments have global consequences. Students measure tropical forest diversity, assess the diversity and degradation levels of coral reefs, learn methods for measuring avian diversity, and they study animal diversity and behavior in a biological preserve that was created when the Panama Canal was flooded to form Lake Gatun. Students observe bare-earth, mountainside farming adjacent to primary tropical forest in a binationally managed park (L'Amistad) and speak with a non-profit group that works with the local farmers to find sustainable fertilization solutions for their soil. With a second non-profit, students discuss the impacts of hydroelectric dams on rural and indigenous communities in the Chiriquí province. Throughout the course, students reflect on the similarities and differences between rural Panama and Elon, and on how their expectations and perceptions change during the course.		
Biology	Field Biology	BIO 335		winter	Sustainability-Inclusive
Biology	Biotechnology	BIO 348	Students explore how biological systems are utilized in scientific research. In collaboration with their peers, students will apply the techniques of molecular biology (restriction digestion, transformation, DNA hybridization, PCR, etc.) to investigate a research question. Emphasis will be placed on protocol design, solution preparation and critical analysis of research data. Additionally, the social context of biotechnology will be investigated as students explore the risks and rewards in this expanding field. The course includes plant biotechnology and how some plants are being genetically modified so they are better at carbon sequestration. The course also covers the past, present and future of bioremediation. Some topics such as biofuels production and bio-batteries are discussed as we discuss different ways that microbes can be used in new more sustainable ways. In addition, when the impact of aquatic and agricultural biotechnology are discussed, the course analyzes the different ways of producing food.	spring	Sustainability-Inclusive
Biology	Topics in Advanced Genetics *	BIO 445	This course will engage students in the study of advanced research and techniques in genetics. The theme of the course will change with instructors but will include the applications of advanced concepts in transmission, molecular and population genetics to problem solving in the modern world. Three class hours, one laboratory per week. Dr. Simkin includes a lab project on reducing fossil fuel consumption through biology.	Spring	Sustainability-Inclusive

Business	Culture and Business Environment of the United Arab Emirates	BUS 173	This course will provide Elon Business Fellows students with insights into the culture and business environment in the United Arab Emirates (UAE). We will focus specifically on the two largest emirates in the UAE – Dubai and Abu Dhabi. Using business visits, guest lectures and visiting economic and cultural sites, students will be exposed to business practices in the UAE and will gain an appreciation for the cultural, attitudinal, and behavioral differences that affect international business. The course includes about 10 corporate visits, and they are asked to speak about their efforts to become more sustainable. As the UAE shifts away from its oil dependency, finding and using sustainable sources of energy is paramount. The course also visits Abu Dhabi University, where the students hear lectures on innovation and sustainability. A sustainability framework is also presented by one of the guest lecturers.	Winter	Sustainability-Inclusive
Business	Legal and Ethical Environment of Business	BUS 221	This course provides an introduction to the relationships among the firm, society, and the laws and regulations governing the conduct of business. Topics covered include, corporate social responsibility, sustainable business practices, the structure of the legal system, as well as key substantive areas of legal regulation such as, antitrust, intellectual property, torts, products liability, contracts, employment and more.	Fall/Spring	Sustainability-Inclusive
Business	Strategic Management	BUS 465	Strategic Management involves taking the perspective of key decision-makers in developing a holistic, integrative approach for an organization to achieve sustainable competitive advantage. Through the analysis of current global trends, organizational strengths and challenges, and the competitive environment facing the organization, the course provides a framework and techniques for students to consider strategic organizational decisions. Equally important, the course focuses on how these decisions will be implemented throughout the functional areas (i.e., marketing, finance, supply chain, accounting, human resources, etc.) while considering the organizational and leadership implications of execution. The course actively engages students in a competitive business simulation requiring the application of all functional areas in the pursuit of a chosen strategy. Sustainability is included in this course through topics such as the stakeholder theory, corporate responsibility, triple bottom line and corporate governance.	Fall/Spring	Sustainability-Inclusive
Chemistry	Culinary Transformations: The Science Behind What's Cooking	CHM 131	This course introduces fundamental chemical concepts and their relationships to cooking, baking, and other culinary transformations. Topics may include different methods of food preparation such as toasting, microwaving, fermenting, and baking. The purpose of certain ingredients in recipes and the reasons why some of grandma's tricks in the kitchen really do make a difference will be discussed. When Dr. Dabrowski teaches it one of the learning outcomes of the course is to contextualize sustainability within chemistry and food. The course includes an assignment on green chemistry and its applications.	Varies	Sustainability-Inclusive

Chemistry	Environmental Chemistry	CHM 305	This course provides a survey of chemical topics applying to selected pollutants in the air, water and soil. Topics include production and diffusion, photochemical processes, techniques for analysis, acid-base and redox chemistry, environmental and biological effects. Laboratory work includes acid/base and buffer chemistry, analysis of heavy metal pollutants, sampling techniques and resistance of selected materials to certain pollutants. This course is designed to be an overview of the most pressing issues in modern environmental chemistry. Over the course of the semester we will discuss specific chemical species that affect homeostatic physical and biological processes. Specifically, we will identify chemical reactions with anthropogenically derived reactants, whose products interact with one another, as well as natural environmental phenomena, to initiate changes in the environment. Conversely, this course will also include discussions of sustainable chemical solutions to the modern environmental issues. The course includes a project for which students explore one chemically based solution to an environmental problem or challenge.	Spring of odd years	Sustainability-Inclusive
Chemistry	Inorganic Chemistry *	CHM 341	Inorganic Chemistry is the study of elements across the periodic chart and integrates the concepts of organic, physical, nuclear and solid state chemistry. This course will allow an in-depth understanding of atomic structure, the structure and energy of molecular and ionic compounds, the stoichiometry and energy of oxidation and reduction reactions, the fundamentals and applications of the chemistry of coordination compounds and their reaction mechanisms, and the use of literature in order to achieve student competency. The application of physical methods of structure determination of inorganic compounds by magnetic and spectral methods, including magnetic susceptibility, UV/VIS and IR spectroscopies and NMR spectrometry will be presented throughout the course. The course includes content and an assignment on green chemistry and its applications.	Fall	Sustainability-Inclusive
Communications	Environmental Communications *	COM 331	The environment is central to our future. Students develop an understanding of environmental issues and communication practices to promote public awareness, change behavior and influence public policy. The class analyzes media coverage of sustainability topics and methods for informing, educating and influencing important target audiences.	Fall	Sustainability-Inclusive

Communications	Design of Visual Images	COM 358	Students apply principles of visual and graphic design in producing media content. Examples include publications, advertisements, logos and graphics. Students critique professional graphic design and solve visual problems involving typography, illustrations, photographs, and design for traditional and interactive media. Sustainability is incorporated into the course through projects and reading selections from the book Cradle to Cradle. The projects in the class are: Project 2: Students are asked to create a series of three posters which explored a sustainability / conservation theme and submit the posters to Typographika; Project 3: Students are asked to identify environmentally friendly techniques to design a menu (e.g. recycled materials, upcycling, environmentally friendly printing techniques, and so forth); Project 4: Students are asked to reduce the environmental impact of packaging while increasing the audience's perception of value for a product/object of their choosing.	Varies	Sustainability-Inclusive
Communications	Measuring Media Impact	COM 460	Students apply techniques to measure media impact for real-world clients and develop effective strategies. In the course, students use commercial and open-source tools for audience measurement, develop business models reflecting the strategic positioning of clients, and engage audiences using social, mobile and other media platforms. Capstone course in the Media Analytics major. Sustainability is incorporated through two specific assignments and a final project.	Spring	Sustainability-Inclusive
Core Curriculum (Program)	The Global Experience	COR 110	This first-year seminar examines personal and social responsibility in domestic and global contexts. In developing your own view of the world and its many peoples, societies, and environments, you will evaluate the complex relationships that may both promote and obstruct human interaction. The course emphasizes critical thinking and creativity focused on contemporary and salient issues as informed by their historical contexts. The seminar is inquiry-based, writing intensive, and taught from a variety of perspectives. The course themes are: the impact of globalization in an increasingly connected, technological, and rapidly changing world; the influence of power and resistance in historical and contemporary interactions; the relationship between humans and the natural world; diversity and its relationship to intercultural competency; the analysis and evaluation of personal and social responsibility; the processes, limitations, and implications of ethical reasoning. Each faculty member who teaches this course takes a slightly different approach; however, 50% or more of the sections include sustainability.	Fall/Spring	Sustainability-Inclusive

