| | Course | | Includes | Sustainability | | | | |
|---------|--------|--------------------------------|----------------|----------------|--|-------------------|--------------|-------|
| Subject | Number | Course Title | Sustainability | Focused | Course Description | College | Department | Level |
| | | | | | Introduces the diversity of human social life as shaped by culture, relating | | | |
| | | | | | the origins and nature of culture to variations in such universal aspects of | | | |
| | | | | | human experience as subsistence strategies, resource allocation, social | Sciences and | Anthropology | |
| ANTH | 101 | Intro to Cultural Anthropology | X | | organization, political order, belief systems and the arts. | Humanities (SH) | (ANTH) | UG |
| | | | | | Introduces students to human variation over space and time; its genetic, | | | |
| | | | | | developmental, environmental, and theoretical bases; the human life | | | |
| | 1.05 | l | ., | | cycle; primatology; the anthropoid fossil record, and the relevance of | Sciences and | Anthropology | |
| ANTH | 105 | Introduction Biological Anth | Х | | these for an understanding of human health, adaptation, and human Explores the system of relationships between human populations and | Humanities (SH) | (ANTH) | UG |
| | | | | | their environments focusing on cultural behavior. Uses studies of | | | |
| | | | | | societies from ancient to modern times, models and theories from | | | |
| | | | | | ecology and anthropology, and considers both applied and theoretical | Sciences and | Anthropology | |
| ANTH | 312 | Ecological Dims of Culture | × | | 1 07 1 077 | Humanities (SH) | (ANTH) | UG |
| ANTH | 312 | Ecological Dillis of Culture | Α | | perspectives. Prerequisite: any one of ANTH 101, 103, 105, 111; or betailed analysis of a special problem in cultural antinopology such as | Tiumanicies (311) | (ANTII) | 100 |
| | | | | | culture and global warming, anthropology and architecture, urban | | | |
| | | | | | anthropology, or anthropology and food. May be repeated for different | | | |
| | | | | | topics. | | | |
| | | | | | | | | |
| | | | | | A total of 6 hours of credit may be earned. | Sciences and | Anthropology | |
| ANTH | 363 | Special Topics Cultural | х | | , ' | Humanities (SH) | (ANTH) | UG |
| | | <u> </u> | | | Comparative survey of nonhuman primates, their biology and behavior. | ` , | , | |
| | | | | | | Sciences and | Anthropology | |
| ANTH | 455 | Primatology | X | | Prerequisites: ANTH 105 or BIO 112 or permission of the instructor. | Humanities (SH) | (ANTH) | UG |
| | | | | | explores the system of relationships between any numan population and | | | |
| | | | | | its environment, focusing on cultural behavior. Uses studies from ancient | | | |
| | | | | | to modern times and models and theories from ecology and | | | |
| | | | | | anthropology; considers both applied and theoretical perspectives. | | | |
| | | | | | Prerequisite: an introductory cultural anthropology course or permission | Sciences and | Anthropology | |
| ANTH | 512 | Eco Dim of Culture | X | | of the instructor. Not open to students who have credit in ANTH 312. Detailed analysis of a special problem in cultural anthropology such as | Humanities (SH) | (ANTH) | GR |
| | | | | | , | | | |
| | | | | | culture and global warming, anthropology and architecture, urban | | | |
| | | | | | anthropology, or anthropology and food. May be repeated for different | | | |
| | | | | | topics. A total of 6 credits may be earned. Not open to students who have | | | |
| | | | ., | | credit in an undergraduate course covering the same topic. | Sciences and | Anthropology | |
| ANTH | 560 | Special Topics in Cult Anth | Х | | Surveys from various perspectives the major concepts and processes of | Humanities (SH) | (ANTH) | GR |
| | | | | | culture change, including globalization and its effects on cultures and | | | |
| | | | | | individuals. A total of 6 credits may be earned, but no more than 3 in any | Scioncos and | Anthropology | |
| ANITH | E00 | Tanias in Cultural Change | V | | · · · · · · · · · · · · · · · · · · · | | (ANTH) | CB |
| ANTH | 590 | Topics in Cultural Change | X | | one semester or term. Not open to students who have credit in ANTH | Humanities (SH) | (ANTH) | GR |

| | Course | | Includes | Sustainability | | | | |
|---------|--------|--------------------------------|----------------|----------------|---|-------------------|--------------|-------|
| Subject | Number | Course Title | Sustainability | Focused | Course Description | College | Department | Level |
| | | | | | An introduction to architecture through an exploration of products of the | | | |
| | | | | | built environment. Open to all students. | Architecture and | Architecture | |
| ARCH | 100 | Introduction to Architecture | X | | | Planning (AP) | (ARCH) | UG |
| | | | | | introduction to architectural form manipulation skills in both green field | | | |
| | | | | | and built environments. Focus on design moves linking concepts of site, | | | |
| | | | | | schematic building structure, materials, and forces of human habitation. | | | |
| | | | | | Design reasoning and spatial thinking, vocabulary, concept formulation, | | | |
| | | | | | use of precedents, and basic investigative skills are linked to basic ways of | l | l | |
| | 1 | | | | building in both individual and collaborative design exercises. | Architecture and | Architecture | |
| ARCH | 103 | Architectural Design Studio | X | | Prerequisite: graduate standing or permission of the program director. Introduction to the architectural design sequence. Projects focus on | Planning (AP) | (ARCH) | UG |
| | | | | | conceptual architectural design and design methodologies in small and | | | |
| | | | | | intermediate-scale projects, introduction of architectural technology, | | | |
| | | | | | research, analysis, and programming. Open only to B. ARCH; BA/BS | | | |
| | | | | | | Architecture and | Architecture | |
| ABGU | 201 | | V | | architecture; BA/BS environmental design. | | | |
| ARCH | 201 | Architectural Design | Х | | Conceptual architectural design and design methodologies in large-scale | Planning (AP) | (ARCH) | UG |
| | | | | | projects; introduction of architectural technology, research, analysis, and | | | |
| | | | | | programming. Workshops in the exploration and development of | | | |
| | | | | | visualization and communication skills at all stages of the design process. | | | |
| | | | | | Prerequisite: ARCH 201. Open only to B. ARCH; BA/BS architecture; BA/BS | | | |
| | | | | | environmental design. | Architecture and | Architecture | |
| ARCH | 202 | Architectural Design | x | | lenvironmental design. | Planning (AP) | (ARCH) | UG |
| ARCH | 202 | Architectural Design | Λ | | Methods and materials of architectural construction. Emphasizes | i idililiig (Al) | (ARCH) | + |
| | | | | | interface of material selections and construction technology in the design, | | | |
| | | | | | production, and construction process. Open only to B. ARCH; BA/BS | | | |
| | | | | | architecture; BA/BS environmental design. | Architecture and | Architecture | |
| ARCH | 214 | Arch Build Tech 1 | x | | , | Planning (AP) | (ARCH) | UG |
| | | | | | A survey of the major movements in western architecture and urbanism | 3 7 | , | |
| | | | | | from antiquity through the nineteenth century, and an introduction to | | | |
| | | | | | developments in vernacular and high-style architecture outside the West | | | |
| | | | | | in precolonial and/or post-colonial periods. Prerequisite: ARCH 100. Open | | | |
| | | | | | only to B. ARCH; BA/BS architecture; BA/BS environmental design; HP | Architecture and | Architecture | |
| ARCH | 229 | History of Architecture 1 | X | | minors or permission of the department chairperson. | Planning (AP) | (ARCH) | UG |
| | | | | | promoting socially and environmentally just communities by | | | |
| | | | | | acknowledging the values of human rights, social equity, and the dignity | | | |
| | | | | | of every human being. Open only to B. ARCH; BA/BS architecture; BA/BS | | | |
| | | | | | environmental design. | Architecture and | Architecture | |
| ARCH | 251 | Social and Env Justice in Dsgn | X | | | Planning (AP) | (ARCH) | UG |

