Undergraduate					
Department or Program	**Course Title**	**Course ID**	**Course Description**	**Designation**	**UN SDGs**
Art	Time Arts	ART 1140	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.	Sustainability-Inclusive	12, 13
Art	Eco Art	ART 3390	Eco-art addresses the environmental crisis in a number of creative ways, often involving activism, collaboration and eco-friendly" 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 focus on weaving social responsibility into the making of art and they will embrace the nature of art/science collaborations.	Sustainability-Inclusive	13
Biology	Biology: The Science of Life	BIO 1064	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.	Sustainability-Inclusive	9, 11, 12, 13, 14, 15
Biology	Biodiversity	BIO 1514	This course is an integrated lab/lecture, which will teach students lab and field techniques to measure and understand the diversity of the living world. Concepts include the measurement of biodiversity, the evolutionary relationships among organisms and the construction of phylogenies. This course considers the wide variety of life forms on Earth. In addition to the taxonomic classification of organisms on this planet, it also considers the role of humans in reducing the overall biodiversity during the Anthropocene. Other aspects include water quality as indicated by different bacteria species found in surface waters.	Sustainability-Inclusive	6, 14, 15
Biology	Introductory Population Biology	BIO 2512	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.	Sustainability-Inclusive	13, 14, 15

Biology	Biotechnology	BIO 3104	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.	Sustainability-Inclusive	7, 12, 14, 15
Biology	Aquatic Biology: the Study of Inland Waters	BIO 3612	This course considers the chemical, physical and biological properties of freshwater ecosystems, including streams, rivers, ponds and lakes. Topics include the geomorphology of inland waters, thermal stratification, nutrient cycles, community metabolism, plankton community dynamics, seasonal succession and eutrophication resulting from human activities. Weekly laboratory meetings provide hands-on experience with the field techniques of freshwater scientists. This course covers the biological aspects of freshwater systems, including how humans impacted these systems through urban development, agriculture, and other activities. Students evaluate water quality and eutrophication through a number of biological (microbial and macroinvertebrates) and chemical processes (nutrients).	Sustainability-Inclusive	6, 11, 13, 14

Biology	Field Biology	BIO 3642	Neotropical ecosystems contain much of the biodiversity on Earth, and floral and faunal distributions from South and North America come together on the Panamanian isthmus. The topography and biogeographical history of Panama make it a biodiversity hotspot, encompassing a dozen life zones and ecosystems ranging from montane páramo to humid lowland tropical forests and coral reefs. In this course, students will visit three ecologically and culturally distinct areas, quantify forest and marine invertebrate biodiversity, and contribute to an ongoing professional research project on behavioral ecology. Sites include the La Amistad National Park, the Guna Yala archipelago, Soberania National Park, and the Smithsonian Tropical Research Institute at Barro Colorado Island. Cultural experiences will include homestays with local families in a montane agricultural town, visiting NGOs in Cerro Punta and Guna Yala, and living and working at an international research station. Dedicated students will gain experience conducting ecological research in tropical environments, explore Panamanian perspectives on ecology, conservation, and the value of basic science, and broaden their competence navigating a different culture. [Description for Winter Term 2025 offering of this course taught in Panama.]	Sustainability-Inclusive	13, 14, 15
Biology	Toxicology	BIO 3650	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 and problems associated, discuss public policy and alternatives or amelioration.	Sustainability-Inclusive	3, 6, 10, 14, 15

Biology	Conservation Biology^	BIO 3701	This course will cover the principles and theories of modern conservation biology. First, a foundational understanding of concepts will be developed, such as: the patterns and processes that lead to our current levels of biodiversity, consequences of the loss of biodiversity, the link between organisms and communities and ecosystem-level processes and ecosystem services, invasive species sources and management, habitat loss and fragmentation, population viability analysis and habitat conservation, conservation tools and planning, and climate change. An important part of the class is an end-of-semester team presentation about one of North Carolina's many conservation organizations.	Sustainability-Inclusive	6, 12, 13, 14, 15
Business (not an independent department)	Gateway to Business	BUS 1110	This course is designed to introduce students to the diverse and exciting world of business, which engages professionals in creative and analytical thinking to solve problems and seize opportunity. However, business is a multi-dimensional discipline, requiring professionals to understand societies, economic forces, and political philosophies as well as markets, money, people, and the overall environment in which "the firm" operates. In addition, students will explore the meaning of "work" and its role in business. Students will be introduced to the traditional business disciplines, including accounting, finance, marketing, and management, as well as the broad societal environments in which those disciplines operate and interact. Students will also develop the analytical skills and communication skills (written and oral) expected in the business environment. This course includes 3 modules that incorporate sustainability challenges. The modules are (1) Economic Systems and Business, (2) Ethics and Social Responsibility, and (3) Social Inequality. Each module includes lectures, class discussions, and exam questions.	Sustainability-Inclusive	8, 9, 10, 12
Business (not an independent department)	Legal and Ethical Environment of Business	BUS 2210	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.	Sustainability-Inclusive	8, 12, 16

Business (not an independent department)	Strategic Management	BUS 4970	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. Moreover, the course recognizes the opportunities to gain competitive advantage through sustainability-related innovation and product differentiation.	Sustainability-Inclusive	8, 9, 12, 16
Chemistry	Culinary Transformations: The Science Behind What's Cooking	CHM 1310	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 this course is taught during Winter Term in Italy, sustainable, organic farming and food production from an Italian perspective, which emphasizes small-scale farming and polyculture, is covered in the course. In addition, EU regulations around food are compared to those in the US (i.e., GMO seeds, use of pesticides, etc.) and the Slow Food Movement is covered. The course includes visits to farms and food production sites as well as guest lecturers.	Sustainability-Inclusive	2, 3, 12