Core Curriculum (Program)	The Future Now	COR 307	What does the future hold for humankind? This course explores the social, economic and political implications of the future now being projected by experts in all fields of study. Learn how to recognize, evaluate and work to adapt to expected future realities in an age in which nested networks influence everything (Facebook, the interstate highway system, sustainable resources, etc.) to a greater degree than ever before. Build new paradigms, engage in an intriguing quest for foresight and prepare yourself to work toward the best future possible as you synthesize a better understanding of the impact of accelerating change.	Winter	Sustainability-Inclusive
Core Curriculum (Program)	Plants and Civilization	COR 314	This course will explore the diversity of plants and their relationships with people. The primary focus will pertain to the interconnections between botany and culture. This includes social, economic, political, medicinal, and historical aspects of plants and plant products in civilization. This course will provide a better understanding and appreciation of how plants are used by humans, including pharmaceutical, industrial, and nutritional products, as well as the role plants play in maintaining a healthy planet. The course includes sections on agriculture/GMOs (including Fairtrade and Rainforest Alliance), climate change and plant species loss, and plants and the environment (forests destruction, biodiversity, extinction).	Spring/Summer	Sustainability-Inclusive
Core Curriculum (Program)	Wilderness and Adventure Therapy	COR 331	This course will introduce students to the skills needed to successfully facilitate therapeutic wilderness and adventure experiences by exploring the concepts and practices underpinning these approaches. A broad spectrum of theory, research, and current applications for wilderness and adventure therapy will be discussed and investigated, including how outdoor experiences can reduce stress, restore attention, enhance self-concept, and promote personal meaning. The course will focus on the use of these therapies to restore, remediate, and/or rehabilitate individuals with various illnesses and/or disabilities. Students will be assigned a fictional case study, and will develop throughout the course a corresponding therapy plan incorporating studied techniques as the capstone project. The course includes an international 8-day hike component and Leave No Trace training and certification, as well as a group project to discuss the course destination's sustainable practices (challenges and triumphs) and to construct a recycling project.	Fall/Winter	Sustainability-Inclusive

Core Curriculum (Program)	Ordinary People in the Struggle for Change	COR 393	Focusing on biographies and autobiographies of organizers and participants in labor movements we will examine the social, economic, and political conditions that led to the movements and the strategies and tactics they employ. We will look at the importance of leaders, activists, organizers, intellectuals, and others in the movements. Who were they and what were their personal motivations? We will apply this study to current labor conditions in the United States and especially in North Carolina. We will ask ourselves such questions as is it time for collective action? What can we do? Are we ready to act?	Summer	Sustainability-Inclusive
Core Curriculum (Program)	Africans and African Development *	COR 404	This course explores Africans and African development opportunities and challenges to thriving modern African economies. Potential course topics include: approaches to unlearning misconceptions about the continent and its people that are perpetuated in the mass media; ways to better understand African peoples and cultural underpinnings; the often overlooked contributions of Africa and Africans to the development of other countries of the world; the challenges and promise of Africa's transition from largely rural agricultural and pastoral societies to a majority urban-based, business-oriented, entrepreneurial and cell-phone wielding populous; and theories of development and effective aid (including Africans' self-help initiatives and investments back home from overseas and the importance of programs that target women and girls for assistance). This course is intended for upper-level students from a wide range of disciplines interested in Africa and international development.	Offered Spring of Even-Numbered Years	Sustainability-Inclusive
Core Curriculum (Program)	Prison Nation: Deconstructing the Prison Industrial Complex	COR 405	In a land that claims to be the greatest advocate of democracy and civil rights in the world, why are more prisons than schools being built? Why does America lead Western nations in the number of persons incarcerated? What factors account for the disproportionate number of minorities and the poor represented in America's criminal justice system? Why do women represent the fastest growing segment of the population going to jail? Is prison an actual deterrent to crime? Who are the people actually being incarcerated, the most serious offenders or those who have committed less serious offenses? Why has prison become a "resort" for some offenders? The course will utilize texts from various disciplinary perspectives to provide great springboards through which students might explore some of the complexities of criminal justice in the United States the criminalization of various segments of American society and the ways in which the nation and private corporations benefit from crime.	Varies	Sustainability-Inclusive
Core Curriculum (Program)	Wealth and Poverty	COR 416	This course will focus on the profound disparity between people who live in wealth and people who live in poverty at the beginning of the 21st century. Particular attention will be paid to moral responsibility and accountability of people in the First World to the problems of global inequality.	Winter	Sustainability-Inclusive

Core Curriculum (Program)	Nature Awareness ^	COR 424	This course is designed to disrupt what Richard Louv has called nature deficit disorder. Although it is not a medically recognized diagnosis, he uses this phrase to describe the decreasing amount time people spend outside and the accompanying negative consequences. Students in this course will have the opportunity to investigate topics like anthropocentrism, rewilding, and mindfulness; to explore and deepen their relationship with the environment; and to interrogate the roles technology plays in society and in their own lives. Assignments include watching sunrises and sunsets, identifying trees and plants, and hiking parts of the Mountains to Sea Trail. The final project involves developing an ecological map that reveals the multiple and complex systems within a community that humans depend upon for survival. This course will be taught entirely outside, so students should be prepared to dress appropriately for all types of weather. Students read research on the benefits of nature on human health, and they are required to build more sustainable and healthy habits through participating in outdoor activities.	Varies	Sustainability-Inclusive
Core Curriculum (Program)	Permaculture: Food, Culture and Sustainability *	COR 429	It is projected that our world will face increasing pressures on its capacity to maintain itself and ourselves as well. Central to this discussion is man's need for food, fiber, energy and shelter. This question is not only physical, but social as well. What choices will we need to make? What skills will we need to develop? Will our own personal and world views need to change to give the best probability of success? Permaculture offers design principles that provide for our needs through consciously designed landscapes, which mimic patterns and relationships found in nature. Permaculture also includes people, their buildings and the ways they organize themselves. Lessons from the first 10,000 years of agriculture, combined with permaculture principles and self and local community values will be explored and applied to a design for a sustainable future.	Spring	Sustainability-Focused
Core Curriculum (Program)	Food and the Environment *	COR 430	This seminar will study the environmental, social, and global dimensions of modern food production, focusing on major issues of American food culture, including industrial vs. sustainable food production, food safety, obesity and other health issues, fast foods, organic foods, meat vs. vegetarian diet, and the Slow Food Movement. Does America have a distinctive national cuisine? How has the American diet changed? What would a seasonal and regional cuisine be like? How has food production been globalized? What are the environmental implications of industrial food production? What is the future of food?	Varies	Sustainability-Focused

Core Curriculum (Program)	To Boldly Belong: Space Exploration and Environmentalism as Sustainable Quests	COR 432	What do tree-huggers and rocket boys have in common? Space exploration and environmentalism are both sustainability quests dedicated to protecting or seeking out life and securing a future for life in general and for humanity in particular. This course combines philosophy with the sciences to examine how the quest for sustainable life on an imperiled Earth and the quest for sustainable exploration of space have much to say to each other, even as their advocates champion very different paradigms for global priorities and funding.	Spring	Sustainability-Focused
Core Curriculum (Program)	Science and Humanity- War, Peace, and Prosperity *	COR 441	This interdisciplinary seminar will explore ways in which humans have manipulated the world around them through chemistry, and will examine, specifically, the historical and societal impacts those interactions have had throughout time, and continue to have in present day. Major topics of this course include: warfare, food and agriculture, energy usage and sustainability, medicine, and leisure and entertainment. For each topic we will consider various time periods and various cultures to better understand the current status of our planet and its people. Ultimately, we will use this understanding to envision how each topic might play out in the near and distant future.	Fall	Sustainability-Inclusive
Core Curriculum (Program)	Poverty and Social Justice	COR 443	As an interdisciplinary capstone seminar for the Elon Core Curriculum, this course is designed to examine the topics of poverty and social justice from a variety of disciplinary perspectives while prompting students to consider their own relationship to the causes and solutions to poverty both domestically and internationally. This course also serves as the capstone experience for the Poverty and Social Justice program. In this capacity, the course helps students integrate their learning about poverty over the course of their program and helps deepen student's knowledge of the scholarly treatments of poverty by examining and discussing poverty research from a variety of disciplinary perspectives including economics, legal studies, philosophy, politics, and policy analysis. Student work will focus on examining how poverty alleviation can be engaged from multiple disciplinary approaches and will include particular attention to practical strategies for pursuing poverty alleviation. The goal of the capstone course for both General Studies students and PSJ minors is to help students think in creative and critical ways about how their career pathways and civic engagement opportunities after graduation might contribute to poverty alleviation.	Fall/Spring	Sustainability-Focused

Core Curriculum (Program)	Global Partnership through Service	COR 445	This course serves as a capstone experience for students in the Periclean Scholars program, focusing on development in a country or region that has been chosen prior to the course by the students. The goals of the course are to collaborate effectively in order to continue to learn about a variety of aspects about this country or region. These will include: politics, culture, history, language, social issues, and the country's relations within the larger world. Students in this class will continue to develop partnerships in the country or region of choice in order to work toward improvements on an issue affecting the people of this area. An overarching theme of this course is to require the students to demonstrate command of the theoretical and methodological tool sets that they have learned in prior courses, including general studies courses, classes in their major, and all prior Periclean classes to communicate these perspectives to their cohort, and to effectively use these skills to meaningfully contribute to the various class projects and goals. Students will also be discussing issues related to grant writing, humanitarian aid, and sustainable program development.	Winter	Sustainability-Inclusive
Core Curriculum (Program)	Sustainable Development: Social, Economic, and Environmental Challenges and Opportunities	COR 455	This course explores the challenges and opportunities ahead in creating an environmentally safe and socially just space for humanity, which fosters inclusive and sustainable economic development. The course focuses on the development and management of sustainable enterprises as the means for addressing these challenges and opportunities, including, public and private for-profit businesses, governmental, non-governmental, and non-profit organizations. Students will further their knowledge and understanding in preparation for their roles and contributions as global citizens. They will create a community of collaborative learning about developing and managing sustainable enterprises which addresses and integrates their majors and topics of interest within the three areas of sustainability: social well-being, economic well-being, and environmental well-being, within the means of the earth's limited natural resources and the critical thresholds which sustain ecosystems and human life.	Fall/Spring	Sustainability-Focused