| | Course | | Includes | Sustainability | | | | |
|---------|--------|-----------------------------|----------------|----------------|--|------------------|--------------|-------|
| Subject | Number | Course Title | Sustainability | Focused | Course Description | College | Department | Level |
| | | | | | Introduction to environmental systems in architecture with emphasis on | | | |
| | | | | | passive interventions. | | | |
| | | | | | Open only to B. ARCH; BA/BS architecture; BA/BS environmental design. | Architecture and | Architecture | |
| ARCH | 273 | Environmental Systems 1 | X | | | Planning (AP) | (ARCH) | UG |
| | | | | | programming, technology, function, numan behavior, scheduling, time | | | |
| | | | | | management, communication, use of materials, and systems. Workshops | | | |
| | | | | | in the further exploration and development of visualization and | | | |
| | | | | | communication skills at all stages of the design process. Prerequisite: | | | |
| | | | | | ARCH 202. Open only to B. ARCH; BA/BS architecture; BA/BS | | | |
| | | | | | environmental design. | Architecture and | Architecture | |
| ARCH | 301 | Architectural Design | X | | | Planning (AP) | (ARCH) | UG |
| | | | | | A rigorous in-depth exploration of a selected topic in architectural design. | | | |
| | | | | | Design studio and seminar in theories and principles related to the | | | |
| | | | | | selected topic. Prerequisite: ARCH 301. Open only to B. ARCH; BA/BS | | | |
| | | | | | architecture; BA/BS environmental design. | Architecture and | Architecture | |
| ARCH | 302 | Architectural Design | X | | | Planning (AP) | (ARCH) | UG |
| | | | | | Design of increasingly complex projects with documentation of structure, | | | |
| | | | | | materials, construction methods, and life safety. Continued emphasis on | | | |
| | | | | | concept development vis-a-vis historical and contemporary architectural | | | |
| | | | | | thought and project context in all its dimensions. Reinforcement and | | | |
| | | | | | application of sustainability principles including passive/active systems | | | |
| | | | | | and day-lighting. Prerequisite: graduate standing or permission of the | Architecture and | Architecture | |
| ARCH | 304 | Architectural Design Studio | X | | program director. | Planning (AP) | (ARCH) | UG |
| | | | | | ivietnods and materials of architectural construction. Emphasizes | | | |
| | | | | | interface of material selections and construction technology in the design, | | | |
| | | | | | production, and construction process. Production of construction | | | |
| | | | | | documentation. Prerequisite: ARCH 214. Open only to B. ARCH; BA/BS | | | |
| | | | | | architecture; BA/BS environmental design. | Architecture and | Architecture | |
| ARCH | 314 | Arch Build Tech 2 | X | | | Planning (AP) | (ARCH) | UG |
| | | | | | survey of the movements and major figures in architecture and design | | | |
| | | | | | from the late nineteenth century to the present, with consideration given | | | |
| | | | | | to the social and cultural context of design ideas. Prerequisite: ARCH 229. | | | |
| | | | | | Open only to B. ARCH; BA/BS architecture; BA/BS environmental design; | | | |
| | | | | | HP minors or permission of the department chairperson. | Architecture and | Architecture | |
| ARCH | 329 | History of Architecture 2 | X | | | Planning (AP) | (ARCH) | UG |

| | Course | | Includes | Sustainability | | | | |
|---------|--------|----------------------------|----------------|----------------|--|------------------|--------------|-------|
| Subject | Number | Course Title | Sustainability | Focused | Course Description | College | Department | Level |
| | | | | | private Preservation agencies and organizations, along with the roles they | | | |
| | | | | | play in the Preservation movement. The legal basis of preservation will be | | | |
| | | | | | surveyed, as well as the process for documenting, designating, and | | | |
| | | | | | protecting historic properties. Preservation treatment and re-use options | | | |
| | | | | | will be discussed in light of conservation, sustainability and cultural | | | |
| | | | | | continuity. Open only to B. ARCH; BA/BS architecture; BA/BS | | | |
| | | | | | environmental design. | Architecture and | Architecture | |
| ARCH | 340 | Intro to HP for Architects | X | | | Planning (AP) | (ARCH) | UG |
| | | | | | Application of the principles of physics to the design and engineering of | | | |
| | | | | | environmental systems in buildings and technologies of active | | | |
| | | | | | intervention. Prerequisite: ARCH 273. Open only to B. ARCH; BA/BS | l | | |
| | 270 | | ., | | architecture; BA/BS environmental design. | Architecture and | Architecture | |
| ARCH | 373 | Environmental Systems 2 | X | | Architecture studio involves architectural design explorations requiring | Planning (AP) | (ARCH) | UG |
| | | | | | integrated evaluations and decision-making in the design process. | | | |
| | | | | | Projects will demonstrate consideration and integration of environmental | | | |
| | | | | | and structural systems, environmental stewardship, technical | | | |
| | | | | | documentation, accessibility, site conditions, life safety, and building | | | |
| | | | | | envelope systems and assemblies. Prerequisite: ARCH 302. Parallel: ARCH | | | |
| | | | | | 420. Open only to B. ARCH majors. | Architecture and | Architecture | |
| ARCH | 400 | Comprehensive Arch Studio | X | | | Planning (AP) | (ARCH) | UG |
| | | | | | Capstone project: a design-based study in depth requiring students to | | | |
| | | | | | reflect on and synthesize previous course work. Prerequisite: ARCH 301. | | | |
| | | | | | Open only to BA/BS architecture. | Architecture and | Architecture | |
| ARCH | 401 | Architectural Design | | Х | ARCH 402 allows students to engage in architectural design projects on or | Planning (AP) | (ARCH) | UG |
| | | | | | off campus providing students a high degree of self-direction. Draws on | | | |
| | | | | | knowledge and skills of previous course work. Both ARCH 405 and 406 | | | |
| | | | | | (two independent summer programs) must be completed to obtain | | | |
| | | | | | substitute credit for ARCH 402. Prerequisite: ARCH 301. Open only to | | | |
| | | | | | BA/BS architecture. | Architecture and | Architecture | |
| ARCH | 402 | Architectural Design | X | | | Planning (AP) | (ARCH) | UG |
| | | | | | Architecture design studio investigating topical architectural problems | | | |
| | | | | | that may have an interdisciplinary and/or applied aspect. Within this, | | | |
| | | | | | students are expected to increasingly define their design values and | | | |
| 1 | | | | | effective methods for engaging and representing them. Prerequisite: | | | |
| | | | | | ARCH 400. Parallel: ARCH 424. Open only to B. ARCH. | Architecture and | Architecture | |
| ARCH | 403 | Architecture Design Studio | × | | The root is a failed. After 424. Open only to b. After. | Planning (AP) | (ARCH) | UG |
| , | 1.00 | principle Design Studio | | | | 1 | 10 | |

| | Course | | Includes | Sustainability | | | | |
|---------|--------|--------------------------------|----------------|----------------|---|-----------------------------------|------------------------|-------|
| Subject | Number | Course Title | Sustainability | Focused | Course Description | College | Department | Level |
| ARCH | 404 | Arch Final Project Studio | X | | Conceptual and design development processes applied to a student initiated and defined architecture design final studio project. Prerequisite: ARCH 403; ARCH 424. Open only to B. ARCH majors. | Architecture and Planning (AP) | Architecture (ARCH) | UG |
| ARCH | 408 | Architects of Hope | X | | A growing subset of architects situates their talents and passions in the lives of persons occupying exploding equatorial megacities and shrinking inner cities in the Rust Belt. Students will consider a range of issues engaged by the persons who remain in these places. Seminar participants will study as well as interview architects and designers whose practices are centered on those people generally considered to be at-risk or inneed. In response to this investigation, each student will formally define | Architecture and Planning (AP) | Architecture (ARCH) | UG |
| ARCH | 420 | Professional Practice | X | | Overview of the essential aspects of the architectural profession. Subjects include: stakeholder roles in architecture; project management; business practices; financial considerations; legal responsibility; ethics and professional conduct. Parallel: ARCH 400. Open only to B. ARCH majors. | Architecture and Planning (AP) | Architecture (ARCH) | UG |
| ARCH | 424 | Res and Prog Methods in Arch | × | | li i | Architecture and Planning (AP) | Architecture (ARCH) | UG |
| ARCH | 428 | Hist of Arch Built Environment | x | | ' ' ' ' | Architecture and Planning (AP) | Architecture (ARCH) | UG |
| ARCH | 429 | Appl Cultl to Desgn Plng | x | | , , , | Architecture and Planning (AP) | Architecture (ARCH) | UG |

| | Course | | Includes | Sustainability | | | | |
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| Subject | Number | Course Title | Sustainability | Focused | Course Description | College | Department | Level |
| ARCH | 440 | Intro to Pres | x | | This course presents the history, philosophy and current practice of heritage presevation. Students examine the roles of significant public, private and non-profit preservation agencies and organizations. The legal basis of preservation is studied, as well as the process for documenting, designating and protecting heritage places. Preservation treatment and reuse options are examined in light of conservation, sustainability and cultural continuity concerns. Prerequisite: permission of the program director. Open only to HP minors or by permission of the HP director. | Architecture and Planning (AP) | Architecture (ARCH) | UG |
| ARCH | 441 | Pres Policy | X | | This course examines the structure and function of international, federal, state and local laws and programs governing heritage preservation activities. Planning and economic development aspects of preservation practice are studied in the context of conservation and protection of heritage places. Prerequisite: permission of the program director. Open only to B. ARCH; BA/BS architecture; BA/BS environmental design; HP minors or permission of the HP director. | Architecture and Planning (AP) | Architecture (ARCH) | UG |
| ARCH | 447 | Pres Tech | х | | An investigation of the materials and systems of construction used in historic buildings. Students examine contemporary technology used to document, analyze and diagnose building conditions as a basis to formulate interventions for the stewardship of historic structures. Open only to B. ARCH; BA/BS architecture; BA/BS environmental design; HP minors or permission of the HP director. | Architecture and Planning (AP) | Architecture (ARCH) | UG |
| ARCH | 473 | Pres Current Issues | X | | This course provides an in-depth investigation of complex social, cultural and political case studies in contemporary heritage preservation. A foundation is laid for development of individual philosophies and ethics regarding preservation practice. Prerequisite: permission of the program director. Open only to B. ARCH; BA/BS architecture; BA/BS environmental design; HP minors or permission of the HP director. | Architecture and Planning (AP) | Architecture (ARCH) | UG |