Chemistry	Environmental Chemistry	CHM 3050	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. The goal of the course is to deepen understanding of chemical processes that influence the environment. The course covers atmospheric chemistry and air pollution, climate change and energy, and water chemistry and water pollution. The course includes a project for which students explore one chemically based solution to an environmental problem or challenge.	Sustainability-Inclusive	6, 13, 14, 15
Chemistry	Senior Seminar in Chemistry	CHM 4970	This capstone course will combine examination of an advanced special topic that draws from several sub-disciplines in chemistry with an intensive student seminar presentation based on recent literature. Possible topics include physical organic, bioanyalytical, advanced environmental and organometallic chemistry. Based on the instructor's expertise, the spring 2025 theme was Emerging Environmental Contaminates. Each student selected an emerging contaminate or suite of contaminates and produced both an oral presentation and review paper that covered: the history and use(s) of the chemical(s); its manufacture and synthesis; persistence and detection in environmental systems (i.e., instrumentation); degradation in natural systems (if applicable); biological interactions/toxicity; sustainable remediation/removal. Potential chemical classes include but are not limited to, PFAS, microplastics, engineered nanoparticles, brominated flame retardants, trace metals (i.e., Hg, Pb), disinfection-by-products, neonicotinoids, artificial sweeteners, tire road chemicals, personal care products, etc..	Sustainability-Inclusive	6, 12, 13
Communications	Environmental Communications	COM 3310	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.	Sustainability-Inclusive	10, 13, 17

Core Curriculum (Program)	Teaching and Learning Financial Literacy	COR 3120	"How does health insurance work?" "What is a 401(k) and how do I use it?" "How will finances impact my ability to reach personal goals?" Many people, and especially college students, struggle to answer these questions. In this class, students will first investigate basic financial principles that can help prepare them for a life after college. The class will then transition to discussing challenges related to gaining and promoting financial literacy in society. We will explore the social, emotional and societal problems that often result from a lack of financial literacy, and how these problems affect health and wellness for many individuals and families. Finally, for a Capstone Project, each student will create a project that utilizes their skills and interest, including those gained throughout their experience at Elon, in helping to promote financial literacy on campus and in the local community. This course discusses the topic of financial sustainability. It is focused on individuals and families, and how sustainable finances can improve overall wellbeing. We also spend a considerable amount of time discussing the negative consequences to individuals, as well as society at large, due to unsustainable choices made by individuals.	Sustainability-Inclusive	3, 4, 5, 8, 10, 11, 12
Core Curriculum (Program)	Plants and Civilization	COR 3140	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).	Sustainability-Inclusive	1, 2, 3, 6, 8, 9, 12, 13, 15, 16

Core Curriculum (Program)	Wilderness and Adventure Therapy	COR 3310	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 multi 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.	Sustainability-Inclusive	3, 11, 12, 15
Core Curriculum (Program)	Ecology and Economics in a Globalized World^	COR 3610	This course will follow the parallel, complementary, and interdependent development of economics and ecological theory. We will use the growth of the British Empire to understand the myriad impacts that human demand for natural resources has on the environment and human society. As an example of this, we will follow British demand for three historical raw material commodities: tea, sugar and cotton, to understand how they influenced national economies, brought about a strong British middle class, and led to greater access to education including scientific fields. However, our examination of the history of these commodities also forces us to question Britain's manipulation of world politics, the use of military force to protect private investment, the changes in human demographics from the enslavement of various peoples, the use of child labor for much of its economic growth, and how these issues changed our attitudes towards social and civil rights. This historical review will also help us consider the challenges we will face in the future as the human population continues to grow and to demand resources that fuel economic growth while recognizing that healthy ecosystems are essential for our own well-being.	Sustainability-Inclusive	7, 8, 9, 10, 11, 12, 15

Core Curriculum (Program)	Deep Time to the Anthropocene^	COR 3711	Humans have radically altered nearly every aspect of life on Earth. From the composition of the atmosphere, to the extinction of thousands of species, it is impossible to escape the consequences of human society. Although we typically think of these environmental issues as modern phenomenon, people have altered the environment around them in ways that are vastly different from other species since the origin of modern humans. Today, many geologists consider the impact of man so great as to warrant the naming of a new geological Age – The Anthropocene. The course looks at the profound ways that humans have impacted the Earth, drawing from geology, atmospheric science, biology, chemistry, and oceanography. We also consider the socio-economic-cultural aspects of human society that contribute to these widespread global changes. Although this may seem bleak, there are simultaneously some incredible adaptations that people are making to living and thriving in this new, modern world. In the second half of the semester, the course focues on the current adaptations that individuals and communities are making to adjust to our current environment and explore future visions in sustainability that may shape the future of humanity in the Anthropocene.	Sustainability-Focused	1, 3, 5, 12, 13, 15
Core Curriculum (Program)	Prison Nation: Deconstructing the Prison Industrial Complex	COR 4050	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.	Sustainability-Inclusive	5, 10, 16
Core Curriculum (Program)	Wealth and Poverty	COR 4160	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.	Sustainability-Inclusive	1, 10, 16

Core Curriculum (Program)	To Boldly Belong: Space Exploration and Environmentalism as Sustainable Quests	COR 4320	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.	Sustainability-Focused	9, 12, 13
Core Curriculum (Program)	Poverty and Social Justice	COR 4430	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.	Sustainability-Focused	1, 2, 3, 4, 5, 6, 7, 10, 11, 16, 17
Core Curriculum (Program)	Global Partnership through Service	COR 4450	This course serves as a capstone experience for Scholars in the Periclean Scholars program. In this course, Scholars will continue to learn about the politics, culture, history, language, social issues, and international relations of the country of focus. Scholars will also continue to develop partnerships related to the Class mission and goals. Scholars will be required to demonstrate a broad command of the theoretical and methodological tool sets that they have learned from prior Periclean courses, classes in the Core Curriculum, and from work their own discipline(s) of study. Scholars will be expected to communicate these perspectives to other Scholars in their cohort, and to effectively use these acquired skills to meaningfully contribute to the various class projects and goals. Scholars will also explore issues related to grant writing, humanitarian aid, and sustainable program development.	Sustainability-Inclusive	4, 10, 17

Core Curriculum (Program)	Sustainable Development: Social, Economic, and Environmental Challenges and Opportunities	COR 4550	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.	Sustainability-Focused	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17
Economics	Markets and Environmental Justice	ECO 3231	This is an applied microeconomics course that introduces undergraduate students to a contested area of environmental economics: environmental justice. It is designed to broaden the views and undergraduate research interests of all students. Students will consider important case studies and evidence that shows unequal pollution exposure for marginalized communities. Students will also critique existing explanations for environmental injustice, especially when those explanations intersect with the work by economists. Environmental justice is an interdisciplinary field; to get a more complete picture, students will also develop a plan to consider Elon courses that address the topic from other disciplinary perspectives.	Sustainability-Focused	3, 8, 10, 12
Economics	Gender and Development	ECO 3410	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.	Sustainability-Inclusive	5, 8, 10