Core Curriculum (Program)	So you Think you Can Save the Planet? *	COR 456	In this writing-intensive, interdisciplinary capstone course we grapple with some of the biggest issues ever to face humanity, such as the benefits and costs of industrialization and economic growth, how free markets create both solutions and dilemmas, and what to do about large-scale environmental problems such as species extinctions and climate change. Understanding and navigating these complicated issues requires students to develop basic competence in diverse disciplines including economics, environmental science, history, and numerical literacy. No discipline will be privileged, and all commonly held viewpoints will be subjected to rigorous criticism using empirical evidence. We will consider the tradeoffs that inevitably occur at the interface of the economy, the environment, and society, and we will examine how human societies might thrive in the future.	Varies	Sustainability-Focused
Economics	Gender and Development *	ECO 317	This course is designed to help students investigate the economic status of women in the labor market, how that role has changed over time and the differences between labor market outcomes for both men and women. It involves a comparison of women and men with respect to labor supply (market and nonmarket work), wage rates, occupational choices, unemployment levels, and the changing role of work and family. Topics include discrimination, pay inequity, occupational segregation, traditional and nontraditional work, resource ownership, poverty, race, the global economic status of women and public policy issues, such as comparable worth and family-friendly policies designed to bridge the gap between women and men.	Fall/Spring	Sustainability-Inclusive
Economics	Environmental Economics	ECO 335	This course explores the interaction of economic forces and policies with environmental issues. What are the costs of pollution and what are we buying for those costs? Who bears the burden of environmental damage? How might we reduce environmental impact and how do we decide how much damage is appropriate?	Spring	Sustainability-Focused
Education & Wellness	Garden-Based Learning ^	EDU 372	In this course, students will be introduced to a variety of topics, including school gardens, environmental literacy, critical race theory, food justice, nature pedagogy, interdisciplinary curriculum, and restorative practices. Students will assist with the maintenance of a community garden, plan and implement learning activities in an afterschool garden club, and collaborate with teachers at a local school who are integrating gardens into their teaching. Students learn how to develop and maintain school gardens, including topics like composting, companion planting, soil composition, transplanting seedlings, climate zones, and more.	Spring	Sustainability-Inclusive

Education & Wellness	Environmental Education	EDU 431	Students in this interdisciplinary course will learn about the foundational principles, emerging trends, and best practices in environmental education. Topics of study include place-based education, environmental justice, ecological citizenship, school gardens, nature pedagogy, forest schools, learning theories, curriculum design, and management and assessment techniques. A field experience with a community partner will allow students to acquire and apply knowledge and skills in a local context.	Fall	Sustainability-Inclusive
English	American Environmental Writers	ENG 339	A study of the major American environmental and natural history writers with close attention to issues of environmental ethics, aesthetics of nature and cultural attitudes towards the environment. The authors studied are Thoreau, Muir, Leopold, Carson, Abbey, Lopez, Wilson and Snyder. The course will emphasize the growing ethical and aesthetic appreciation of nature in American culture and how the insights of environmental writers can be used to address the environmental crisis.	Spring of alternate years	Sustainability-Inclusive
Entrepreneurship	Creativity and the Doer/Maker Mindset	ENT 250	This course is an introduction to entrepreneurship with emphasis on critical thinking, creativity, opportunity recognition, and the ability to take action. Students will develop an understanding of the entrepreneurial thought process and characteristics of entrepreneurs as they explore the feasibility of novel ideas given environmental factors, market and competitive forces, and the needs of their social or commercial audience. In addition to learning about opportunity recognition, entrepreneurial traits, and developing a business plan, students are assigned weekly TED talks that they watch, summarize, and extend upon in both written and presentation form. Each week 8 students present their talks exposing students to over 60 talks by the end of the semester. Greater than 50% of these focus on issues related to environmental sustainability or other sustainable development goals. After each presentation the entire class engages in a discussion of what should be done with the information presented—which often leads to discussions on strategies to reduce consumption and ideas seeking to alleviate poverty, increase access to healthcare and education, and how to best utilize technology in communities across the globe.	Fall/Spring	Sustainability-Inclusive

Entrepreneurship	Entrepreneurial Finance	ENT 340	This course focuses on managing and funding entrepreneurial ventures. Specific focus includes understanding business models, different types of organizations, and the means by which ventures can be financed. Exercises involve identifying appropriate sources of funding, reviewing potential risks and rewards, determining venture valuations, analyzing funding requirements, and preparing pro-forma financial analyses. Sustainability is incorporated into the course through student selected class projects, most of which are valuation pitches. Two of the valuation pitches are explicitly non-profit categories and often address social and/or environmental challenges. The other valuation pitches are typically triple-bottom line projects.	Fall/Spring	Sustainability-Inclusive
Entrepreneurship	Entrepreneurship for the Greater Good	ENT 355	This course provides students an inside view of how entrepreneurial thinking can be applied in many environments including sustainability, social ventures, nonprofits, corporate intrapreneurship, investment firms such as venture capital firms and hedge funds, and the founding of new ventures. Students are assessed in three major categories of work: 1) quizzes that evaluate their mastery of information related to social and environmentally oriented business models and entrepreneurs, 2) 2 papers leveraging Sen's Capabilities Framework from development studies to analyze the systems of endowments and capabilities necessary for someone to successfully achieve specific indicators of well-being; and 3) group projects supporting local entrepreneurs who are currently running businesses with social or environmental commitments in Alamance County by conduting research and design projects to help these business thrive.	Spring	Sustainability-Focused
Entrepreneurship	Bringing the Venture to Life	ENT 460	This course focuses on developing business plans for new ventures and on the entrepreneurial process of new venture creation. Topics include idea conception, developing research resources, competition analysis, risk management, funding strategies, pro-forma financial projections, consideration of milestones, exit strategies and social responsibility. Students create their own new venture business plan and most of these are connected to sustainability (e.g., wellness, renewable energy, waste).	Fall/Spring	Sustainability-Inclusive
Entrepreneurship	Design Thinking for Action	ENT 490	This course is designed for students ready to act on entrepreneurial ideas. Students in this class will use design thinking to implement previously developed plans, build product or service prototypes, launch websites or marketing campaigns, or otherwise take action on innovation-related activities. Periodic reviews with the course professor will be held to assess progress against agreed upon milestones and to identify issues and necessary adjustments. Students work together on a class project that is connected to sustainability (e.g., helping a local business prosper utilizing the triple bottom line approach).	Spring	Sustainability-Inclusive
Environmental Studies	Current Issues in Environmental Science	ENS 101	Designed for non-science majors, this course focuses on reading, interpreting and evaluating facts behind environmental issues and exploring the implications for science and human society. Topics will focus on understanding environmental processes such as energy flow and matter within ecosystems and human relationships with these environmental and ecological systems. Themes of sustainability will be woven throughout the course.	Fall/Spring	Sustainability-Focused

Environmental Studies	Journey to Sustainability *	ENS 102	This course examines the concept of sustainability including its history, current meanings and applications. The class looks for evidence of the emerging sustainability revolution in socio-economic sectors and uses Elon University as a case study for understanding the complexity, challenges and successes of an institution's journey to become more sustainable. Elon University's Sustainability Master Plan was adopted in 2007. An ambitious plan that involves all stakeholders and elements of campus life, the primary goal is to become a carbon neutral campus within the next 30 years. Numerous initiatives seek to engage students outside of the classroom in learning to live more sustainably. Students in this winter term class work in research teams to pose questions about energy use on campus. Research projects involve development of a focused question, data retrieval and analysis, interpretation of the results in an economic and social context through interviews with various campus administrators and proposals to advance the goal of becoming carbon neutral. Students present their findings and recommendations to the university's Sustainability Coordinator. Satisfies the non-lab science requirement of the Elon Core Curriculum program.	Winter Term	Sustainability-Focused
Environmental Studies	Animal Social Behavior in a Changing World	ENS 103	Throughout history, knowledge of animal behavior was critical for survival of the human race. Technological advances have seemingly removed us from the natural world, but with these advances come an even greater need to understand how our activities affect ecosystems. This course will examine many aspects of behavioral ecology including sexual selection, mate choice, aggression, territoriality, cooperation, and altruism in animals from insects to mammals in a lecture format. It will also examine whether human impact and environmental changes have altered these behaviors, and if so, what this means for the future of these species. Students will also write and present papers on aspects of animal behavior and lead a class discussion on the topic.	Winter	Sustainability-Inclusive
Environmental Studies	Issues in Animal Conservation *	ENS 104	Across the globe, wildlife populations are being lost at an alarming rate. Climate change, habitat loss, and emerging diseases are just a few threats faced by wildlife. Thus, wildlife ecologists and managers face an enormous challenge and an important responsibility to understand wild populations as a first step in projecting them. In addition, conservation action requires not just an understanding of basic biology, but also recognition of human need, political will, economic constraints, and the complicated laws that govern wild resources. In this class, we will focus on the basic biology, distribution, and interaction between wild populations within the framework of real-world conservation issues. We will apply basic ecological principles to studying wild populations at multiple levels: 1) the individuals, 2) the population, and 3) the community. Wildlife ecology has traditionally encompassed amphibians, reptiles, birds, and mammals, and we will primarily focus on these group.	Winter	Sustainability-Inclusive