| | Course | | Includes | Sustainability | | | | |
|---------|--------|--------------------------------|----------------|----------------|--|------------------|---|-------|
| Subject | Number | Course Title | Sustainability | Focused | Course Description | College | Department | Level |
| | | | | | Introduction to architectural design skills, principles, and processes | | | |
| | | | | | through a series of projects that address spatial thinking, concept | | | |
| | | | | | formulation, ordering systems, precedent research, and investigative | | | |
| | | | | | skills. Projects focus on conditions of scale, material, tectonics, and | | | |
| | | | | | context in both built and natural environments. Conceptualization, | Architecture and | Architecture | |
| ARCH | 501 | Dsgn Thinking Foundations | | X | representation, visualization and communication skills are developed. | Planning (AP) | (ARCH) | GR |
| АКСП | 301 | Digit Thirking Foundations | | ^ | Design projects address surrounding environmental parameters in | Flatilling (AF) | (ARCH) | - GK |
| | | | | | creating strategies, programs, and buildings, while integrating multiple | | | |
| | | | | | issues of design thinking and context characteristics in multiple, diverse | | | |
| | | | | | sites. Sustainability principles in design are introduced and applied with | | | |
| | | | | | emphasis on merging environmental concerns with human desires and | Architecture and | Architecture | |
| ARCH | 502 | Env Dsgn Site Context Studio | x | | needs. | Planning (AP) | (ARCH) | GR |
| | 1 | | | | Design workshop rocusing on the synthesis or previous course work and | , | (************************************** | + |
| | | | | | the application of architectural design skills in a built investigation. | | | |
| | | | | | Introduction to collaborative design-build methods while integrating | | | |
| | | | | | concepts and methods of material assemblies, prototyping, fabrication, | | | |
| | | | | | stakeholder's roles, community participation, scheduling, and | Architecture and | Architecture | |
| ARCH | 503 | Dsgn Application Wkshop | X | | construction cost estimating. | Planning (AP) | (ARCH) | GR |
| | | | | | A growing subset of architects situates their talents and passions in the | | | |
| | | | | | lives of persons occupying exploding equatorial megacities and shrinking | | | |
| | | | | | inner cities in the Rust Belt. Students will consider a range of issues | | | |
| | | | | | engaged by the persons who remain in these places. Seminar participants | | | |
| | | | | | will study as well as interview architects and designers whose practices | | | |
| | | | | | are centered on those people generally considered to be at-risk or in- | | | |
| | | | | | need. In response to this investigation, each student will formally define | | | |
| | | | | | and articulate a more meaningful career trajectory. Prerequisite: | Architecture and | Architecture | |
| ARCH | 508 | Architects of Hope | X | | graduate standing or permission of the program director. | Planning (AP) | (ARCH) | GR |
| АКСП | 308 | Architects of hope | ^ | | graduate standing or permission of the program director. | Flaming (AF) | (ARCH) | - GK |
| | | | | | Selected readings and follow-up discussion in the topic area as guided by | | | |
| | | | | | the course instructor. Prerequisite: graduate standing or permission of | Architecture and | Architecture | |
| ARCH | 509 | Readings Soc and Env Justice | x | | the program director. Parallel: ARCH 510 and 511. | Planning (AP) | (ARCH) | GR |
| AIXCIT | 303 | incadings 50c and Env Justice | X | | Off-campus study in the topic area as approved by the course instructor. | rianning (Air) | (Aiterr) | |
| | | | | | Prerequisite: graduate standing or permission of the program director. | Architecture and | Architecture | |
| ARCH | 510 | Field Stud Soc and Env Justice | x | | Parallel: ARCH 509 and 511. | Planning (AP) | (ARCH) | GR |
| 1 | | | | | Written report resulting from a field study in the topic area. Prerequisite: | | , , | + |
| | | | | | graduate standing or permission of the program director. Parallel: ARCH | Architecture and | Architecture | |
| ARCH | 511 | Doc in Soc and Env Justice | x | | 509 and 510. | Planning (AP) | (ARCH) | GR |
| | | | | | | J 0 () | r, - , | |

| | Course | | Includes | Sustainability | | | | |
|---------|--------|-----------------------|----------------|----------------|---|-----------------------------------|------------------------|-------|
| Subject | Number | Course Title | Sustainability | Focused | Course Description | College | Department | Level |
| ARCH | 520 | Intro to Pro Practice | x | | Survey of the role of the architectural profession from its beginning to present. Exploration of how design excellence is fostered and delivered through professional practice. Exposure to diverse business practice models in architecture and allied disciplines. Investigation of the architect's professional, ethical, and legal responsibilities to stakeholders (client, contractor, user groups, community, architect, and allied professionals) in design and practice. | Architecture and Planning (AP) | Architecture (ARCH) | GR |
| ARCH | 540 | Intro to Pres | X | | This course presents the history, philosophy and current practice of heritage presevation. Students examine the roles of significant public, private and non-profit preservation agencies and organizations. The legal basis of preservation is studied, as well as the process for documenting, designating and protecting heritage places. Preservation treatment and re use options are examined in light of conservation, sustainability and cultural continuity concerns. Prerequisite: permission of the program director. Not open to students who have credit in ARCH 440. Open only to MSHP and HP certificate students or by permission of the HP director. | | Architecture (ARCH) | GR |
| ARCH | 541 | Pres Policy | х | | This course examines the structure and function of international, federal, state and local laws and programs governing heritage preservation activities. Planning and economic development aspects of preservation practice are studied in the context of conservation and protection of heritage places. Prerequisite: permission of the program director. Not open to students who have credit in ARCH 441. Open only to MSHP and HP certificate students or by permission of the HP director. | Architecture and Planning (AP) | Architecture (ARCH) | GR |
| ARCH | 547 | Pres Tech | X | | An investigation of the materials and systems of construction used in historic buildings. Students examine contemporary technology used to document, analyze and diagnose building conditions as a basis to formulate interventions for the stewardship of historic structures. Not open to students who have credit in ARCH 447. Open only to MSHP and HP certificate students or by permission of the HP director. | Architecture and Planning (AP) | Architecture (ARCH) | GR |

| | Course | | Includes | Sustainability | | | | |
|---------|--------|------------------------------------|----------------|----------------|--|--------------------|--------------------|-------|
| Subject | Number | Course Title | Sustainability | Focused | Course Description | College | Department | Level |
| | | | | | Introduction to the essential role that architecture plays in promoting | | | |
| | | | | | socially and environmentally just communities by acknowledging the | | | |
| | | | | | values of human rights, social equity, and the dignity of every human | | | |
| | | | | | being. Exploration of contemporary, social, cultural, political, and | | | |
| | | | | | economic discourse in establishing design criteria and creating | | | |
| | | | | | frameworks for design interventions. Understand the ethical issues | Architecture and | Architecture | |
| ARCH | 551 | Contemporary Issues in Arch | х | | involved in the exercise of professional judgment in architectural design. | Planning (AP) | (ARCH) | GR |
| | | , , | | | | | | |
| | | | | | Fundamentals of passive and active building environmental systems | | | |
| | | | | | (heating, cooling, ventilating, lighting, acoustics, fire protection, plumbing, | | | |
| | | | | | electrical/communications, circulation). An overview of environmental | | | |
| | | | | | forces and human and material/assembly responses to such forces with | A rebit ceture and | A male it a atuura | |
| ADCII | 570 | Later Facility as a satel Contains | X | | consideration of historical context and current concerns and a focus on | Architecture and | Architecture | GR |
| ARCH | 570 | Intro Environmental Systems | X | | energy, water, and material resource utilization. | Planning (AP) | (ARCH) | -GR |
| | | | | | Application of passive and active building environmental systems | | | |
| | | | | | (heating, cooling, ventilating, lighting, acoustics, fire protection, plumbing, | | | |
| | | | | | electrical/communications, circulation). Systems, equipment, and | | | |
| | | | | | assemblies that mitigate/enhance environmental forces with | | | |
| | | | | | consideration of historical context and current concerns and a focus on | Architecture and | Architecture | |
| ARCH | 571 | App Environmental Systems | Х | | energy, water, and material resource utilization. | Planning (AP) | (ARCH) | GR |
| | | | | | This course provides an in-depth investigation of complex social, cultural | | | |
| | | | | | and political case studies in contemporary heritage preservation. A | | | |
| | | | | | foundation is laid for development of individual philosophies and ethics | | | |
| | | | | | regarding preservation practice. Prerequisite: permission of the program | | | |
| | | | | | director. Not open to students who have credit in ARCH 473. Open only to | | | |
| | | | | | MSHP and HP certificate students or by permission of the HP director. | | | |
| | | | | | | Architecture and | Architecture | |
| ARCH | 573 | Pres Current Issues | Х | | | Planning (AP) | (ARCH) | GR |
| | | | | | Special and timely architectural projects undertaken by groups of | | | |
| | | | | | students. Prerequisite: graduate standing or permission of the program | | | |
| | | | | | director. A total of 12 credits may be earned, but no more than 6 in any | Architecture and | Architecture | |
| ARCH | 598 | Spec Proj in Arch | Х | | one semester or term. Graduate architecture workshop involves short exploratory architectural | Planning (AP) | (ARCH) | GR |
| | | | | | exercises or projects. Prerequisite: graduate standing or permission of the | Architecture | Architecture | |
| ARCH | 600 | Architecture Workshop | Х | | program director. | Planning (AP) | (ARCH) | GR |
| ANCH | 1000 | Architecture Workshop | ^ | | program uncctor. | Ir iaiiiiiig (AF) | ואונוו) | Tor. |