Education & Wellness	Environmental Education	EDU 4310	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.	Sustainability-Inclusive	4, 12, 15
Education & Wellness	Integrated Personal Health and Wellness	WHE 2850	In this course, health and wellness will be explored from holistic and social-ecological perspectives. Holistic health is an approach that considers the interrelatedness of the mind, body, and spirit. Holistic well-being does not develop in isolation but is impacted by individual aspects and the lived environment, which is shaped by factors such as systems, policies, and social norms that result in health inequities. Effective exploration of self and others' health, and identification of strategies to improve health, cannot occur without applying social-ecological context and recognizing the impact of health disparities. This course is designed for students aspiring to deepen their knowledge of content and enhance their skills for cultivating lifelong health and well-being. Students will be challenged to examine their current health and well-being; reflect on the determinants of their health and others' through a social-ecological lens; identify effective interventions for healthful living within the environments in which they reside; describe how the chosen interventions present different challenges for others; and recognize their own potential to enact change.	Sustainability-Inclusive	3, 4, 10
Elon College Fellows (Program)	Elon College Fellows Sophomore Seminar	ECF 2120	This course exposes students to the disciplines that comprise each branch of the arts and sciences. Through theme-based or team-taught seminars, students become familiar with the questions that each discipline addresses, the tools, resources and paradigms used by each field and consider integration across disciplines. The seminar facilitates finding a mentor in preparation for developing the Elon College Fellows research project. Fellows enroll in the section that most closely matches the student's academic major. In Dr. Duvall's course, the class learned about the process of doing research by completing research projects on the topic of climate change. The class learned about the topic, and discussed how the various sciences can approach the problem. The students formed teams and proposed, planned, and completed projects that relate global problems to Elon and the NC area. Two projects were completed: investigating the feasibility and quality of sustainable fabrics and comparing the various duck habitats of Elon lakes.	Sustainability-Inclusive	12, 13, 14, 15

Engineering	Structure and Properties of Materials	EGR 2260	This course introduces students to basic principles in materials science and engineering and establishes an understanding of structure-property relations in engineering materials. Atomic bonding and microstructure will be examined for properties ranging from mechanical, thermal, electrical, optical, magnetic, and chemical. Students will gain a broad perspective and knowledge of materials used in modern society. The course includes a section on materials selection and design that covers the economic, environmental and societal issues in materials science and engineering. This includes considering the product lifetime and materials to be recycled and/or reused and the economic aspects involved in recycling different classes of materials.	Sustainability-Inclusive	6, 9, 12
Engineering	Introduction to Environmental Engineering	EGR 2520	This course will introduce students to the integrated science, engineering, and design concepts of environmental engineering. The course will cover chemical, biological, and geological principles and applications to both natural and engineered environmental systems for water, land, and air. The course outcomes include, among others, work successfully and collaboratively on a diverse team to design, solve, and document a realistic environmental engineering problem; recommend sustainable solutions to enhance the built environment including accessibility, heat loss/retention, stormwater management, materials flow, and presentation.	Sustainability-Inclusive	6, 9, 11, 12, 13
Engineering	Heat and Mass Transfer	EGR 4100	This course will introduce students to the fundamentals of heat and mass transfer, including conduction, convection, radiation, and steady and unsteady-state systems. Solutions of the fundamental heat equations in 1-,2-, and 3-D, as well as in rectangular, cylindrical, and spherical coordinates will be explored. Internal, external, and free convection will also be addressed. Dr. Hament incorporates sustainability into this course through a series of activities and culminating project that explore sustainability as it relates to the engineering of HVAC systems. The class tours HVAC systems on campus and hears from the university maintenance engineer about design and operating considerations. Students research a variety of HVAC approaches and analyze them using course concepts. The project culminates with a report on a specific HVAC system with recommendations on how it can be improved from a sustainability perspective.	Sustainability-Inclusive	7, 12, 15

English	American Environmental Writers	ENG 3330	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.	Sustainability-Inclusive	13, 15
Environmental Studies	Current Issues in Environmental Science	ENS 1010	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.	Sustainability-Focused	1, 2, 5, 6, 7, 11, 12, 13, 14, 15
Environmental Studies	Animal Social Behavior in a Changing World	ENS 1030	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. The goals of this course are to examine many aspects of behavioral ecology including sexual selection, mate choice, aggression, territoriality, cooperation, and altruism in animals from insects to mammals. 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.	Sustainability-Inclusive	13, 15
Environmental Studies	Humans and Nature	ENS 1100	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.	Sustainability-Focused	10, 11, 12, 13
Environmental Studies	Introduction to Environmental Science w/ Lab	ENS 1110/1130	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.	Sustainability-Focused	1, 2, 6, 10, 11, 12, 13, 14, 15, 16

Environmental Studies	Introduction to Geology	ENS 1160	Geology is the study of the planet that supports and sustains us. Geologists learn to read the record of the history of our planet, deciphering the clues left behind in Earth materials. 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. One of the course outcomes is: explain the interconnections between humans and the Earth system, and potential outcomes for human health and survival on our planet.	Sustainability-Inclusive	3, 12, 15
Environmental Studies	Community Agriculture: Fall Harvest	ENS 1200	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.	Sustainability-Inclusive	2, 12, 15
Environmental Studies	Community Agriculture: Spring Planting	ENS 1210	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.	Sustainability-Inclusive	2, 12, 15
Environmental Studies	The Art of Sustainable Architecture	ENS 1600	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.	Sustainability-Inclusive	9, 11, 12
Environmental Studies	Environmental Science in Movies^	ENS 1730	This course examines and critiques the environmental science content of some popular movies. While many movies utilize science concepts to develop the plot, students will consider the validity and representation of environmental science concepts and then look deeper at those principles as they apply to the world around us. Students will also consider how they use their understanding of environmental science in their lives, and how they evaluate the validity of what they see in the popular media.	Sustainability-Inclusive	12, 13