Environmental Studies	Humans and Nature	ENS 110	This course introduces a multidisciplinary perspective on environmental issues, concentrating on such topics as the historical transformations of the human relation to nature; understandings of the roots of the current crisis from diverse philosophical and spiritual perspectives; the sociology, politics and economics of environmental issues as they currently stand; and an exploration of our imaginative and expressive (artistic, literary, and poetic) resources for articulating the current crisis and seeing our way beyond it. Field trips and special readings introduce these questions in the context of North Carolina's Piedmont region.	Fall/Spring	Sustainability-Focused
Environmental Studies	Introduction to Enviromental Science w/ Lab	ENS 111/113	111-This course explores the fundamental principles of the biological and physical sciences behind natural ecosystems. The central focus is the study of ecosystem function, human impact and techniques of environmental assessments. Students consider different worldviews and the development of solutions. 113-Students will be introduced to techniques for environmental assessment. The focus is on field research as applied to environmental management.	Fall/Spring	Sustainability-Focused
Environmental Studies	Community Agriculture: Fall Harvest	ENS 120	This half-semester course will examine community and local food systems through the lens of scientific inquiry. An emphasis is placed on critical thinking skills, as students evaluate impact of food production and consumption decisions on their personal, local and global environments. Students will also conduct hands-on projects that introduce the science behind food production.	Fall	Sustainability-Inclusive
Environmental Studies	Community Agriculture: Spring Planting	ENS 121	This half-semester course will examine community and local food systems through the lens of scientific inquiry. An emphasis is placed on critical thinking skills, as students evaluate impact of food production and consumption decisions on their personal, local and global environments. Students will conduct hands-on projects that introduce the science behind food and fiber production, including soil quality, environmental costs and benefits of different production approaches, and plant propagation.	Spring	Sustainability-Inclusive
Environmental Studies	The Art of Sustainable Architechture *	ENS 160	This course introduces students to sustainable design within a societal context framed by underlying historical and philosophical paradigms. With the premise that the built environment is real—it is dwelled in, created, used and sits in time and space—the relationship between the material manifestation of design and its philosophical interpretation and meaning will be emphasized throughout the semester. The course is formatted as a series of thematic modules during which students familiarize themselves with applicable theories, analyze relevant work and create a physical artifact. Each module will culminate in a critique of the class' production.	Spring	Sustainability-Inclusive

Environmental Studies	Climate Change - Communication	ENS 172	Climate change represents the most serious long-term threat to the environment and society that humans have ever faced. Fortunately, scientists and governments have identified a range of policies and behaviors that could help us mitigate and adapt to climate change. However, the current situation is limited by the fact that many people – particularly elected officials – continue to deny that climate change is a serious problem. Innovative and proactive communication will be necessary to change the beliefs and attitudes that limit willingness and ability to act on climate change. During this class, students will review the social science research on climate change attitude and behavior. From this research review, student teams will develop strategic communication plans and programs to help motivate action to address climate change.	Winter	Sustainability-Focused
Environmental Studies	Renewable Energy Future	ENS 173	Renewable energy technologies are becoming more accessible, worldwide, due to improved materials, lower costs, and increased experience among researchers, developers, installers and users. This course will address biofuels, solar thermal and photovoltaic systems, wind and hydro turbines, with an emphasis on small-scale energy production. Field trips and demonstrations will focus on local and practical development of renewable energy generation technologies. Students will explore matching these renewable energy technologies to specific geographical settings. This course may be used for non-lab science credit.	Winter	Sustainability-Inclusive
Environmental Studies	Food Production and Culture in America - Past, Present and Future	ENS 174	This course will examine how food is grown, shown, processed, prepared, marketed, consumed and even how it relates to climate change and the GMO choices of tomorrow. Students will learn about food choices and how they are impacted by culture, personal perception, politics and economic status. Food in the Colonial Era will be examined on two different days, in one of North Carolina's oldest continually operating settlements and at a Revolutionary era grain mill. Another focus will be the livestock industry and how it has been impacted by the public's changing perception of acceptable farming practices. The culmination of these experiences will help the student better understand the food system in America. This course will use a dynamic mix of invited speakers and frequent field trips. These excursions will relate to the culture around food, its production and the choices we make on how it is prepared and what we consume. The large number of field trips means some days will be extended, while others will be shortened, or cancelled to ensure students receive the appropriate hours for winter term course credit. Anyone who registers for this course will need to have a flexible schedule to allow for participation in all of the activities, even those that run past 12:00 noon.	Winter	Sustainability-Inclusive

Environmental Studies	Permaculture - Sustainable Foods	ENS 175	Permaculture is a way to grow food using design principles that provide for our needs through consciously designed landscapes, mimicking patterns and relationships found in nature. Permaculture also includes people, their values and way of life. Lessons from the first 10,000 years of agriculture, combined with permaculture principles and self and local community values will be explored and applied to a design for a sustainable future. Counts for non-lab science in the Core Curriculum.	Spring	Sustainability-Inclusive
Environmental Studies	Garden Studio: Fall and Winter Gardening	ENS 220	This semester-long course is designed for students who want hands-on learning about home-scale gardening and food production taught through the lens of the humanities. Emphasis will be on the interrelationships among humans, food, and local culture within the context of cold weather crops and season-extending techniques. This class will have a strong writing and reading component that complements activities connected to the Elon Community Garden, the Elon greenhouse and the Loy Farm. From poetry, memoirs, to technical resources, students will read about gardening history and design, soils, and plant cultivation from environmental and humanistic prospective. Students will keep a gardening journal, create their own garden, develop an heirloom seed collection, and assist with a fall harvest festival.	Fall	Sustainability-Inclusive
Environmental Studies	Garden Studio: Spring and Summer Gardening	ENS 221	This semester-long course is designed for students who want hands-on learning about home-scale gardening and food production taught through the lens of the humanities. Emphasis will be on the interrelationships among humans, food and local culture within the context warm weather crops used in North Carolina. This class will have a strong writing and reading component that complements activities connected to the Elon Community Garden, the Elon greenhouse and the Loy Farm. From poetry, memoirs, to technical resources, students will read about gardening history and design, soils, and plant cultivation from environmental and humanistic prospective. Students will keep a gardening journal, create their own garden, and conduct a local heirloom plant sale.	Spring	Sustainability-Inclusive
Environmental Studies	Solar Greenhouse and Fourth Season Harvest	ENS 232	A sustainable local food system is dependent on a year-round supply of diverse, fresh and nutritious foods. What are our winter options in regions of cold and reduced light? The main focus of the course will be on winter-long production of food in a solar greenhouse heated without fossil fuel. Greenhouse topics will include pest, fertility, and crop management and surrounding issues of sustainability. A variety of additional storage and preservation options will be discussed. This will be a hands-on course with greenhouse gardening skills complimenting traditional academic engagement.	Fall	Sustainability-Inclusive

Environmental Studies	Environmental Land Use Management *	ENS 242	This course focuses on a wide range of issues relating to land use management, ownership and natural resource decision making. Learning opportunities will focus on land use, impacts to planning, the basis and history of property rights, what land ownership means and how natural resource planning decisions are made. Upon completion of this course, students will be able to: 1) understand and define concepts of land and land use; 2) land classification; 3) land ownership; 4) summarize and describe natural resource management as it impacts land use decisions; 5) evaluate ongoing land use decisions and apply learned information to postulated land use scenarios to promote land conservation.	Fall	Sustainability-Inclusive
Environmental Studies	Natural Resources Management and Sustainability	ENS 244	This course will examine interactions between natural resource use and environmental sustainability. We live in a world with ever increasing human population, food production and natural resource demands that impact the sustainability of our world. This course will consider policy related to human activity in our world. Environmental issues will be presented from multiple perspectives, including those of environmental managers, policy makers, a variety of land users and the community at large. Primary focus will include policies, economics, and social-connections associated with sustainable lifestyles and food production.	Spring	Sustainability-Focused
Environmental Studies	Environmental Issues in Southeast Asia *	ENS 310/COR 399	This course focuses on the environmental issues facing the island nations and the mainland countries of Southeast Asia. The major environmental problems in this region of the world include deforestation, soil erosion, habitat destruction, habitat fragmentation, water pollution from mineral extraction and industry, unsustainable harvesting practices and rising rates of disease. Emphasis will be placed on the demographic, cultural, political, religious, economic and ecological reasons for the current state of the environment of Southeast Asia. Practical solutions to reduce environmental degradation and promote sustainable development will be examined.	Spring of alternate years	Sustainability-Focused
Environmental Studies	Sustainable Food Production*	ENS 311	Food production issues of organic and conventional food production will be discussed. Topics will include: soil and resource management, closed loop fertility, personal diet design, compost, pest management and planning and planting of crop cycles. Biointensive food production will be emphasized. Biointensive is a millennial old technique used by various civilizations that has been developed to address sustainable food production. It is widely promoted by many development NGOs including the Peace Corps.	Fall	Sustainability-Focused