| | Course | | Includes | Sustainability | | | | |
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| Subject | Number | Course Title | Sustainability | Focused | Course Description | College | Department | Level |
| | | | | | Synthesis of a wide range of variables from diverse and complex systems | | | |
| | | | | | into an integrated architectural solution. Students demonstrate their | | | |
| | | | | | ability to comprehend site conditions, structural, environmental, and | | | |
| | | | | | building systems and assemblies, accessibility and life safety, | | | |
| | | | | | environmental stewardship, and technical documentation. Scope and | | | |
| | | | | | type of project will require applied research methodologies and an | | | |
| | | | | | integrated evaluation and decision-making process across multiple | Architecture and | Architecture | |
| ARCH | 602 | Integrated Arch Dsgn Studio | X | | systems to inform the design process. | Planning (AP) | (ARCH) | GR |
| | | | | | Advanced course in the selection, design, and integrated application of | | | |
| | | | | | structural systems, environmental systems, building systems, and project | | | |
| | | | | | assemblies in architecture. Emphasis on whole building thinking from site | | | |
| | | | | | evaluation to building performance. Exploration and application of | | | |
| | | | | | advanced technologies and inventive building systems, while committed | | | |
| | | | | | to research and development of sustainable, affordable and equitable | Architecture and | Architecture | |
| ARCH | 618 | Applied Systems Thinking | Х | | practices. | Planning (AP) | (ARCH) | GR |
| | | | | | Exploration of methods and materials of architectural construction with a | | | |
| | | | | | focus on applied learning, combining theoretical knowledge with practical | | | |
| | | | | | skills and technical training. Practical applications in construction drawing, | | | |
| | | | | | building material selection and assembly, building envelope systems, | | | |
| | | | | | estimating techniques, and computer applications. Production of | | | |
| | | | | | technical documentation related to design studio project. Exploration of | | | |
| | | | | | critical topics for the future of the built environment and natural | | | |
| | | | | | resources to use design and technology to create architecture that | A | A | |
| ADCH | 624 | Applied Areb Didg Teeb | X | | contributes to a more humane and environmentally responsible built world. | Architecture and | Architecture (ARCH) | GR |
| ARCH | 024 | Applied Arch Bldg Tech | Χ | | world. | Planning (AP) | (ARCH) | GK |
| | | | | | | | | |
| | | | | | A detailed exploration of the WELL building rating system, with support | | | |
| | | | | | for students interested in becoming WELL accredited professionals. | | | |
| | | | | | | Architecture and | Architecture | |
| ARCH | 632 | WELL Bldg Rating System | | Х | Prerequisite: Graduate standing; permission of graduate program director A detailed exploration of the PHIOS passive building rating system, with | Planning (AP) | (ARCH) | GR |
| 1 | | | | | support for students interested in becoming Certified Passive House | | | |
| 1 | | | | | Consultants. | | | |
| 1 | | | | | | | | |
| 1 | | | | | Prerequisite: graduate standing; permission of graduate program | Architecture and | Architecture | |
| ARCH | 633 | PHIUS Passive Bldg Rating Syst | | X | director. | Planning (AP) | (ARCH) | GR |

| | Course | | Includes | Sustainability | | | | |
|---------|--------|-----------------------------|----------------|----------------|---|-----------------------------------|------------------------|-------|
| Subject | Number | Course Title | Sustainability | Focused | Course Description | College | Department | Level |
| ARCH | 636 | Arch Research Methods | X | | Introduction to research methods applicable to architectural practice. Enables students to study and apply a variety of research methods and tools. Exposure to methods and procedures of architectural research, investigative skills, and integrated design decision-making frameworks provides support for the development of individual final creative project proposal. | Architecture and Planning (AP) | Architecture (ARCH) | GR |
| ARCH | 637 | Final Project Prep | x | | Students define, investigate, and articulate a question for their individual final creative project. Through guided independent work, students prepare a proposal that documents their research from project identification, to articulating appropriate design methodologies, to analyzing and synthesizing data, to defining a schedule and framework for their project, to creating final project assessment criteria. Prerequisite: ARCH 636. | Architecture and Planning (AP) | Architecture (ARCH) | GR |
| ARCH | 639 | Contemp Hist Theory of Arch | Х | | Introduction to the historical and theoretical movements, technologies, and practices in architecture and urbanism from the advent of the Industrial Revolution up to and including the 21st century. Consideration given to the social and cultural context of design ideas with a focus on global developments in vernacular and high style architecture. | Architecture and Planning (AP) | Architecture (ARCH) | GR |
| ARCH | 644 | Theories of Sustainability | | х | Students explore ideas and assumptions behind green building and sustainable design. Philosophies and concepts of nature, design and technology are investigated and discussed. Students develop and share their understanding of sustainability and green building grounded in both current and established theories. Prerequisite: graduate standing or permission of the program director. | Architecture and Planning (AP) | Architecture (ARCH) | GR |
| ARCH | 646 | Urban Dsgn Hist Theory Prac | X | | Introduces the principles, practices, and theory of urban design. Considers the history of urban form, exploring the design of major cities and urban centers. Students develop an understanding of significant case studies while systematically studying physical form, regional influences, and how the public realm is shaped by social, economic, political, and cultural forces. Focus on issues of equity, identity, sense of place, smart growth, and sustainable place making. | Architecture and Planning (AP) | Architecture (ARCH) | GR |

| | Course | | Includes | Sustainability | | | | |
|------------------|--------|-------------------------------|----------------|----------------|---|------------------|----------------|-------|
| Subject | Number | Course Title | Sustainability | Focused | Course Description | College | Department | Level |
| | | | | | Introduces students to social and environmental justice issues in the | | | |
| | | | | | design of the built environment as related to human rights, social equity, | | | |
| | | | | | dignity, status, stigma, marginalization, discrimination and several other | | | |
| | | | | | aspects of justice. Students focus on how these issues are embodied in | | | |
| | | | | | the environment, reflecting and reinforcing the nature of power relations | Architecture and | Architecture | |
| ARCH | 653 | Intro to Social Environ Just | × | | in society. | Planning (AP) | (ARCH) | GR |
| ANCH | 1033 | Intro to social Environ Just | ^ | | An overview of high-performance building characteristics, including: | Flatining (AF) | (ARCH) | - OIN |
| | | | | | thermal, visual, and acoustic comfort; indoor air quality; energy | | | |
| | | | | | consumption; water consumptions; material impacts; greenhouse gas | | | |
| | | | | | emissions; and resilience. | | | |
| | | | | | | | | |
| | | | | | Prerequisite: graduate standing; permission of graduate program | Architecture and | Architecture | |
| ARCH | 670 | Elements of Hi-Perf Bldgs | X | | director. | Planning (AP) | (ARCH) | GR |
| | | | | | A detailed exploration of the LEED BD&C green Building rating system, | | | |
| | | | | | with support for students interested in becoming LEED accredited | | | |
| | | | | | professionals. | | | |
| | | | | | | | | |
| | | | | | Prerequisite: graduate standing; permission of graduate program | Architecture and | Architecture | |
| ARCH | 671 | LEED Green Bldg Rating System | Х | | director. Considers biological issues related to the environment, genetics and | Planning (AP) | (ARCH) | GR |
| | | | | | biotechnology, human reproduction and development, and population | | | |
| | | | | | biology. Historical, contemporary, and future implications of these issues | | | |
| | | | | | are discussed. Not open to students who have credit in BIO 102, 111, or | Sciences and | | |
| BIO | 100 | Piology for a Modern Society | × | | 112. | Humanities (SH) | Biology (BIOL) | UG |
| ыо | 100 | Biology for a Modern Society | ^ | | IIIZ. | numanities (3n) | Biology (BIOL) | 100 |
| | | | | | Principles of biology as they relate to energy requirements and | | | |
| | | | | | reproductive processes of living organisms, including the study of plants | | | |
| | | | | | and conservation with emphasis on the human role in the environment. | Sciences and | | |
| віо | 102 | Biol Concepts for Teachers | X | | Designed primarily for students in elementary education programs. | Humanities (SH) | Biology (BIOL) | UG |
| | | · | | | Examines the diversity, evolutionary relationships, ecology, and | | | 1 |
| | | | | | physiology of organisms in the animal kingdom with an introduction to | | | |
| | | | | | the protozoans. Emphasizes structure and function at the organismal | | | |
| | | | | | level, classification, and phylogenetic relationships. Lecture and | Sciences and | | |
| BIO | 112 | Principles of Biology 2 | Х | | laboratory. | Humanities (SH) | Biology (BIOL) | UG |
| | | | | | Effects of physical and biotic conditions on the distribution, abundance, | | | |
| | | | | | | | | |
| | 1 | | | | and diversity of plants and animals. Dynamics of ecological systems at | | | |
| | | | | | population, community, ecosystem, landscape, and global levels, and | Caianasaand | | |
| l _{DIO} | 216 | Factoria | V | | from an evolutionary perspective. Practical applications of ecological | Sciences and | Dialogy (DICL) | |
| BIO | 216 | Ecology | Х | | knowledge to environmental problems. Prerequisite: BIO 112. | Humanities (SH) | Biology (BIOL) | UG |