Environmental Studies	Food Production in America^	ENS 1740	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.	Sustainability-Inclusive	8, 12, 13, 15
Environmental Studies	Sophomore Seminar: Environmental Inquiry	ENS 2000	This course consists of in-depth examination of different ways of thinking about and studying the environment, with a primary emphasis on conducting scholarly work within an interdisciplinary framework. Topics include: researching and writing literature reviews; qualitative and quantitative research methods used in natural sciences, social sciences and the humanities; basic empirical design and statistical methods; stakeholder analysis; and analysis of value systems. Course learning outcomes are: envision and plan ways to act as a change agent for environmental and coupled environmental/social outcomes, apply an understanding of individual psychology to foster and encourage behavior change, apply an understanding of systems and cultures to foster and encourage systemic change.	Sustainability-Focused	3, 6, 10, 13
Environmental Studies	Garden Studio: Fall and Winter Gardening	ENS 2200	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.	Sustainability-Inclusive	2, 12, 15

Environmental Studies	Garden Studio: Spring and Summer Gardening	ENS 2210	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.	Sustainability-Inclusive	2, 12, 15
Environmental Studies	Sustainable Food Production	ENS 3110	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.	Sustainability-Focused	2, 3, 6, 12, 13, 15
Environmental Studies	Agroecology	ENS 3140	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.	Sustainability-Inclusive	2, 3, 5, 11, 13, 15

Environmental Studies	Urban Ecology	ENS 3210	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.	Sustainability-Inclusive	6, 9, 11, 13, 15
Environmental Studies	Wildlife Ecology	ENS 3300	This course will introduce students to the field of wildlife ecology, giving them a sound background in its theory and practice. It will also introduce students to applied methodology for studying wildlife, including experimental design, survey techniques and data analysis. The lecture portion of the course focuses on the ecological and evolutionary principles used to manage wildlife species. It is a mix of theoretical and applied science along with some economics and policy. The lab portion of the course provides hands on time in the field.	Sustainability-Inclusive	13, 15
Environmental Studies	Environmental Visions	ENS 3500	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.	Sustainability-Inclusive	1, 2, 3, 6, 7, 8, 9, 10, 11 , 12, 13, 16
Environmental Studies	Sustainable Design Technologies	ENS 3660	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.	Sustainability-Focused	9, 11, 12

Environmental Studies	Water and Society^	ENS 3700	This experimental course examines the intersection of climate change and US society with a focus on the water cycle. Students will examine the evidence of changing rainfall trends, research specific water-related natural disaster events such as Hurricane Katrina, learn concepts in state and local policy, and analyze examples of Environmental Justice and racial inequalities in our water infrastructure and urban management. Field trips to see policy in action in our local communities will be included.	Sustainability-Inclusive	6, 11, 12, 13, 14
Environmental Studies	Senior Seminar: Environmental Assessment and Project Development	ENS 4970	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.	Sustainability-Inclusive	11, 12, 13
Environmental Studies	Water Resources Management	ENS/GEO 3400	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.	Sustainability-Inclusive	6, 12
Finance	Blockchain and Emerging Financial Technologies	FIN 4973	This course introduces students to blockchains and other emerging financial technologies. The course covers topics such as the technical innovations that make blockchain technology possible, what Bitcoin is and how it works, smart contract platforms, Layer 1 platforms, crypto ecosystems and crypto markets, Decentralized Finance (Defi), artificial intelligence in finance, and automated investing platforms. We will emphasize data competency and complete several data-related projects. Sustainability is incorporated from various angles. First, we talk about the raw environmental impact of blockchain/crypto technology through the lens of mining, alongside techniques developed to alleviate the problem (clean energy mining, staking...). Second, we discuss the intersection of the social and economic impact of these new technologies. We discuss why they are so popular, the number of unbanked or underbanked people that can benefit from these technologies, and how it can help uplift previously marginalized communities and populations. We focus on the opportunities at hand, their potential to benefit society at large by making the world more sustainable through a streamlined access to financial services, by bringing cheap and worldwide financial access to customers while integrating modern eco-friendly technologies.	Sustainability-Inclusive	7, 9, 16

Global Education (Program)	Peru: The Living Heritage of the Andes	GBL 2310	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.	Sustainability-Inclusive	4, 9, 11, 15
Global Education (Program)	Barbados: Culture, Policy and Society	GBL 2450	This course offers a comprehensive exploration of the intersections between culture, poverty, and social justice within the context of the Caribbean. Through an interdisciplinary lens, students will examine the historical, economic, political, and cultural factors that have shaped the social landscape of Barbados and other Caribbean communities, with a particular focus on issues related to poverty and social injustice. Students will gain a deeper understanding of the complex dynamics that perpetuate poverty and inequality in Barbadian society and explore strategies for promoting social justice and equity. This course will examine poverty in the Caribbean within the broader framework of the African Diaspora. Students will explore the historical legacies of slavery, colonialism, and systemic oppression that have shaped the socioeconomic landscape of Caribbean and its diasporic connections with other African-descended communities worldwide. Through interdisciplinary perspectives, including history, sociology, anthropology, economics, and cultural studies, students will analyze the intersections of race, ethnicity, class, and gender in perpetuating poverty and inequality. Drawing on comparative analyses and case studies from other diasporic contexts, students will gain insights into the diverse experiences, struggles, and resilience of African-descended communities in confronting poverty and striving for social justice.	Sustainability-Focused	1, 3, 5, 10

Global Education (Program)	Costa Rica: Language, Culture, and Ecotourism	GBL 2520	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.	Sustainability-Inclusive	3, 8, 11, 12
Global Education (Program)	Australia: Ecotourism in Australia	GBL 2530	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.	Sustainability-Inclusive	3, 8, 9, 11, 12
Global Education (Program)	Critically Engaged Eco-Tourism in New Zealand	GBL 2660	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.	Sustainability-Inclusive	3, 6, 7, 9, 11, 12, 13, 15, 16

History & Geography	Global Physical Environments	GEO 1210	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.	Sustainability-Inclusive	13, 15
History & Geography	The World's Regions	GEO 1310	This course offers an in-depth survey of various global regions, highlighting their unique and shared features. It focuses on geographical locations, environmental aspects, and human influences that shape the identity of these regions. Students will engage in comprehensive analysis of transformation, challenges, possibilities, and prospective futures. Key topics explored include sustainable development, the Anthropocene era, and the impacts of environmental change and global warming.	Sustainability-Inclusive	13, 15
History & Geography	Global Environmental Change	GEO 3450	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.	Sustainability-Focused	13, 14, 15
History & Geography	Natural Disasters	GEO 3460	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.	Sustainability-Inclusive	11, 13, 15
History & Geography	Urban Design in Charlotte^	GEO 3701	Urban Design is the process of shaping the built environment of cities to improve both the functioning of the urban systems and the quality of life of the residents. Given that over half of the global population resides in cities and the UN predicts a growth of 2.5 billion people in urban areas by 2050, improving the design of our cities is vital to meet the security, economic, social, and environmental needs of the 21st century. Combining aspects of urban planning, community design, and architecture, students will examine a variety of theories on urban design, discuss foundational texts in related disciplines, work in groups to develop specific urban design plans, and explore the Charlotte Metropolitan Area as a living laboratory for field-based learning of urban design concepts.	Sustainability-Inclusive	9, 11, 12