Environmental Studies	Agroecology*	ENS 314	This course covers the science and practice of agricultural food production and its impact upon surrounding landscapes. Currently, 38% of the land surface (including mountains, urban centers, tundra, and set asides) are used in food production. Additionally there will be more mouths to feed and more calories per person needed. These factors contribute to a growing impact on our natural world to provide for us and to maintain natural system services. Farming for both our food, energy and fiber needs and for the support of natural system services will be critical for the overall wellbeing of ourselves and for future generations. This class includes a required co-requisite lab component. Prerequisite: ENS 111/113 or permission of the department chair. This course satisfies the laboratory science requirement of the Core Curriculum. Offered fall of odd-numbered years.	Fall of odd-numbered years	Sustainability-Inclusive
Environmental Studies	Restoration Ecology*	ENS 320	The restoration of ecosystems involves the intentional activities by humans that initiate or accelerate the recovery of an ecosystem with respect to its health, integrity and sustainability. Students will learn to assess the health, function and value of ecosystems, with a goal of establishing restoration targets and objectives. They will explore varied restoration approaches and techniques for evaluation of success through specific case studies, field labs and field trips to restoration projects in North Carolina that will be held outside of scheduled classroom times.	Fall of odd-numbered years	Sustainability-Inclusive
Environmental Studies	Urban Ecology*	ENS 321	Worldwide, the majority of people live in cities, and that number continues to grow. Urban systems have an impact on the water balance, climate, coexistence of species, air, food systems and resources, profoundly altering ecological processes and structure. These changes also alter the ecological services that support human life. In this course, we will take an applied scientific approach to learn how environmental management can mitigate these effects, thus improving human ecological support systems in urban and developing environments. The primary goal is to understand ecological processes, biological communities, and ecosystem services as they are affected by urbanization. Emphasis will be placed on building an understanding of how these effects could be managed through planning with a goal of fostering sustainable ecological systems in urban settings.	Winter	Sustainability-Inclusive
Environmental Studies	Water Resources Management*	ENS 340/GEO 340	This course focuses on the role that water plays in human and environmental systems by examining the cycling and spatio-temporal distribution of water, exploring the importance of water to biological processes and human use of the land, and evaluating water policies, laws and economics. Using case studies, field visits, and applied exercises, students will gain a broad exposure to the challenges of natural resource management in the 21st century.	Varies	Sustainability-Inclusive

Environmental Studies	Environmental Visions*	ENS 350	This course explores emerging alternative, long-term, "green" visions of the future far beyond the familiar responses to the ecological emergency of our times. What might fully realized eco-visionary social and technological systems look like? Might our relations with other-than-human beings be completely transformed? Might environmentalism itself evolve as we move beyond the Earth itself? Students end by developing an environmental vision of their own.	Fall/Spring	Sustainability-Inclusive
Environmental Studies	Green Design: Envisioning a Sustainable Future	ENS 360	This course introduces students to a broad range of green design solutions to sustainability issues facing our culture. The goal of this course is to explore a broad range of architectural, technological and sustainable energy design choices in terms of their practicality, efficiency, cost effectiveness and environmental impact. Students will be encouraged to look beyond conventional building designs, urban and land-use planning, automotive transportation systems, fossil-fuel energy sources, industrial food production to invent green and sustainable alternatives.	Fall	Sustainability-Focused
Environmental Studies	Sustainable Design Technologies	ENS 366	This course explores the overlapping design process concepts of representation and fabrication through the multiple morphing lenses of sustainability. Students will be introduced to the major phases—and to the complex relationships between these phases—that constitute the development of a sustainably built environment. The course will encourage students to map and evaluate sustainable materials, structures, systems, strategies and processes. Students will have the opportunity to experiment with current—as well as emerging—sustainability-oriented design, prototyping and fabrication techniques. Tools including Building Information Modeling [BIM], 3D prototyping and Computer-Aided Manufacturing [CAM] which can accelerate a project's sustainability potential by allowing the designer to optimize the deployment of actual materials.	Spring	Sustainability-Focused
Environmental Studies	Senior Seminar: Environmental Assessment and Project Development	ENS 461	Students work as a design and management team on a semester-long local or regional environmental project. Students must be able to analyze data, conduct field research and critically analyze studies and other materials associated with environmental issues. They must also recognize the value of community partnerships in their work, and to work effectively with these partners and stakeholders. The goal of this course is for students to improve and demonstrate these cross-disciplinary skills.	Fall	Sustainability-Inclusive

Global Education (Program)	Miami, Florida: Ecology, Conservation and Sustainability *	GBL 203	Modern American life demands significant resources and creates tremendous amounts of waste. And yet, the preservation of healthy ecosystems and the services they provide are also crucial to a healthy and productive human existence. This Winter Term Study USA course examines 1) where resources come from, 2) how waste is processed, and 3) how local, state, and national parks maintain ecological integrity in a world dominated by humans. We will use the operation of the City of Miami, Florida to understand behind-the-scenes logistics, and the natural resources of South Florida to learn about sustainable land management practices. More specifically, topics covered will include modern forestry methods, water treatment, floodwater management, solid waste disposal, recycling, state and national park management practices, ecosystem services, invasive species, ecological research, the role of zoos and aquaria in conservation, and conservation practices on public and private lands. This course will include service projects in Everglades NP, Biscayne Bay NP, and/or Big Cypress National Preserve. As a city surrounded on three sides by ecologically sensitive areas, Miami is an ideal location to study the balance between modern human life and the maintenance of healthy ecosystems.	Winter	Sustainability-Focused
Global Education (Program)	The Call of South Africa	GBL 230	Using your knowledge of the African-American fight for civil rights and democracy through specific historical and cultural milieus such as Jim Crow and the Civil Rights eras, this four-credit companion follow-up course to GBL 130 provides a comparative and unifying context of race and class-based systems of oppression through studies abroad in South Africa. In GBL 230, you will examine the social, systemic, and political structures that impact(ed) the lives of South Africans in the pre- and post- apartheid periods from a literary, cultural, and historical perspective, and examine the various kinds of protest models, organizations, and art-forms that emerged as a result. Through your study and service-learning engagement with scholars and leaders from all sectors of South African society, you will improve your basic understanding of the complex racial dynamics of South Africa, and explore the legacies of segregationist policies on South African society. One of the course days is dedicated to Sustainable South Africa with a reading "Understanding South Africa's Challenges". Additional readings on land and mining will be discussed through student-led discussions.	Winter	Sustainability-Inclusive

Global Education (Program)	Peru: The Living Heritage of the Andes	GBL 231	This interdisciplinary course combines study of the language, history, culture, politics and environment of this storied country. No prior knowledge of Spanish is required for enrollment, but students will develop conversational skills in classes at a language academy and through informal contact with Peruvians. The course will also feature group discussions focusing on the richness of Peru's cultural and environmental heritage in a global context. Peru remains a fascinating mixture of old and new; of cosmopolitan centers such as Lima, Arequipa and Cuzco; and tiny, remote villages; of beautiful coastlines, fascinating deserts, high mountains, and dense jungles. However, Peru's spectacular environment is under pressure from influences such as increasing population, globalization, pollution, geopolitical issues and natural phenomena.	Winter Term	Sustainability-Inclusive
Global Education (Program)	Barbados: Culture, Politics and Society	GBL 245	This interdisciplinary course examines the culture, society and people of present day Barbados. Course content focuses on Barbados' politics, its post-colonial history, education, tourism and its economy. Please note that this course requires extensive use of public transportation in the completion of required course activities. Such activities include frequent walking and hiking in a tropical climate. Sustainability topics are incorporated into the course using the 'three pillars' framework by exploring the economic, environmental, and social aspects of sustainability initiatives in Barbados. This includes examining the country's recycling program, production and use of solar power, food supply, fresh water reserves, and the effects a tourism-based economy has on sustainable practices. The Sustainability Student Learning Outcomes are: 1) Explain how sustainability relates to Bajan life, values, and actions; 2) Explain how Barbados' natural, economic, and social systems interact to foster or prevent sustainability; 3) Apply knowledge of sustainability to daily habits and consumer mentality; 4) Analyze sustainability practices in Barbados using a multidisciplinary approach; 5) Apply concepts of sustainability to study abroad by engaging in the challenges and solutions of sustainability.	Winter Term	Sustainability-Focused

Global Education (Program)	Costa Rica: Language, Culture, and Ecotourism *	GBL 252	The course is an interdisciplinary study combining language, culture, society, and the environment. Course objectives include improving conversational Spanish ability, basic understanding of Costa Rica's development and current issues. Elon students will live with Costa Rican families in a suburban neighborhood and will use public buses and taxis to get around the city. Eight nights will be spent outside of the San José area near national parks. Unlike other Central American countries which experienced political turmoil in the 1980's, Costa Rica has a long-standing democratic tradition which makes it the most peaceful nation in the region. Over 60 years ago, Costa Rica abolished its army and devoted its resources to education, health care and economic development. It has since become a popular destination for ecotourism. Elon's program is based in the capital city of San José, a metropolitan area with a population of 600,000 whose inhabitants enjoy a mild climate which requires neither heating nor air conditioning.	Winter	Sustainability-Inclusive
Global Education (Program)	Australia: Ecotourism in Australia *	GBL 253	The goals of this course seek to expand the participant's awareness and appreciation of ecotourism as a means of exploring cultural diversity and contributing to international exchange as well as to study the environmental issues facing Australia. Participants in this course will learn to understand the differences between ecotourism and traditional commercial tourism. Additionally, students will compare and contrast principles of ecotourism as seen from participating in a number of outdoor activities such as hiking, surfing, canyoning, and snorkeling with various outfitters. Lectures and study will focus on environmental issues in Australia and the importance of ecotourism as a means of protecting natural resources, maintaining the cultural integrity of indigenous communities and supplying a sustainable income to the economy.	Winter	Sustainability-Inclusive
Global Education (Program)	Elon in Alaska	GBL 255/ENG 255	This is a hybrid course that includes an introduction in the second half of the spring semester at Elon, then begins online at the beginning of summer term (June 2) and ends on-location in Alaska. This course combines experiences in Alaska with the study of its people and its natural environment through the work of well-known environmental, historical, and literary writers. Students will explore the ways different native and non-native peoples have perceived Alaska and examine how their own perceptions of Alaska have been constructed. Students will have the opportunity to complete a 2 credit hour internship at one of numerous businesses, non-profits, and governmental agencies located on the Kenai Peninsula.	Summer	Sustainability-Inclusive