| | Course | | Includes | Sustainability | | | | |
|---------|--------|--------------------------------|----------------|----------------|--|------------------------------|----------------|--------|
| Subject | Number | Course Title | Sustainability | Focused | Course Description | College | Department | Level |
| | | | | | Fundamental concepts of ecology, including interactions between | | | |
| | | | | | organisms and their environment, population/community dynamics, and | | | |
| | | | | | structure/ function of ecosystems. Application of concepts to current | | | |
| | | | | | ecological issues (e.g., species extinction, human population dynamics, | | | |
| | | | | | human food production systems, natural resource depletion, and global | | | |
| | | | | | environmental change). Intended for non-biology majors. Not open to | Sciences and | | |
| віо | 220 | Ecological Issues 21st Century | Х | | students who have credit in BIO 216. Open only to non-biology majors. | Humanities (SH) | Biology (BIOL) | UG |
| | | | | | Designed to Toster understanding of the interactions between and among | | | |
| | | | | | human biological and social systems. Emphasizes biological concepts as | | | |
| | | | | | they relate to health and behavior. Prerequisite recommended: college | | | |
| | | | | | level introductory biology. Open only to social work or family and | C-: | | |
| DIO | 254 | Dialogy in the Coniel Contest | X | | consumer sciences majors, or by permission of the department | Sciences and Humanities (SH) | Diology (DIOL) | UG |
| BIO | 254 | Biology in the Social Context | ^ | | chairperson. | numanicies (Sn) | Biology (BIOL) | 100 |
| | | | | | Introduction to scientific study designs, measurements, data analysis, and | | | |
| | | | | | the logic of inference as applied to ecological research. Focuses on a field | | | |
| | | | | | research project that culminates in a written report and an oral | Sciences and | | |
| BIO | 316 | Methods in Ecology | X | | presentation. Prerequisite or parallel: BIO 216. | Humanities (SH) | Biology (BIOL) | UG |
| | | | | | Drocents fundamental principles of population growth and regulation | | | |
| | | | | | Presents fundamental principles of population growth and regulation, including both within-species and between-species interactions. | | | |
| | | | | | Implications for over-population, endangered species, and pest and game | | | |
| | | | | | management are discussed. Laboratory includes both experimental | Sciences and | | |
| BIO | 416 | Population Ecology | x | | studies and computer simulation exercises. Prerequisite: BIO 216. | Humanities (SH) | Biology (BIOL) | UG |
| 5.0 | 1.20 | T operation Ecology | ^ | | Charles and compared simulation charles and the equipment 2.0 220. | | 2.0.08) (2.02) | + |
| | | | | | Principles of ecological organization at the community and ecosystems | | | |
| | | | | | levels. Emphasizes the processes that influence the structure and function | | | |
| | | | | | of communities and ecosystems. Laboratory includes field and lab studies | Sciences and | | |
| BIO | 418 | Comm and Ecos Ecol | X | | of plant and animal systems. Prerequisite: BIO 216. | Humanities (SH) | Biology (BIOL) | UG |
| | | | | | Includes study of the sciences peculiar to selected geographic areas. | | | |
| | | | | | Ecology, flora, and fauna. Travel may be by air. Seminars may be | | | |
| | | | | | scheduled regularly throughout the course. Registration fee may include | | | |
| | | | | | travel charges as well as the general fee. Prerequisite: permission of the | Sciences and | | |
| віо | 420 | Field Biology of Distant Areas | x | | department chairperson. A total of 12 credits may be earned. | Humanities (SH) | Biology (BIOL) | UG |
| | | 1 5. | | | | | | \top |
| | | | | | The physical, chemical, and biological characteristics of inland waters. | | | |
| | | | | | Laboratory and several field trips will be devoted to exploring techniques | | | |
| | | L | | | for the evaluation of representative aquatic ecosystems. Prerequisite: BIO | | | |
| BIO | 480 | Limnology | X | | 216 or permission of the department chairperson. | Humanities (SH) | Biology (BIOL) | UG |

| | Course | | Includes | Sustainability | | | | |
|---------|--------|--------------------------------------|----------------|----------------|--|---------------------------------|--------------------------------|-------|
| Subject | Number | Course Title | Sustainability | Focused | Course Description | College | Department | Level |
| | 100 | | | | Microorganisms indigenous to nonpolluted and polluted aquatic ecosystems. Emphasizes nutrient cycling and use of microorganisms as indicators of pollution. Morphology, physiology, and ecology of specific | Sciences and | | |
| BIO | 482 | Aquatic Microbiology Marine Biology | X | | organisms. Lecture and laboratory. Prerequisite: BIO 313. Introduction to marine environments. Properties of seawater, hydrodynamics. Phytoplankton and benthic plants. Primary production, nutrient cycles. Marine animals, surveys of major taxa. Adaptations for life on the bottom, open water, intertidal zones, estuaries, and abyssal regions. | Sciences and Humanities (SH) | Biology (BIOL) Biology (BIOL) | UG |
| віо | 520 | Field Biology of Distant Areas | x | | The species peculiar to selected geographic areas. Ecology, flora, and fauna. Travel may be by air. Seminars may be scheduled regularly throughout the course. Registration fee may include travel charges as well as the general fee. Prerequisite: permission of the department chairperson. A total of 12 credits may be earned. | Sciences and Humanities (SH) | Biology (BIOL) | GR |
| віо | 582 | Aquatic Microbiology | х | | Microorganisms indigenous to nonpolluted and polluted aquatic ecosystems. Emphasizes nutrient cycling and the use of microorganisms as indicators of pollution. Morphology, physiology, and ecology of specific organisms. Lecture and laboratory. Prerequisite: BIO 313. Not open to students who have credit in BIO 482. | Sciences and Humanities (SH) | Biology (BIOL) | GR |
| | | | | | Fundamental principles of population growth and regulation, community structure and diversity, focusing on intra- and interspecific interactions. Implications for over-population, endangered species, and pest and game management are explored. Principles of ecological organization are evaluated at the community level with an emphasis on the processes that influence community structure and function. The laboratory will use computer simulations and analysis of ecological data to test hypotheses, critically review research results/theories and formulate new questions. | Sciences and | | |
| ВІО | 616 | Population-Community Ecology | Х | | Prerequisites: BIO 216 or equivalent introductory ecology course. | Humanities (SH) | Biology (BIOL) | GR |
| ВІО | 656 | Ecosystem Ecology | × | | Principles and application of ecosystem ecology. Provides students with an understanding of concepts in modern ecosystem ecology and with an in-depth analysis of ecosystem components, processes, and factors that control them. Prerequisite: BIO 216 or equivalent, or permission of the instructor. | Sciences and Humanities (SH) | Biology (BIOL) | GR |