Human Service Studies	Social Policy and Inequality	HSS 3110	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.	Sustainability-Inclusive	1, 2, 3, 4, 5, 8, 10, 16
Human Service Studies	Practicum Away: Theory and Practice of Human Service Studies	HSS 3981	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).	Sustainability-Inclusive	3, 8, 10
Interdisciplinary Studies (Program)	Disarming Injustice: Nonviolence and the Civil Rights Movement	IDS 2240	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.	Sustainability-Inclusive	4, 10, 16
Interdisciplinary Studies (Program)	Periclean Scholars	IDS 2250	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.	Sustainability-Inclusive	3, 4

Management & Entrepreneurship	Creativity and the Doer/Maker Mindset	ENT 2500	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. About 33% 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.	Sustainability-Inclusive	1, 2, 3, 5, 6, 7, 8, 9, 10, 12,13
Management & Entrepreneurship	Entrepreneurial Finance	ENT 3400	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. One week of the class is dedicated to students using kiva.org to select female borrowers living in Africa to research, evaluate and present about, which helps students understand what is happening at the most micro-level.	Sustainability-Inclusive	5, 8, 10

Management & Entrepreneurship	Entrepreneurship for the Greater Good	ENT 3550	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 conducting research and design projects to help these businesses thrive.	Sustainability-Focused	1, 3, 8, 10, 12
Management & Entrepreneurship	Bringing the Venture to Life	ENT 4600	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).	Sustainability-Inclusive	1, 7, 8, 9, 10, 12, 13
Management & Entrepreneurship	Principles of Management and Organizational Behavior	MGT 3230	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, corporate social responsibility and responsible leadership.	Sustainability-Inclusive	8, 10

Management & Entrepreneurship	HRM: Staffing of Organizations	MGT 4210	In order to achieve competitive advantage, an organization must have an effective staffing system that recruits and selects human capital. This course is designed to provide an in-depth look at staffing within organizations. Specifically, major topic areas that will be discussed are: the impact of economic conditions on staffing; employment law and how it influences staffing activities; employee recruitment; employment testing in the context of employee selection; measurement issues in employee selection; decision-making in employee selection; and maintenance of an organizational staffing system. The course also emphasizes the role of organizations and HR managers in facilitating sustainable development, specifically by promoting gender equality, decent work and economic growth, and employee health and well-being.	Sustainability-Inclusive	8, 10
Marketing & International Business	Introduction to International Business	INB 2500	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.	Sustainability-Inclusive	3, 4, 5, 11, 13, 16
Marketing & International Business	Professional Selling	MKT 3180	This course focuses on developing relationships by developing powerful interpersonal communication skills, understanding buyer motivations, and adding value to clients through long-term relationships. This course combines theory with real-world examples to allow students to understand how professional salespersons implement marketing plans and successfully undertake their role in identifying and satisfying customer needs. In the course ethical issues surrounding racial discrimination in sales are explored, as well as cultural differences.	Sustainability-Inclusive	3, 5, 10

Marketing & International Business	Global Marketing	MKT 4160	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.	Sustainability-Inclusive	1,2, 3, 4, 5, 9, 11, 12, 13
Periclean Scholars (Program)	Sophomore Periclean Scholars	PER 2520	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 2020: Cuba, project area: "Sin Embargo: A Collection of Cuban Stories" documentary; Class of 2021: Lakota Sioux Nation, Pine Ridge Reservation, project area: child maltreatment and cultural restoration; Class of 2022: Ghana, project area: YOUDRIC, Leadership for Life Program, DownHome NC, Advocacy in Alamance County; Class of 2023: SriLanka, project area: partnership with organizations supporting diverse sexual orientations, gender identities and expressions and sex characteristics; Class of 2024: Morocco and Alamance County, project area: structural racism and racial inequality; Class of 2025: Costa Rica, project area: supporting healthy youth development.	Sustainability-Inclusive	3, 4

Periclean Scholars (Program)	Junior Periclean Scholars	PER 3510/3520	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 2020: Cuba, project area: "Sin Embargo: A Collection of Cuban Stories" documentary; Class of 2021: Lakota Sioux Nation, Pine Ridge Reservation, project area: child maltreatment and cultural restoration; Class of 2022: Ghana, project area: YOUDRIC, Leadership for Life Program, DownHome NC, Advocacy in Alamance County; Class of 2023: SriLanka, project area: partnership with organizations supporting diverse sexual orientations, gender identities and expressions and sex characteristics; Class of 2024: Morocco and Alamance County, project area: structural racism and racial inequality; Class of 2025: Costa Rica, project area: supporting healthy youth development.	Sustainability-Inclusive	3, 4

Periclean Scholars (Program)	Senior Periclean Scholars	PER 4510/4520	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 the Scholars in both reflecting on what they have accomplished and in planning for how they will use what they have learned in the program after they graduate. 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 2020: Cuba, project area: "Sin Embargo: A Collection of Cuban Stories" documentary; Class of 2021: Lakota Sioux Nation, Pine Ridge Reservation, project area: child maltreatment and cultural restoration; Class of 2022: Ghana, project area: YOUDRIC, Leadership for Life Program, DownHome NC, Advocacy in Alamance County; Class of 2023: SriLanka, project area: partnership with organizations supporting diverse sexual orientations, gender identities and expressions and sex characteristics; Class of 2024: Morocco and Alamance County, project area: structural racism and racial inequality; Class of 2025: Costa Rica, project area: supporting healthy youth development.	Sustainability-Inclusive	3, 4
Philosophy	How Should We Live?	PHL 1120	This course invites you to think philosophically about the meaning of our working ethical values such as responsibility, respect and compassion, but also to develop a critical perspective on values: what life might be, should be and ought to be. What is worthwhile and really matters? How does anyone know for sure? We explore the scope and depth of values such as community, beauty, justice, equality and wealth, while testing those values with rational skepticism and shared experience. The goal is to ask better questions about how we live so that we can practice those values that will enable us to bring about what is most worthwhile in action, community and in life. This course, while varying greatly in content and direction between sections, is unified in every case by its emphasis on shared human conduct. The question of how one should live is in many ways deeply personal and subjective. In reshaping the question into how we should live, this course emphasizes our shared experiences in an array of philosophical rich and ethically important domains, from environmentalism to bioethics, from race to labor, and beyond.	Sustainability-Inclusive	4, 5, 8, 10, 11, 16, 17