Global Education (Program)	Critically Engaged Eco-Tourism in New Zealand	GBL 266	This interdisciplinary course is designed to introduce the student to the culture of the Maori people, topics of stewardship of natural resources, environmental sustainability and positive action for change. A major emphasis in this specific course is the growing worldwide emphasis on green tourism and the expansion of adventure based learning. Students will learn of various methods for conserving natural resources; we will walk on glaciers, hike on a growing mountain range, boat in geologically unique fjords, trek through pristine rainforests, discover stunning waterfalls, study two greatly variant coastlines, compare man-made and natural lakes and a variety of rivers along the way. All these activities will be done with a focus on understanding the special niche each has in the overall environment, Maori's Papa, the Earth Mother.	Winter	Sustainability-Inclusive
Global Education (Program)	Costa Rica Unplugged: Sustainable Ecotourism	GBL 268	This Winter Term service-learning course immerses students in Costa Rica's commitment to sustainability, reflectively engaging with concepts, people, and the natural world. Service projects include: volunteering with a conservation group, supporting sustainability projects, and experiencing mutual mentoring with Costa Rican students about environmental sustainability. Goals include: improving environmental and ecological understanding (specifically rainforest ecosystems), building knowledge of sustainability and ecotourism, developing a personal stance toward the commons (nature, community and culture), and increasing intercultural competencies through near-peer mutual mentoring. The goals are met through course readings and assignments, first-hand experiences, and notably an immersion in living unplugged and off the grid – which includes extended periods with limited cell service and/or internet access as well as solar powered electricity and no hot water.	Winter	Sustainability-Focused
History and Geography	Global Physical Envrionments	GEO 121	Students will examine the processes that control the spatial distribution of climate, vegetation, soils and landforms. Topics include earth-sun geometry, global energy balance, hydrology, tectonics, weathering and mass wasting, climatic classification and climatographs, arid land and coastal and fluvial geomorphology. Focus will be on the Earth as the home of humans and the impact of humans on their environments.	Fall	Sustainability-Inclusive
History and Geography	The World's Regions	GEO 131	This survey of the regions of the world emphasizes place names and environmental and human characteristics that provide both the common traits and the distinctive characteristics of different places. Students analyze change, problems, potentials and alternative futures and use traditional and electronic data sources, atlases and methods of data presentation. Topics covered in the course include sustainable development, Anthropocene and environmental change/global warming.	Spring	Sustainability-Inclusive

History and Geography	GIS and Environmental Health	GEO 270	This applied-service learning course uses spatial analysis to address applied environmental health problems in our local community. Grounded in theory from urban planning, environmental justice, and public health, students will work together on group projects in collaboration with officials from local agencies and non-profit organizations. Example projects may include mapping health risks, analyzing greenspace accessibility, and mapping food deserts. Geographic Information Systems will be used as the organizing technology. Students will develop or expand skills in geospatial data development, spatial analysis, and map-based communication of results. Final projects will include technical reports submitted to stakeholders.	Spring	Sustainability-Inclusive
History and Geography	Development and the Environment in Latin America, Africa, and Asia *	GEO 310	This course is concerned with environmental issues primarily in developing countries. This course will provide a forum for discussing and analyzing the geopolitics of international environmental conservation programs often devised in wealthier countries but applied in the "third world", as well as the social and environmental consequences of large-scale and small-scale development projects.	Fall/Spring	Sustainability-Focused
History and Geography	Global Environmental Change	GEO 345	This course explores the physical and human geographical aspects of global environmental change, focusing on the effects of past climatic changes upon present landscapes, historic short-term fluctuations in temperature and precipitation, possible explanations for climatic change over time, the impact of human action on the Earth and its environmental systems, and the projection of future environmental changes. This course provides students with an understanding of the latest scientific investigations and technology in environmental studies.	Fall	Sustainability-Focused
History and Geography	Natural Disasters	GEO 346	Natural disasters, such as hurricanes, tsunami, earthquakes, volcanoes and floods can occur almost anywhere and reoccur in the same area, making it important to learn how to prepare for them. This course provides an introduction to the types of natural disasters people face. It explores the types, frequency, geographic distribution, physical processes that cause those hazards, their effects on human society and how humans evaluate and respond to minimize losses from natural disasters.	Spring	Sustainability-Inclusive
Human Service Studies	Social Policy and Inequality	HSS 311	Social policies affect both the quality of life of the people who make up our society and the guidelines that determine how human services professionals are able to help them. Students in this course will study the history of inequality and social welfare in the United States, contemporary social policy, and the political, economic and social structures that influence how resources are distributed in U.S. society. Topics may include policies affecting individuals, families and children, such as health care, education, housing and employment.	Fall/Spring	Sustainability-Inclusive

Human Service Studies	International Human Services*	HSS 350	This course examines roles and strategies adopted by human service professionals to address issues affecting the well-being of people throughout the world. Particular attention will be paid to working with immigrants and refugees, global violence against women and HIV/AIDS. Students will gain familiarity with the multi-level determinants underlying these issues, program models utilized to address these problems, as well as the international organizations involved in these fields.	Fall/Spring	Sustainability-Inclusive
Human Service Studies	Practicum Away: Theory and Practice of Human Service Studies	HSS 382	This course introduces students to the biopsychosocial model of understanding human systems in a cross-cultural environment. Three weeks of direct practice and observation in a human services organization in an international or domestic setting away from campus allows students to apply and conceptualize various aspects of human service delivery, particularly cross-cultural practice, using this approach. Student learning will be guided and enhanced through course readings, weekly seminars, written assignments and faculty site visits. The practicum provides students with hands on opportunities to work with agencies providing human services that address an aspect of sustainability and one or more of the SDGs (e.g., good health and well-being, decent work and economic growth, reduced inequalities). [Taught as HSS 381 IS in Costa Rica for 18-19.]	Winter	Sustainability-Inclusive
Interdisciplinary Studies (Program)	Service Learning and Communities *	IDS 164	This course focuses on the interconnectivity of rural and urban communities, how community issues such as indigenous culture, hunger, food sourcing, homelessness and environmental stewardship are identified, and how organizations responding to needs like these work with local and international volunteers to aid the community. Students will travel across the United States performing service projects along the way.	Fall	Sustainability-Inclusive
Interdisciplinary Studies (Program)	Disarming Justice: Nonviolence and the Civil Rights Movement	IDS 224	In this course, we will examine how civil rights leaders and activists used the theories and tactics of nonviolence to challenge the institutions of segregation in the American South. The course will culminate in travel to sites important to the movement in Atlanta, Montgomery, Birmingham, and Selma.	Winter Term	Sustainability-Inclusive
Interdisciplinary Studies (Program)	Periclean Scholars	IDS 225	In this foundational course students develop a mission statement for the class and research in depth the issues and topics related to that mission. Emphasis is placed on becoming deeply familiar with the multiplicity of factors that surround the group's chosen issue and developing individual and group goals (short and long term). They examine the process of and begin to understand how to be effective agents of social change. The Periclean Scholars program is part of Project Pericles, a national multi-institution initiative dedicated to increasing civic engagement and social responsibility. Periclean Scholars promote awareness of global issues and provide culturally sensitive and sustainable approaches to these issues. Each student cohort researches a country of focus and chooses an issue to address in that country.	Fall	Sustainability-Inclusive

Interdisciplinary Studies (Program)	Perspectives in Personal and Global Health	IDS 285	This course is designed to explore basic concepts relating to optimal health and well-being from a holistic perspective - the state of health based on the interrelated aspects of mind, body and spirit on individual and global levels. Emphasis is placed on current health issues that affect the emotional, physical, social, intellectual, spiritual and environmental aspects of one's life. This course will explore personal health issues from multiple cultural and global perspectives. Topics related to health, including stress, alcohol and other drugs, physical fitness, nutrition, weight control, disease prevention, sexuality and mental health. This course is designed to cultivate life-long health and well-being through acquisition of knowledge and skills as well as an understanding of individual, community and global responsibility. Students will gain an understanding of the complexity of factors influencing health behavior in order to begin envisioning ways to impact health.	Fall	Sustainability-Inclusive
International Business	Introduction to International Business	INB 250	This course is a broadly based introduction to the study of global business. Students examine the overall nature of international business, the foreign environments that international businesses face and the unique situations associated with doing business across international borders. International culture, economic and legal factors will be explored, as well as an introduction to marketing, finance and trade around the world. The course incorporates corporate social responsibility and corporate ethics.	Fall	Sustainability-Inclusive
Management	Principles of Management and Organizational Behavior	MGT 323	This course prepares students for the challenges of management and leadership in the dynamic new workplace of the 21st century. The course examines the central role of management in the efficient and effective production of goods and services. Students will learn how strategic and operational planning, job design, organizational structure, and human behavior affect operations in manufacturing and service industries. Organizational behavior topics include leadership and ethics, motivation and rewards, communication, and teams and teamwork. The global dimensions of management are also emphasized. Sustainability is addressed through the lens of ethics and social responsiblity of businesses.	Fall/Winter/Spring/Summer	Sustainability-Inclusive