| | Course | | Includes | Sustainability | | | | |
|---------|--------|-----------------------------|----------------|----------------|--|-----------------|-----------------|-------|
| Subject | Number | Course Title | Sustainability | - | Course Description | College | Department | Level |
| | | | | | | | | |
| | | | | | Introduction to multivariate statistical techniques and technological tools | | | |
| | | | | | necessary to evaluate the literature and to carry out original research in | | | |
| | | | | | the environmental sciences. Prerequisite: BIO 448 or 548 or equivalent, or | Sciences and | | |
| BIO | 657 | Multiv Analy and Envir Data | X | | permission of the instructor. | Humanities (SH) | Biology (BIOL) | GR |
| | | | | | General course in forestry with emphasis on forest policy, ecology, and | | | |
| | | | | | management. Current issues are discussed with particular reference to | | | |
| | | | | | their social, political, and environmental implications. Lecture and | Sciences and | | |
| BOT | 380 | Forestry | X | | laboratory. | Humanities (SH) | Biology (BIOL) | UG |
| | | | | | Identification, use, and care of native and ornamental trees, shrubs, vines, | | | |
| | | | | | and herbaceous plant material. The use of botanical keys, manuals, and | | | |
| | | | | | texts in the identification of the plant taxa. Prerequisite: BIO 210 or | Sciences and | | |
| ВОТ | 440 | Taxonomy of Vascular Plants | X | | permission of the instructor. | Humanities (SH) | Biology (BIOL) | UG |
| | | | | | The cultivation, processing, environmental requirements, and use of | | | |
| | | | | | plants and plant derivatives for food, drugs, dwellings, clothing, and | Sciences and | | |
| вот | 442 | Economic Botany | X | | power. | Humanities (SH) | Biology (BIOL) | UG |
| | | | | | The identification and site characterization of woody plants with an | | | |
| | | | | | emphasis on midwestern tree species. Use of botanical features and keys | | | |
| | | | | | in field identification. Correlation of species with site conditions, plant | | | |
| | | | | | diseases, climatic parameters, associate species, and geographical | Sciences and | | |
| ВОТ | 470 | Dendrology | Х | | distribution. | Humanities (SH) | Biology (BIOL) | UG |
| | | | | | Factors affecting the distribution and abundance of plants. Patterns, | | | |
| | | | | | structure, and development of plants at the individual, population, and | | | |
| | | | | | community level. Laboratory provides experience with ecological | | | |
| | | | | | | Caiamana | | |
| ВОТ | 400 | S | V | | experimentation at the physiological, population, and community levels. | Sciences and | Diele en (DIOI) | |
| ВОТ | 480 | Plant Ecology | Х | | Prerequisite: BIO 216 or permission of the instructor. The collection and identification of nonvascular and vascular plants from | Humanities (SH) | Biology (BIOL) | UG |
| | | | | | freshwater ecosystems. Emphasizes the morphology, physiology, and | | | |
| | | | | | ecology of these plants to explain their distribution in nature. Class | | | |
| | | | | | project and field trips may be used to demonstrate ecological | | | |
| | | | | | l, , , | Caiamana | | |
| | 101 | | v | | relationships. Two Saturday field trips required. Prerequisite: BIO 210 or | Sciences and | D: 1 (DIOI) | |
| ВОТ | 481 | Aquatic Botany | Х | | permission of the instructor. Identification, use, and care of native and ornamental trees, shrubs, vines, | Humanities (SH) | Biology (BIOL) | UG |
| | | | | | and herbaceous plant material. The use of botanical keys, manuals, and | | | |
| | | | | | texts in the identification of plant taxa. Prerequisite: BIO 112 or | | | |
| | | | | | l · · · · · · · · · · · · · · · · · · · | Caiamana | | |
| РОТ | | T ()/ 1 51 : | ,,, | | permission of the department chairperson. Not open to students who | Sciences and | Di-1 (DIO) | |
| BOT | 540 | Taxonomy of Vascular Plants | X | | have credit in BOT 440. | Humanities (SH) | Biology (BIOL) | GR |

| | Course | | Includes | Sustainability | | | | |
|---------|--------|--------------------------------|----------------|----------------|--|------------------------------------|--|-------|
| Subject | Number | Course Title | Sustainability | Focused | Course Description | College | Department | Level |
| вот | 544 | Plant Prop and Mgt | x | | Practical experience in the different methods of plant propagation, care, and cultivation for use in the home, school, garden, and greenhouse. Diseases, pathogens, and pests of the plant. | Sciences and Humanities (SH) | Biology (BIOL) | GR |
| вот | 570 | Dendrology | х | | The identification and site characterization of woody plants with emphasis on midwestern tree species. Use of botanical features and keys in field identification. Correlation of species with site conditions, plant diseases, climatic parameters, associate species, and geographical distribution. Prerequisite: BIO 112 or permission of the department chairperson. Not open to students who have credit in BOT 470. | Sciences and Humanities (SH) | Biology (BIOL) | GR |
| вот | 581 | Aquatic Botany | х | | The collection and identification of nonvascular and vascular plants from fresh water ecosystems. Emphasizes morphology, physiology, and ecology of these plants to explain their distribution in nature. Class project and field trips may be used to demonstrate ecological relationships. Prerequisite: BIO 112 or permission of the department chairperson. Not open to students who have credit in BOT 481. | Sciences and Humanities (SH) | Biology (BIOL) | GR |
| BUSA | 300 | Int Sustainability in Business | | х | Offers interdisciplinary perspectives on issues forming the environmental context for business. The life-cycle concept frames the discussion of environmental management systems and standards, pollution prevention, and product and market issues. Includes lectures, readings, case studies, and student projects. Prerequisite: sophomore standing. | Miller College of Business (CB) | Miller College of Business (MCOB) | UG |
| САР | 101 | Environment Design and Plan 1 | X | | Basic problem solving related to abstract and historical and contemporary problems in environmental design. Elements of space, form, function, and human use as they affect the natural and built environments. | Architecture and Planning (AP) | Coll of Architecture & Plan (COAP) | UG |
| САР | 102 | Environment Design and Plan 2 | х | | Basic problem solving related to abstract and historical and contemporary problems in environmental design. Elements of space, form, function, and human use as they affect the natural and built environments. Methods for environmental design communications in a variety of media. Prerequisite: CAP 101. | Architecture and Planning (AP) | Coll of Architecture & Plan (COAP) | UG |
| САР | 200 | Design Thinking | х | | Introduction to the fundamental characteristics and practice of design thinking. Students will become aware, understand, and learn to use design methods to match people's needs with what is feasible and viable in a creative framework that challenges conventional problem-solving and/or decision-making strategies and provides alternatives. | Architecture and Planning (AP) | Coll of Architecture & Plan (COAP) | UG |

| | Course | | Includes | Sustainability | | | | |
|---------|--------|--------------------------------|----------------|----------------|--|-----------------------------------|--|-------|
| Subject | Number | Course Title | Sustainability | Focused | Course Description | College | Department | Level |
| | 400 | | | | Special projects in the College of Architecture and Planning undertaken by groups of students directed by faculty. A total of 9 credits may be earned. | Architecture and | Coll of Architecture & | |
| CAP | 498 | Spec Projects in CAP | Х | | | Planning (AP) | Plan (COAP) | UG |
| САР | 598 | Special Projects in CAP | X | | Special projects in the College of Architecture and Planning undertaken by groups of students directed by faculty. A total of 9 credits may be earned. Introduction to methods and techniques in the design, preparation, and | Architecture and Planning (AP) | Coll of Architecture & Plan (COAP) | GR |
| САР | 651 | Research Methods | x | | execution of urban design research. Emphasis will be on procedures and techniques for the development of critical evidence-based urban design. Prerequisite: graduate status and permission of the MUD program | Architecture and Planning (AP) | Coll of Architecture & Plan (COAP) | GR |
| | | | | | Designed to provide graduate students from Biology, Chemistry, and Environment, Geology, and Natural Resources with in-depth understanding of the different types of environmental contaminants and the range of analytical methods available to detect and monitor their levels in different media. This includes fundamental and applied chemistry topics relevant to the environmental sciences. Knowledge of college level general and organic chemistry is recommended. | | | |
| СНЕМ | 627 | Environmental Chemistry | X | | Prerequisite: permission from the chair of the Department of Chemistry is required. | Sciences and Humanities (SH) | Chemistry (CHEM) | GR |
| СМ | 303 | Highway Construction 2 | X | | , | Architecture and Planning (AP) | Construction Mgt & Int Design (CMID) | UG |
| СМ | 315 | Sustainable Construction | | X | Provides detailed knowledge related to sustainable construction. Emphasis will be on green building rating systems, and course work includes case studies, guest speakers, field trips, investigation of green | Architecture and Planning (AP) | Construction Mgt & Int Design (CMID) | UG |
| СТ | 300 | Sustainability in Info Tech | | × | A study of sustainability issues related to the field of information technology. Explores the environmental, economic, and human impact of information technology. Prerequisite: sophomore standing. | Commun., Info. and Media (CM) | Info, Comm Sciences (INCS) | UG |
| DSCI | 607 | Data Analytics for Environ Sci | x | | Examination of techniques in data analytics relevant to the environmental sciences. Course delivery includes both guided instruction and applied problem-solving using common analytical approaches. | Sciences and Humanities (SH) | Coll of Sciences & Humanities (COSH) | GR |