Philosophy	Ethical Practice	PHL 2120	Ethical practice is a foundation course exploring ways to act wisely and effectively in our life with others. Drawing on the philosophical tradition and on critical examination of life situations, students engage such topics as personal integrity, sensitivity and fairness to others, and conditions for collaborative and respectful living. This course, while also varying in content and direction depending on the professor teaching it, includes substantive engagement with issues of sustainability in its current iteration. This involves reading the work of former Elon Philosophy professor Anthony Weston on environmental ethics and our human relationship to nature, as well as social and economic sustainability questions of mutual aid and care.	Sustainability-Inclusive	4, 10, 12, 16
Philosophy	Political Philosophy	PHL 3340	Discussion focuses on the roots of modern political thought, including such key 17th- and 18th-century developments as the case for sovereignty in the modern nation state, the rise of individual rights and the rationale for modern democracy. Major thinkers such as Hobbes, Locke and Rousseau are studied against the background of their turbulent times. This course gives students the space and the tools to critically engage with a range of enduring aspects of human political life, including obligation, citizenship, rights, equality, justice, warfare, and poverty. Students become conversant in both historically influential theories of politics and in contemporary issues facing our local, national, and global political community today. In this way, the course emphasizes learning from the past in order to profoundly impact our shared future.	Sustainability-Inclusive	4, 5, 8, 10, 11, 16, 17
Philosophy	Sex, Gender, Power	PHL 3450	This survey and application of feminist philosophies examines central ideas in feminist thought, including the social construction of gender, the exclusion of women from traditional philosophy and the intersection of gender with other social factors such as race and class. This course provides students with a broad introduction to the diverse questions and problems that motivate contemporary feminist theory. It begins with a general introduction to theories on gender inequality, including intersectionality, before progressing to consider different theories of power. The second half of the class explores multiple subfields in feminist theory, and engages with questions regarding trans identity, reproductive justice, sexual assault, and disability.	Sustainability-Inclusive	5, 10
Philosophy	Environmental Ethics	PHL 3480/REL 3480	Students explore the bearing of philosophical and religious ethics upon practical problems regarding the natural environment. This course also considers the possible need for new ethical frameworks to address the environmental crisis we now face. This course is singularly focused on environmental sustainability, the challenges to creating a sustainable future, and the challenges to doing so.	Sustainability-Inclusive	3, 6, 7, 10, 13, 14, 15

Philosophy	Rap, Race, Gender and Philosophy	PHL 3630	In this course, we will use philosophy to critically examine rap and its history to ask how this musical form emerges from, portrays, offers us insight into, and influences race and gender relations in the United States. Ultimately, we will focus on the questions: “what kind of world are we creating?”; what kind “do we aim to create?”; and to what extent rap does/can help us or hinder us in creating that kind of world? This class using rap music as entre into many issues of human rights, racism and gender oppression. We ask if, and if so how, rap music might play a positive role in creating a world more just and fair, more socially sustainable and equitable.	Sustainability-Inclusive	5, 10, 11
Physics & Astronomy	Energy and the Environment	PHY 1100	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.	Sustainability-Inclusive	7, 12, 13
Political Science & Public Policy	International Human Rights	POL 3480	This course provides an overview of the issues central to the theory and practice of human rights in international politics. It analyzes and evaluates (1) the historical basis and theoretical debates within human rights; (2) the emergence, legal development, and politics of human rights since World War II and especially since the late 1980s; and (3) human rights promotion, implementation, and potential enforcement by international organizations, states (e.g. US foreign policy), and non-governmental organizations (NGOs) and activists. The course also examines the contemporary challenges of promoting human rights globally and locally. Some of the human rights issues examined may include international courts, humanitarian intervention, culture and human rights, the ethics of humanitarian activism, the role of media and images in human rights work, and issues such as trafficking, torture, genocide, global poverty, and discrimination.	Sustainability-Inclusive	1, 5, 10
Political Science & Public Policy	Environmental Security^	POL 3701	This course explores the relationship between security and the environment while considering some of the most pressing challenges facing global society today, such as climate change, conflict, public health emergencies, resource extraction, sustainable development, and political resistance. The course draws from a range of theoretical perspectives about power, statecraft, and discourse and critically evaluates global economic systems, ecological crisis, and both local and transnational struggles to transform human-nature relations, including increasingly influential environmental justice movements in North Carolina.	Sustainability-Focused	5, 10, 13

Poverty and Social Justice (Program)	Poverty Social Justice Practicum^	PSJ 4770	The Practicum is three weeks of direct practice and observation in a poverty and social justice organization. It provides the opportunity for students to apply and conceptualize various aspects of poverty and social justice knowledge learned in the classroom. Student learning at the agency will be guided through weekly readings, written assignments, and faculty support.	Sustainability-Inclusive	1, 10
Public Health Studies	Introduction to Public Health	PHS 2010	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.	Sustainability-Inclusive	1, 3, 5, 6, 10, 11, 13, 16
Public Health Studies	Global Health	PHS 3020	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.	Sustainability-Inclusive	1, 2, 3, 5, 6, 10, 11, 13, 17
Science (Program)	Science without Borders	SCI 1210	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.	Sustainability-Inclusive	7, 9,13
Science (Program)	Journey through Time	SCI 1260	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.	Sustainability-Inclusive	1, 2, 3, 4, 6, 7, 8, 9, 12, 13, 14, 15, 17