Management	International Business Strategy *	MGT 424	This course covers international strategic formulation and implementation for MNCs in the current global business environment. Students examine the overall nature of international business, the foreign environments that MNCs face, and the strategies associated with international competition. The major topics studied include strategies for international operation, cross-cultural negotiation and decision making strategies, leadership and motivation strategies in international business, and social responsibility and sustainability issues associated with strategies of MNCs	Fall/Spring	Sustainability-Inclusive
Marketing	Global Marketing	MKT 416	This course for the marketing and international business concentration explores the scope of global marketing. Examining the impact the global environment has upon marketing decisions and strategy formulations. Through analyses of different types of markets, students develop an understanding and appreciation of how the world is "shrinking" and the influence this has on U.S. businesses, individuals, households, and institutions. Students will monitor the global environment and report their findings on specific regions of the world to the class in order to make students more aware of the global environment. Course objectives include become familiarized with broader social and ethical concerns arising from global marketing activities, such as the need for environmental protection and sustainable development practices, corporate social responsibility, and human rights. A group project and case study focus on sustainability.	Fall/Spring	Sustainability-Inclusive
Periclean Scholars (Program)	Sophomore Periclean Scholars	PER 252	In the second class of the program, Scholars deepen the research of their chosen geographic location and issue(s) of focus as they begin to put aspects of their mission statements into action. At this time, Scholars will also begin to join forces and reach out to potential partners. As the class continues to learn how to work as a cohort, emphasis is placed on academic research, effective written and oral communication, and productive and sustainable partnering techniques. The Periclean Scholars program is part of Project Pericles, a national multi-institution initiative dedicated to increasing civic engagement and social responsibility. Periclean Scholars promote awareness of global issues and provide culturally sensitive and sustainable approaches to these issues. Each student cohort researches a country of focus and chooses an issue to address in that country. Examples: Class of 2017: Namibia, project area: sustainable agriculture; Class of 2018: Zambia, project area: partnership in community development; Class of 2019: SriLanka, project area: sustainable community tourism programs that are specifically designed to economically empower local women (working with Sarvodaya, the oldest and largest NGO in Sri Lanka); Class of 2020: Cuba, project area: yet to be deteremined, likely related to the environment or sustainable agricultural practices.	Fall/Spring	Sustainability-Inclusive

Periclean Scholars (Program)	Junior Periclean Scholars	PER 351/352	In the junior year, the Periclean Scholars cohort will continue broadening and deepening their knowledge of the content area(s) in the group's chosen geographic location and issue(s). The mentor will guide and encourage the cohort to begin using the knowledge, conceptual and theoretical frameworks, and skill sets that they are learning in their majors as they engage in activities outlined in their chosen mission statement. The Periclean Scholars program is part of Project Pericles, a national multi-institution initiative dedicated to increasing civic engagement and social responsibility. Periclean Scholars promote awareness of global issues and provide culturally sensitive and sustainable approaches to these issues. Each student cohort researches a country of focus and chooses an issue to address in that country. Examples: Class of 2017: Namibia, project area: sustainable agriculture; Class of 2018: Zambia, project area: partnership in community development; Class of 2019: SriLanka, project area: sustainable community tourism programs that are specifically designed to economically empower local women (working with Sarvodaya, the oldest and largest NGO in Sri Lanka); Class of 2020: Cuba, project area: yet to be deteremined, likely related to the environment or sustainable agricultural practices.	Fall/Sprimg	Sustainability-Inclusive
Periclean Scholars (Program)	Senior Periclean Scholars	PER 451/452	These courses serve as a capstone to the program. The students will put to use all that they have learned in both their earlier Periclean classes and in their majors to move forward their projects and goals. The mentor will guide them in both reflecting on what they have accomplished and in planning for how they will begin their lifelong role as Periclean Scholar alumni, sustaining the initiatives they began as undergraduates. The Periclean Scholars program is part of Project Pericles, a national multi-institution initiative dedicated to increasing civic engagement and social responsibility. Periclean Scholars promote awareness of global issues and provide culturally sensitive and sustainable approaches to these issues. Each student cohort researches a country of focus and chooses an issue to address in that country. Examples: Class of 2017: Namibia, project area: sustainable agriculture; Class of 2018: Zambia, project area: partnership in community development; Class of 2019: SriLanka, project area: sustainable community tourism programs that are specifically designed to economically empower local women (working with Sarvodaya, the oldest and largest NGO in Sri Lanka); Class of 2020: Cuba, project area: yet to be deteremined, likely related to the environment or sustainable agricultural practices.	Fall/Sprimg	Sustainability-Inclusive
Philosophy or Religious Studies	Environmental Ethics	PHL 348/REL 348	In an exploration of the moral dimensions of the environmental crisis, students examine the roles religious and philosophical ethics play in providing frameworks for understanding environmental issues and developing guidelines for addressing specific contemporary problems.	Fall	Sustainability-Inclusive
Physics	Introduction to Geology	PHY 103	This geology course includes a study of the nature and origin of rocks and minerals, evolution of the landscape, plate tectonics, coastal dynamics and geologic time. This course includes content on alternative energy sources and geologic environmental issues, such as climate change.	Fall	Sustainability-Inclusive

Physics	Energy and the Environment	PHY 110	This course provides an introduction to energy concepts and the basic modes of energy production and use, focusing on environmental problems that are a consequence of such activities.	Fall/Spring	Sustainability-Inclusive
Political Science & Policy Studies	International Relations	POL 141/IGS 141	This course gives students a basic appreciation for our world and examines political issues such as the role of power and international law in the international system and economic, social and cultural features of the world. The course includes content on international challenges, including climate change and its implications for policymaking, global inequality and social justice.	Fall/Spring	Sustainability-Inclusive
Political Science & Policy Studies	International Environmental Policy*	POL 344	This course addresses environmental issues that cross national boundaries, such as global warming, natural resource scarcity, waste disposal and issues of international trade and the environment. It is useful for students of international studies and environmental studies as well as political science.	Alternate years	Sustainability-Inclusive
Political Science & Policy Studies	International Human Rights	POL 348	This course explores the philosophical background of human rights and the contemporary practice of promoting human rights across the globe. It examines international law and war crimes tribunals, looks at different institutions and NGOs that address human rights abuses, and assesses the criteria for judging humanitarian intervention. Case studies utilized may include poverty, global warming, torture, female mutilation and genocide.	Alternate years, fall	Sustainability-Inclusive
Political Science & Policy Studies	Environmental Policy and Law	PST 224	This course focuses on the policy processes and institutional settings for environmental policy formation and governmental action. It deals with the role of the courts, Congress and federal agencies in the development, implementation and evaluation of environmental policy. From piles of plastic straws to worldwide climate change, there is no shortage of environmental problems that require social action. However, political solutions are difficult and policy responses are frequently slow and inadequate. This course is designed to provide an overview of environmental politics within the American political system. Students will be exposed to broad theoretical understandings of how social factors (politics and economics) shape environmental problems and the efforts to solve them. As such the course will cover topics in environmental public opinion, building political power to address environmental problems, how values and attitudes shape environmental behavior, and an overview of environmental policy alternatives, and environmental policymaking.	Fall	Sustainability-Focused
Political Science & Policy Studies	Food Policy*	PST 320	Food is a defining issue of our time. This course focuses on the policies that shape food production, access and distribution of food within the United States. This course also considers the impact of US food policies on the sustainability of international food systems and global food access in other areas of the world.	Spring	Sustainability-Inclusive

Public Health Studies	Introduction to Public Health	PHS 201	This course is an introductory survey of public health issues and opportunities. Students will gain a thorough understanding of public health, its influence on the health of the world, environmental and behavioral influences on the health of the public in the United States, and the broad scope of career options for professionals in the field of public health. This course includes a historical context for a discussion of current trends, emerging health issues and global practices.	Fall/Spring	Sustainability-Inclusive
Public Health Studies	Global Health	PHS 302	The course will introduce students to key global health issues. Students will gain an understanding of contemporary global health problems, their determinants, distribution and prevention/response strategies. Particular attention will be paid to the links between global health and social and economic development. This course focuses on developing countries and on the health of the poor.	Fall/Spring	Sustainability-Inclusive
Religious Studies	Judaism and the Envrionment *	REL 239	This course analyzes historical and contemporary teachings of the Jewish tradition regarding animals and the natural world. We will study the stories of creation in the Bible and in the Jewish imagination; the treatment of nature in Jewish law, philosophy and mysticism; traditional prohibitions on causing suffering to animals, wasting natural resources, and various forms of pollution; and responses to current environmental crises among contemporary American and Israeli Jews.	Winter	Sustainability-Inclusive
Science (Program)	Science without Borders	SCI 121	This course will challenge every student to think critically about the biggest ideas produced by the natural sciences. Students will learn how to think like a scientist as they explore the development of, evidence supporting and applications for these ideas, which span atoms, the universe and everything in between. Also, student groups will use the scientific method to approach complex “real-world” problems that intersect with the natural sciences.	Fall/Spring	Sustainability-Inclusive
Science (Program)	Journey through Time	SCI 126	We are one of several million species that all live on a relatively small rock in space, but how did we and everything else get here, and where are we going? Getting answers to these questions would shed light on just about every discipline and worldview. In this course, students will explore the origins of the universe, stars and planets, living organisms, humans, civilization, and more. Emphasis will be placed on empirical evidence and what inferences are justified from that evidence. Course goals are: explore the origins of our universe, solar system, planet, and life; explore major events and changes that occurred during our planet’s evolutionary, paleogeographic, and climatic history; explore the origin of humans so that students better understand our place in the history of the Earth, and our role in shaping the future.	Fall	Sustainability-Inclusive