| | Course | | Includes | Sustainability | | | | |
|---------|--------|----------------------------|----------------|----------------|---|-------------------|------------------|-------|
| Subject | Number | Course Title | Sustainability | Focused | Course Description | College | Department | Level |
| | | | | | Application of economic analysis to pollution, natural resource usage, and | | | |
| | | | | | sustainability. "Sustainability" expands the concepts of economic growth | | | |
| | | | | | and optimization to include a balanced set of goals that include | | | |
| | | | | | environmental carrying capacity, social and intergenerational equity, and | | | |
| | | | | | community values. Prerequisite: minimum grade of C in ECON 116 or 201 | Miller College of | Economics | |
| ECON | 311 | Environmental Economics | | X | • | Business (CB) | (ECON) | UG |
| | | | | | Examines international trade, finance, and commercial policy. | Miller College of | Economics | |
| ECON | 351 | International Economics | X | | | Business (CB) | (ECON) | UG |
| | | | | | The systematic economic structure of cities and the component parts of that structure. Attention is given to the ways in which the economic | | | |
| | | | | | structure of cities and regions obstructs or facilitates the attainment of | | | |
| | | | | | the goals of the community. Prerequisite: minimum grade of C in ECON | Miller College of | Economics | |
| ECON | 485 | Urban Economics | × | | , , | Business (CB) | (ECON) | UG |
| ECON | 403 | Orban Economics | , A | | 201. | business (Cb) | (LCON) | 100 |
| | | | | | The application of economic principles to environmental problems. | | | |
| | | | | | Emphasizes application of the economist's decision-making model to | | | |
| | | | | | environmental issues and the advantages and shortcomings of the | | | |
| | | | | | economist's analysis. Prerequisite: ECON 201 or 509; 6 credits in natural | | | |
| | | | | | resources and environmental management, NREM 101, or permission of | | | |
| | | | | | the department chairperson. Not open to students who have credit in | Miller College of | Economics | |
| ECON | 511 | Environmental Economics | Х | | ECON 311; NREM 203. | Business (CB) | (ECON) | GR |
| | | | | | The systematic economic structure of the city and its component parts. | | | |
| | | | | | The ways in which the economic structures of cities and regions obstruct | | | |
| | | | | | | Miller College of | Economics | |
| ECON | 585 | Urban Economics | x | | · · · · · · · · · · · · · · · · · · · | Business (CB) | (ECON) | GR |
| LCON | 1303 | Orban Economics | ^ | | Leon 201, 202. Not open to students who have credit in Leon 465. | Dusiness (CD) | (LCON) | 101 |
| | | | | | Classical and modern theories of exchange rates, gains from trade, factor | | | |
| | | | | | movements, international money markets, and barriers to trade. Includes | | | |
| | | | | | analysis of international commercial policy. Prerequisite: ECON 201, 202 | | | |
| | | | | | or equivalent, or permission of the department chairperson. Open only to | Miller College of | Economics | |
| ECON | 615 | International Economics | X | | students who have been admitted to a university graduate program. | Business (CB) | (ECON) | GR |
| | | | | | Evalore the concepts of wellness amphasizing nutrition, health and affect | | | |
| | | | | | Explore the concepts of wellness, emphasizing nutrition, health and safety | | Family Chilled | |
| | | | | | as it applies to children and families. Increase awareness of the need for | T | Early Chilhd, | |
| FCVE | 202 | Child and Family Walls are | V | | healthy environments and use of sustainable and age appropriate | Teachers College | Youth, Family St | |
| ECYF | 202 | Child and Family Wellness | X | | practices in environments with families and children. | (TC) | (ECFS) | UG |

| | Course | | Includes | Sustainability | | | | |
|---------|--------|--------------------------------|----------------|----------------|---|------------------|-------------|-------|
| Subject | Number | Course Title | Sustainability | Focused | Course Description | College | Department | Level |
| | | | | | Roles and responsibilities of the educational administrator and | | | Т |
| | | | | | procedures that contribute to effective planning of new or remodeled | | | |
| | | | | | educational facilities. Gives special attention to such matters as school | | | |
| | | | | | surveys, development of educational specifications, standards and | | Educational | |
| | | | | | guidelines for instructional and service areas, site requirements, | Toogham Callaga | | |
| | C00 | | V | | financing, construction patterns, equipment needs, and community | Teachers College | Leadership | |
| EDAD | 688 | Schl Bldings, Grnds, and Equip | Х | | involvement. | (TC) | (EDLP) | GR |
| | | | | | | | | |
| | | | | | Conduct research that addresses projects developed in the Creative | | | |
| | | | | | Projects and Development lab and supports EMDD faculty research | | | |
| | | | | | endeavors. Research may include iterative usability studies during design | | | |
| | | | | | and development phases and/or summative research that generates new | | | |
| | | | | | knowledge in fields related to those with an emphasis on strategic | | | |
| | | | | | information and communication design. Students work closely with the | | | |
| | | | | | Applied Research Lab director to determine appropriate research | | | |
| | | | | | methods for projects, develop and submit research protocols for IRB | | | |
| | | | | | approval, recruit participants for and conduct user studies, analyze and | | | |
| | | | | | report results, and write and submit research papers for publication in | | | |
| | | | | | academic journals and/or trade publications focused on innovative | | | |
| | | | | | content dissemination strategies and communication design. A total of 9 | _ | | |
| | | | | | credits may be earned. Open only to CCIM graduate students or with | Commun., Info. | Journalism | |
| EMDD | 660 | Applied Research Lab | Х | | graduate director permission. | and Media (CM) | (JOUR) | GR |
| | | | | | Design and develop novel story forms, interactive systems, news | | | |
| | | | | | platforms, multimedia apps, and other digital assets in the field of | | | |
| | | | | | emerging media and communication design. Projects follow accepted | | | |
| | | | | | communication design models and will use contextual design and inquiry, | | | |
| | | | | | human factors research, and user-centered design models as applied to | | | |
| | | | | | communication design. All projects adhere to a research-informed | | | |
| | | | | | process, in collaboration with EMDD 660 Applied Research Lab, that | | | |
| | | | | | provides designers and developers feedback for making design | | | |
| | | | | | improvements at key points along the way. Project teams may include a | | | |
| | | | | | variety of skill sets, including writers, editors, graphic designers, | | | |
| | | | | | photographers, and others as appropriate to the project. A total of 9 | | | |
| | | | | | credits may be earned. Open only to CCIM graduate students or with | Commun., Info. | Journalism | |
| EMDD | 670 | Creative Project Lab | X | | graduate director permission. | and Media (CM) | (JOUR) | GR |

| | Course | | Includes | Sustainability | | | | |
|---------|--------|--------------------------------|----------------|----------------|---|-------------------|----------------|--------|
| Subject | Number | Course Title | Sustainability | Focused | Course Description | College | Department | Level |
| | | | | | Provides the graduate student the opportunity to learn sustainable | | | |
| | | | | | theories and practices specific to apparel, merchandising, and interior | | | |
| | | | | | design. Topics include ecological principles, consumer perspectives, | | Applied | |
| | | | | | process and practices, policy and performance assessments of various | Miller College of | Business | |
| FCS | 690 | Sustain Des | | x | | Business (CB) | Studies (APBS) | GR |
| . 55 | 1000 | | | | Advanced applications in packaging. CAD packaging software will be | | | + |
| | | | | | explored. Topics include design, sustainability, layout, and fabrication of | | | |
| | | | | | structural materials, multi-content packages, specialty boxes, and point of | | | |
| | | | | | purchase displays. | | | |
| | | | | | Prerequisite: GCM 283 or permission of the instructor. | | | |
| GCM | 373 | Graphics: Pack Constr and Des | Х | | | Fine Arts (FA) | Art (ARTT) | UG |
| | | | | | A | C-: | C | |
| CFOC | 120 | Farancia Constanting | Х | | A systematic approach to economic issues emphasizing local, regional, | Sciences and | Geography | |
| GEOG | 120 | Economic Geog of Globalization | ^ | | national, and global economic developments in the geographic setting. A basic survey course emphasizing geographic facts and | Humanities (SH) | (GEOG) | UG |
| | | | | | interdependencies between the developed and developing world. | | | |
| | | | | | Particular emphasis is given to physical and social environmental | Sciences and | Geography | |
| GEOG | 150 | Global Geography | Х | | interdependencies. | Humanities (SH) | (GEOG) | UG |
| | | <u> </u> | | | · | | | + |
| | | | | | Examines the history, components, and spatial structure of tourism from | | | |
| | | | | | an ethical standpoint in regard to environmental, socio-cultural and | | | |
| | | | | | | Sciences and | Geography | |
| GEOG | 261 | Intro to Sustainable Tourism | | Х | application to various types of tourism and geographical contexts. Surveys the origin, spatial diffusion, and cultural ecology of food crops | Humanities (SH) | (GEOG) | UG |
| | | | | | and agriculture in the context of tourism and travel. Examines the | | | |
| | | | | | globalization of regional foods as a cultural commodity and agricultural | Sciences and | Geography | |
| GEOG | 323 | Tourism and Geography of Food | x | | landscapes as tourist attractions. | Humanities (SH) | (GEOG) | UG |
| GLOG | 323 | Tourism and Geography or Food | ~ | | landscapes as courist activactions. | Tramanicies (511) | (0200) | + |
| | | | | | A systematic and regional analysis of areal patterns of population | | | |
| | | | | | distribution, composition, migration, and growth, as well as their causes | Sciences and | Geography | |
| GEOG | 423 | Population Geography | Х | | and the effects they have on the cultural landscape. | Humanities (SH) | (GEOG) | UG |
| | | | | | Discusses now to develop tourism destinations and activities that | | | \top |
| | | | | | integrate sustainable economic development, accessibility, and | | | |
| | | | | | indigenous cultural evolution with minimal impact on the environment. | | | |
| | | | | | Includes site assessment, financial analysis, market forecasting, and | Caiomaga | Caaaranhu | |
| CFOC | 101 | Sustainable Tourism Davidon | | V | impact assessment. Prerequisite: GEOG 261, 262; or permission of the | Sciences and | Geography | |
| GEOG | 491 | Sustainable Tourism Develop | | Х | instructor. | Humanities (SH) | (GEOG) | UG |