Sociology & Anthropology	Introduction to Cultural Anthropology	ANT 1120	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.	Sustainability-Inclusive	3, 5, 6, 10, 12
Sociology & Anthropology	Introduction to Archaeology	ANT 1140	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.	Sustainability-Inclusive	11, 12
Sociology & Anthropology	Medical Anthropology	ANT 3250	This study of the biocultural basis of health and disease over time and across cultures examines the importance of culture in the experience of illness, diagnosis and treatments at individual and population levels. Topics include cultural influences of health practices and behaviors such as whole body approaches to health and wellness over the lifecourse, relationships between practitioners and patients, and relationships between planetary and human health. One of the emphases of the course (towards the end of the term) is the relationship between industry and globalization, climate change, and human health using asthma as a case study. Asthmatic exacerbations can be caused from a number of environmental factors that are made worse by changes in climate and environment, such as high pollen counts, increased mold growth, and increasing number of days with high heat indexes (over longer periods of time).	Sustainability-Inclusive	3, 5, 10, 11, 12, 13, 16

Sociology & Anthropology	Culture and Business	ANT 3850	The course is an in-depth, hands on exploration of the interplay between elements of culture, social institutions and business settings. The professor will guide students through an understanding of the concepts of culture and social institutions. Students will be required to investigate, through research as well as through reflection, how the culture and social institutions of a particular country or world region of their choosing is essential to various aspects of business such as product development, marketing, and preparation for an international business trip and/or meeting. The course includes readings on environmental anthropology and ecological anthropology, and on United Nations environmentally sustainable practices. Students are required to include corporate social responsibility, diversity, inclusion, and equity practices, and environmental sustainability practices, in their analysis. These assignments require students to think critically not only about making profit or minimizing financial expenses, but also to think about people and planet as they analyze businesses practices, both in the U.S. and in international contexts.	Sustainability-Inclusive	8, 9, 10, 12
Sociology & Anthropology	Racism and Race in the United States	SOC 3410	This course provides a comprehensive overview of how racism structures life in the United States. In doing so, it invites you to join an honest, open-minded, and empowering conversation about contemporary race relations. Main topics include: (1) the socially constructed nature of race and the historical processes through which racial categories were established in the US; (2) the ways racism manifests itself in macro-social spheres, such as politics, economics, housing, education, and the criminal justice system; and (3) how race permeates associational and intimate spheres of life. Other topics addressed include the Black Lives Matter movement; white nationalism; and current events involving racism and race.	Sustainability-Inclusive	10, 16
Sport Management	Sport Marketing	SPT 3510	Capturing and maintaining the attention of the sport fan, participant, or consumer has never been more challenging. This course equips students with the knowledge and skills needed to differentiate products, services, and events in an increasingly crowded global sport marketplace. Through a combination of core marketing concepts, strategies, and case studies, students explore the essential sport marketing process, from investigating consumer behavior and market segmentation to implementing the marketing mix and developing brand strategies. Dr. Kim incorporates a dedicated chapter titled “Sustainable Marketing: Social and Environmental Initiatives” into the course. This chapter integrates a variety of real-world sport sustainability practices into visual course materials and class discussions.	Sustainability-Inclusive	7, 8, 9, 11, 12

Sport Management	Event and Venue Management	SPT 4270	Sport facilities and events shape the experience of fans and participants. Event and venue management is a vital part of the sport industry. This course is designed to provide students with theoretical and practical knowledge in planning, operations, systems, inclusive compliance, environmental sustainability, risk management and other issues confronting sport organizations today. This is an Academic-Service-Learning designated course incorporating hands-on learning experiences in civic engagement, organizational leadership, and administration of a high quality event.	Sustainability-Inclusive	7, 8, 9, 11, 12
Supply Chain Management (not an independent department)	Supply Chain Management Performance - Demand Planning and Forecasting	SCM 4320	When supply chains compete on low cost leadership and response, it's necessary that planning becomes an integral activity for the successful flow of goods and services ultimately to the consumer. This class will explore forecasting, demand planning, sales and operations planning along with materials management and how these areas impact a company's profitability and supply chain performance. Sustainability is integrated through a dedicated topic on sustainable supply chains. Students explore global sustainable supply chain practices and case studies in class. Students are required to complete a semester-long group project focused on sustainability efforts within the Elon community—such as Elon Dining and Elon Transportation. They evaluate the current state of sustainability and develop practical recommendations for improvement.	Sustainability-Inclusive	12
Graduate					
Education (MED)	Global Issues in Education	MED 7120	This course offers candidates an opportunity to examine various PK-12 educational systems and policies around the world in the context of history, social and cultural systems, economics, politics, and geography. Comparative policy issues related to accountability, literacy, STEM, gender and sexuality, diversity, and disability and equity will be explored. The culminating project is to research a topic that joins PK-12 classrooms and learners to 1 of the 17 United Nations' Sustainable Development Goals (SDGs) and complete a scholarly presentation or paper overviewing the findings and implications for PK-12 education.	Sustainability-Inclusive	4, 5, 10, 12, 16

Higher Education (MHE)	Diversity and Social Justice	MHE 7310	Through exploring central issues in diversity and social justice, this course aims to present the importance of critical self-reflection, cultural competency, and personal responsibility in helping college students become cultural brokers. Social justice theory will be examined, as well as various aspects of diversity, in order to help higher education professionals interact, communicate, work, and serve in a diverse world. Special attention will be given to the role of power, culture, privilege, and oppression in helping college students become culturally competent. Students will have the opportunity to explore how diversity and social justice affect personal, academic, and professional goals.	Sustainability-Inclusive	4, 10
Law (J.D.)	Criminal Law	LAW 6300	This study of substantive criminal law includes an examination of crimes and their elements. The course covers specific common law and statutory crimes and explores available defenses. Criminal Law is a course about crimes that is often really about values, such as who should be convicted, how they should be punished, and how the system can operate in a just and fair manner. As such, the course incorporates several of the sustainability goals: reducing gender and other inequalities would create a fairer process and system; reducing poverty and hunger would create less incentives to participate in criminal behavior; criminal laws exist to protect the environment; and creating a strong justice system creates better societal confidence and legitimacy in an important government institution.	Sustainability-Inclusive	1, 5, 8, 10, 16, 17
Law (J.D.)	Humanitarian Immigration Law Clinic	LAW 7680	The Immigration Clinic provides students with practical experience in the areas of client interviewing, cloud-based case management software, and preparing an application for federal immigration benefits. Students will be given great autonomy to assist refugees and asylees in filing for family reunification, adjustment of status (green card), and naturalization (US citizenship). Students will also have the opportunity to conduct legal research and writing and represent clients in federal benefits hearings at USCIS Field Offices.	Sustainability-Inclusive	10, 16