Sociology and Anthropology	Introduction to Cultural Anthropology	ANT 112	Cultural anthropology is the comparative exploration of diverse beliefs, practices and material culture of contemporary human societies throughout the world. Inherent to this study is consideration of the historical, political, economic and environmental contexts in which cultures operate. The variety of ways humans define their place in the universe, interact with their physical, social and spiritual environments, and endow their existence with meaning and order are at the core of cultural anthropological inquiry. In this course, students will learn the basic concepts, theories and methods used by anthropologists studying people and culture. Specific topics include cross-cultural patterns of subsistence, marriage and family, social organization, economics, politics, religion, globalization and culture change and the application of anthropology to contemporary social problems.	Fall/Spring	Sustainability-Inclusive
Sociology and Anthropology	Human Evolution and Adaptation	ANT 113	This course provides a basic introduction to neo-Darwinian theory and natural selection, Mendelian and population genetics, mechanisms of human biological and cultural adaptation, and interpretation of the primate and hominid fossil record (drawing on both paleontology and molecular genetics). Special attention is paid to the interaction of social mechanisms with biological and environmental influences in human evolution. Readings include an introduction to medical biotechnology and the Human Genome Diversity Project. Human adaptations to the environment are discussed.	Spring	Sustainability-Inclusive
Sociology and Anthropology	Introduction to Archaeology	ANT 114	Introduction to Archaeology presents the current state of archaeology by exploring its historical roots and covers basic archaeological theories, methods and practice. This includes techniques for investigation, recovery, reconstruction, interpretation and preservation, as well as ethical considerations. Ethics are explored from the perspective of preserving and conserving cultural resources for future generations, mirroring notions of preserving and conserving natural resources. Human adaptations to the environment are discussed.	Fall	Sustainability-Inclusive
Sociology and Anthropology	Native Americans and the Environment	ANT 170	This continent's original inhabitants were members of diverse societies and many varying cultural views. Nevertheless, many of the tribes viewed the earth as a sacred mother who provided everything they needed to live. Most cultural viewpoints respected the environment and embraced philosophies of taking only the resources needed to survive. These views clashed with those of colonizers, who used the differences to justify taking tribes' homelands. These conflicting cultural views of the natural world continue to clash in current struggles over environmental issues. This course explores the traditional views of land as sacred, focusing on in-depth study of the Navajo, Apache, Hopi and Cherokee cultures. It then analyzes the clash between these views and those of the colonizers. Finally, current struggles and legal cases involving land rights, environmental issues and protection of sacred sites are examined, demonstrating that these different cultural views of land continue to cause conflict in the contemporary world.	Winter	Sustainability-Inclusive

Sociology and Anthropology	Introductory Sociology	SOC 111	This course provides an introduction to basic theoretical principles and research methods of modern sociology, including such issues as the relationship between culture, personality and society; the fundamental forms of social structure; social institutions such as religion and the family; and social processes such as deviance and social change. As part of the course, students will be introduced to the ways in which sociology is used to gain a deeper understanding of both current and time-worn social issues as well as helping students to understand the ways in which their lives and identities have been influenced and shaped by social and cultural factors, and also gives consideration to issues pertaining to social responsibility. The course provides a strong foundation, both in terms of practical learning skills and content, for upper level Elon Core Curriculum, as well as upper level sociology courses. Content covered in the course includes the interconnections between the environment and society, such as environmental sociology, threats to the environment, socioeconomic status and the impact of inequality.	Fall/Spring	Sustainability-Inclusive
Sociology and Anthropology	Social Issues and Problems in the Local Community *	SOC 220	Students investigate social issues and problems in our local community (i.e., the Elon/Burlington area, Alamance County or North Carolina as a whole) and use an interdisciplinary framework, heavily grounded in sociological theory and analysis to discover the connections between local, national and global problems. Study focuses on causes, consequences and policies concerning such problems as poverty and racism and issues pertaining to institutions such as family, economy, government, medicine, religion and others.	Spring	Sustainability-Inclusive
Sociology and Anthropology	Environmental Sociology	SOC 334	This course examines how social systems interact with ecosystems. Within this examination, the course will explore how environmental sociologists describe and explain the patterns that emerge from this interaction; explore what has led to the social disruption of ecosystems; explore the consequences of environmental disruption; and examine ways society has responded to human-induced environmental disruption.	Spring	Sustainability-Focused
Sociology and Anthropology	Ethnic and Race Relations *	SOC 341	Students examine the meaning of minority group status in terms of the general patterns and problems confronting all minorities as well as the specific issues facing individual minority groups such as African-Americans, Jews, European-Americans and Asian-Americans. Discussion emphasizes the nature of prejudice and discrimination, the structure of minority-majority relations and strategies toward social equality.	Spring	Sustainability-Inclusive

Sport Management	Facility and Venue Management	SPT 226	Facilities and venues shape the experience of fans and participants. Students learn how to plan and manage successful facilities including operations, policy, financing, crowd control, risk management, customer service and budgeting. With new arenas, stadia, entertainment districts, and other multi-purpose facilities shaping the experience of fans and participants and various events from local to international scale held all over the nation, the sport facility management industry is burgeoning and opening numerous job opportunities. This course is designed to provide future sport facility managers with theoretical and practical knowledge in facility management including planning, construction, operation, maintenance, sustainability, inclusive compliance, safety and security management, and numerous issues confronting sport industry professionals and organizations today. Dr. Kim's course includes a group project about building a green sport facility.	Fall/Spring	Sustainability-Inclusive
Sport Management	Sport Marketing	SPT 351	Effective marketing is necessary to communicate and promote facilities, programs and events. This course focuses on strategic sport marketing, consumer behavior, market segmentation and selection, the marketing mix, and the implementation and control of sport marketing activities. In Dr. Kim's course sustainability is incorporated through a course section on environmental sustainability in sport and a guest lecture.	Fall/Spring	Sustainability-Inclusive
Wellness and Health Education	Perspectives in Health Promotion: Foundations to Function	WHE 230	Through interactive lectures, discussions, research and case studies, this course will explore the theoretical, historical, and philosophical foundations of health behavior and health promotion strategies. Health promotion theories, research methods and principles will be used to investigate health challenges faced by individuals locally and globally. Students will apply this knowledge to a specific health issue of interest, providing a synthesized theoretical perspective on the topic, and demonstrating a greater understanding of the interrelationships between the multiple factors that shape the initiation, maintenance and promotion of health behaviors. This course is an introductory health promotion course designed to explore and answer the question “How do we enable people to maintain and improve their health?”	Fall	Sustainability-Inclusive
Graduate					

iMedia	Interactive Project for the Public Good	COM 670	Students work in a team environment to create an interactive media project for the public good. In teams, they travel for approximately a week to a site to gather content through interviews, photos, audio and video needed for the project. They then return to campus to organize this content into a project that will be accessible to the public at large. Students develop, design, and deploy original interactive projects in a deadline-driven setting. Course may include a domestic or international fly-in component. Goal: Apply skills and material learned thus far in the iMedia curriculum into practice and make a contribution to the betterment of society.	Winter	Sustainability-Inclusive
School of Law	Environmental Law	LAW 841	The study of state and federal environmental regulation. Relevant state and federal statutes, regulations and case decisions will be examined, with particular emphasis afforded federal statutes such as the National Environmental Policy Act (NEPA), the Clean Water Act (CWA), and the Comprehensive Environmental Response and Liability Act (CERCLA).	Fall	Sustainability-Inclusive
Physician Assistant Studies	Special Populations - Underserved Populations Module	PAS 540	This course is one of a series of population-based modules in Pediatrics, Geriatrics and Underserved Populations and is designed to prepare students to effectively evaluate and treat pediatric and geriatric patients as well as to identify vulnerable populations and respond to the social determinants of health and health disparities vulnerable groups often experience. Instructional objectives of the course include: Understand the characteristics of a subgroup of the population that makes it "vulnerable" relative to the general population and the effects of the vulnerability on health.; Define social vulnerability and describe its relation to health disparity; Illustrate the effects of various vulnerability factors (e.g. poverty, low health literacy) on the morbidity and mortality of common diseases.; Employ an understanding of human bias in order to identify their own personal and cultural biases and develop a strategy to mitigate the impact of bias on clinical decision making.; Recognize the need for primary care providers to advocate for improving health literacy in their communities.; Analyze the effects of political and environmental factors (e.g. clean water, food security, sanitation, etc.) on health, disease and the delivery of health care.; Identify unique burdens experienced by vulnerable populations.; Outline strategies and identify resources to decrease vulnerability and improve health outcomes among vulnerable groups.; Apply an understanding of equity and social justice to an analysis of the distribution of healthcare in resource-poor areas, locally and globally.	Fall	Sustainability-Inclusive

* Indicates a course in the 18-19 Academic Catalog but not offered in the 18-19 academic year. These are not included in the STARS report.

^ Indicates a course offered in the 18-19 academic year but not in the Academic Catalog. There are included in the STARS report