Law (J.D.)	International Criminal Law	LAW 8270	The course will examine the history, theory, and practice of international criminal law ("ICL"). Among other topics, it will explore the history of international criminal justice from the aftermath of World War II through the establishment of the International Criminal Court, the ad hoc tribunals, and the hybrid courts. It will also analyze the "core crimes" of ICL (crimes against humanity, war crimes, genocide, and aggression). Significant course time will be spent analyzing and discussing topical issues in ICL, including atrocities in Ukraine and Palestine, the U.S. policy on the International Criminal Court, and legitimacy challenges to ICL entities. This course will also touch on related fields of law directly relevant to ICL, including international public law, international humanitarian law, international human rights law, and transitional justice.	Sustainability-Inclusive	16, 10
Law (J.D.)	Environmental Law	LAW 8410	This course involves the study of state and federal environmental regulation. It examines relevant state and federal statutes, regulations, and case decisions, with particular emphasis on federal 29 statutes, such as the National Environmental Policy Act (NEPA), the Clean Water Act (CWA), and the Comprehensive Environmental Response and Liability Act (CERCLA). Knowledge of the basics of Administrative Law is strongly recommended for students enrolling in this course.	Sustainability-Inclusive	6, 12, 16
Law (J.D.)	Gender and the Law	LAW 8680	This course provides students with an understanding of the role that gender plays in the development of law. The course is organized around various theoretical frameworks found in case law or in the writing of feminists and womanists scholars, including various concepts of equality, difference theory, non-subordination, autonomy, essentialism, and critical race theory. Students also explore the critiques and limitations of these frameworks. Each framework will be explored in the context of concrete legal problems in various areas of law, e.g., employment, family law, sports, domestic violence, and pornography. The course provides students with the opportunity to continue improving their research and writing skills.	Sustainability-Inclusive	5, 10, 16

Master of Business Administration (MBA)	Business for the Greater Good	MBA/MSBA 6100	This course examines the interaction of business, government, and society with a specific emphasis on how businesses create value for their stakeholders. This course utilizes a stakeholder theory lens to explore the role of markets and market failure within society, the expectations of modern corporations, and how businesses design value propositions that respond to and balance the needs of all stakeholder groups while maintaining financial viability. Students will utilize current case studies and simulations to explore how businesses navigate and respond to existing and emerging issues that require a balance between social, environmental, and economic resources with emphasis on corporate social responsibility, triple bottom line accounting, ethical decision making, and innovation to address market failures.	Sustainability-Focused	1, 3, 6, 7, 8, 9, 10, 12
Master of Science in Accounting (MSA)	ESG (Environmental, Social and Governance) Reporting & Analysis	ACC 6210	This course offers a comprehensive exploration of Environmental, Social, and Governance (ESG) considerations, both within the US and globally. Students will delve into the evolution of ESG, familiarize themselves with the prevailing standards, reporting frameworks, and requirements, and understand the metrics employed to evaluate ESG performance. The course also covers methodologies for analyzing ESG data to extract meaningful insights. Additionally, students will have the opportunity to travel and observe firsthand the ESG practices and innovative technologies implemented by corporations to advance their ESG agendas.	Sustainability-Focused	3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15

Physical Therapy (DPT)	Psychosocial Aspects of Health Care	DPT 6000	Psychological and sociological effects of acute, chronic, progressive, psychiatric, terminal, traumatic, and congenital medical problems on the client, family, and therapist; the relationship of race, religion, ethnic background, gender and sexuality, medical beliefs, and language to client/-therapist interactions and to the well-being of the client; communication skills used with clients, families, and colleagues; and use of self-awareness to enhance the therapist's therapeutic presence. Emphasis is on clinical application with active student involvement. This course includes sustainability themes of good health and well-being and the reduction of healthcare inequities. The course examines culture-specific attitudes toward health and illness; healthcare workers' attitudes toward disability; stigma and prejudice in healthcare; and inequities of family and intimate-partner violence. Required readings include topics of healthcare bias specific to race, ethnicity, immigrant status, sex and gender, sexual orientation, age, HIV/AIDS, mental health, substance abuse, and disability, along with recommendations for reducing the impact of negative biases. Students also explore the role of advocacy to improve societal well-being, with examination of healthcare-sanctioned inequities such as eugenics, the Tuskegee experiment, and the Massachusetts radioactive oatmeal experiment.	Sustainability-Inclusive	3, 5, 10
Physical Therapy (DPT)	Geriatric Health and Wellness	DPT 7150	Holistic approach to the geriatric client as an active participant in the health care process. Specific attention is given to the aging process, preventive care, management of pathological aging, and possibilities for the future of geriatric physical therapy. This course promotes value-based healthcare through attention to improved functional outcomes, quality of life, and cost-effective interventions. The course explores system-wide changes needed to support sustainable healthcare and living conditions for an increasing geriatric population worldwide. Specific attention is given to the treatment and prevention of geriatric diseases and syndromes such as dementia, frailty, and metabolic conditions.	Sustainability-Inclusive	3, 10

Physician Assistant Studies (M.S.)	Special Populations	PAS 6400	This course will allow the student to explore issues related to the compassionate, patient-centered care of special populations including geriatric, pediatric and a variety of underserved groups. Students will learn about childhood nutrition, growth and development, the functional assessment of the elderly and how to adapt their interview and physical examination techniques to the developmental, functional, educational and social level of individual patients. They will explore a variety of health needs and health systems issues that are important in the care of older adults. They will learn to identify vulnerable populations and to respond to the health disparities vulnerable groups often experience. Additionally they will learn about the preparation of patients for global travel, the primary social determinants of health, and the effects of emerging global health concerns on healthcare locally and globally.	Sustainability-Inclusive	3, 10
^ Indicates a course offered in the 24-25 academic year but not in the 24-25 Academic Catalog. These are included in the STARS report					
Note: Undergraduate programs (e.g., Global Education) and courses in these programs were not included in the department numbers reported in the STARS report, though they are in the course inventory.					
Undergraduate			**Graduate**		
Sustainability-Focused	15		Sustainability-Focused	2	
Sustainability-Inclusive	93		Sustainability-Inclusive	10	