| | Course | | Includes | Sustainability | | | | |
|---------|--------|----------------------------------|----------------|----------------|--|-------------------|------------------|------------------|
| Subject | Number | Course Title | Sustainability | Focused | Course Description | College | Department | Level |
| | | | | | Examination of techniques in Geographic Information Systems (GIS), with | | | |
| | | | | | emphasis on data and analyses relevant to the environmental sciences. | | | |
| | | | | | Course delivery includes both guided instruction and applied GIS projects | | | |
| | | | | | focused on data collection, preparation, analysis, and reporting. | | | |
| | | | | | Prerequisite: permission of the instructor. | Sciences and | Geography | |
| GEOG | 625 | GIS for Environmental Science | x | | Therequisites permission of the matractor. | Humanities (SH) | (GEOG) | GR |
| 0200 | 1023 | dis for Environmental science | Α | | Introductory study of the materials, structure, and surface features of the | | (0200) | |
| | | | | | earth; the processes responsible for their development; geologic hazards; | | | |
| | | | | | and the application of geologic knowledge to mankind's environmental | Sciences and | Environ Geol | |
| GEOL | 101 | Planet Earth Geol Environment | Х | | and resource problems. | Humanities (SH) | Nat Res (EGNR) | UG |
| | | | | | Description of the second seco | | | |
| | | | | | Practical study of minerals, rock, planemetric and topographic maps, fold | | | |
| | | | | | and fault structures, geological maps, climate change, earthquakes, | | | |
| | | | | | flooding, sustainability; local field trip. An introductory high school or | | | |
| | 105 | | | | , , | Sciences and | Environ Geol | |
| GEOL | 105 | Lab in Physical Geology | Х | | college earth science course; permission of the department chairperson. Worldwide human interactions with the oceans and international | Humanities (SH) | Nat Res (EGNR) | UG |
| | | | | | conflicts of interest related to the marine environment. Introduction to | | | |
| | | | | | oceanography, marine law, resource conflicts, pollution, cooperation for | | | |
| | | | | | research and hazard response, and other topics. Credit does not count | Sciences and | Environ Geol | |
| GEOL | 206 | Oceans and Nations | x | | toward the geology minor. | Humanities (SH) | Nat Res (EGNR) | lug |
| GLOL | 200 | Occaris and Nations | Α | | loward the geology million. | Tramanicies (511) | Nut hes (EGNN) | 100 |
| | | | | | Explores the geochemical cycling in the interior of the Earth and its effects | | | |
| | | | | | on surface processes, the cycling of components crucial for humans and | | | |
| | | | | | life in general such as water, carbon, and nitrogen, and the geologic | | | |
| | | | | | cycling of hazardous chemicals such as heavy metals. Regularly scheduled | | | |
| | | | | | laboratory. Prerequisite: CHEM 111; GEOL 101; or high school | Sciences and | Environ Geol | |
| GEOL | 207 | Environ Geology Geochem Cycles | Х | | equivalents, or permission of the department chairperson. | Humanities (SH) | Nat Res (EGNR) | UG |
| | | | | | Applied geology for hazard and environmental problems. Properties and | | | |
| | | | | | mechanics of rocks and soil; geologic materials in construction; erosion, | | | |
| | | | | | mass wasting, subsidence; flooding, shoreline, seismic, volcanic, and | | | |
| | | | | | other natural hazards. Dams, tunnels, mines, shoreline structures, and | | | |
| | | | | | other special construction problems; groundwater engineering problems. | | | |
| | | | | | Prerequisite: an introductory course such as GEOL 101, 207, 240; NREM | | | |
| | | | | | 211 or EMHS 352; MATH 108 or high school equivalent, or permission of | Sciences and | Environ Geol | |
| GEOL | 416 | Geology Hazards Environment | X | | the department chairperson. | Humanities (SH) | Nat Res (EGNR) | lue |
| GEOL | 1410 | Igeology Hazarus Eliviroliilient | ۸ | | the department chairperson. | Inditioning (3H) | Ivat Nes (EGIVK) | Jug |

| | Course | | Includes | Sustainability | | | | |
|---------|--------|-------------------------------|----------------|----------------|--|-----------------|------------------|-------|
| Subject | Number | Course Title | Sustainability | Focused | Course Description | College | Department | Level |
| | | | | | Provides development of research projects and instruction in field and | | | |
| | | | | | laboratory techniques used in the collection and analysis of field samples. The techniques are applied to the study of local environment research | | | |
| | | | | | projects and may include instruction on well probes and standard "wet" | Sciences and | Environ Geol | |
| GEOL | 462 | Env Geol in the Field and Lab | X | | chemical techniques. Prerequisite: GEOL 207, 461 or 560. | Humanities (SH) | Nat Res (EGNR) | lug |
| 0202 | 1.02 | Environmente ricia ana Eas | | | | | 11441165 (20111) | |
| | | | | | Applied geology for hazard and environmental problems. Properties and | | | |
| | | | | | mechanics of rocks and soil; geologic materials in construction; erosion, | | | |
| | | | | | mass wasting, subsidence, flooding, shoreline, seismic, volcanic, and other natuaral hazards. Dams, tunnels, mines, shoreline structures, and | | | |
| | | | | | other special construction problems; groundwater engineering problems. | | | |
| | | | | | Prerequisite: an introductory course such as GEOL 101, 207, 240; NREM | | | |
| | | | | | 211 or EMHS 352; MATH 108 or high school equivalent, or permission of | | | |
| | | | | | the department chairperson. Not open to students who have credit in | Sciences and | Environ Geol | |
| GEOL | 516 | Geol of Hazards and Env | Х | | GEOL 416. | Humanities (SH) | Nat Res (EGNR) | GR |
| | | | | | Provides development of research projects and instruction in field and | | | |
| | | | | | laboratory techniques used in the collection and analysis of field samples. | | | |
| | | | | | The techniques are applied to the study of local environment research | | | |
| | | | | | projects and may include instruction on well probes and standard "wet" | | | |
| | | | | | chemical techniques. Prerequisite: GEOL 207, 461 or 560. Not open to | Sciences and | Environ Geol | |
| GEOL | 562 | Env Geol in the Field and Lab | Х | | students who have credit in GEOL 462. | Humanities (SH) | Nat Res (EGNR) | GR |
| | | | | | Designed to give students knowledge of resource use in the United States. | | | |
| | | | | | Government policies and private enterprise practices of exploitation and | | | |
| | | | | | conservation from settlement to the present are treated in historical | | | |
| | | | | | perspective. Emphasizes the way resource use has shaped society. Not | Sciences and | | |
| HIST | 204 | US Environmental History | Х | | open to students who have credit in NREM 204. | Humanities (SH) | History (HIST) | UG |
| | | | | | Topics relevant to the discipline. Course titles will be announced before | | | |
| Luct | 2007 | | v | | each semester. A total of 6 credits may be earned, but no more than 3 in | Sciences and | | |
| HIST | 299X | Experiment Development Topic | Х | | any one semester or term. | Humanities (SH) | History (HIST) | UG |
| | | | | | Interdisciplinary exploration of the commonalities and diversities in global | | | |
| | | | | | culture, economy, history, politics, and society. Focus is upon Asia, Africa, | | | |
| | | | | | Central and South America, and Indigenous Peoples. | | | |
| | | | | | | Honors College | Honors College | |
| HONR | 189 | Inquiries in Global Studies | Х | | Open only to Honors College students. | (HN) | (HONR) | UG |

| | Course | | Includes | Sustainability | | | | |
|---------|--------|--------------------------------|----------------|----------------|--|------------------------------------|---|-------|
| Subject | Number | Course Title | Sustainability | Focused | Course Description | College | Department | Level |
| HONR | 296 | Inquiries in Physical Sciences | х | | Study of introductory principles within the physical sciences, emphasizing the relationships of the sciences to human concerns and society. Study of social and ethical consequences of scientific discoveries and their applications to critical issues confronting contemporary society. Open only to Honors College students. | Honors College (HN) | Honors College (HONR) | UG |
| HONR | 297 | Inquiries in Earth Sciences | X | | Study of introductory principles within the earth sciences, emphasizing the relationships of the sciences to human concerns and society. Study of social and ethical consequences of scientific discoveries and their applications to critical issues confronting contemporary society. Open only to Honors College students. | Honors College (HN) | Honors College (HONR) | UG |
| HONR | 298 | Inquiries in Life Sciences | X | | Study of introductory principles within the life sciences, emphasizing the relationships of the sciences to human concerns and society. Study of social and ethical consequences of scientific discoveries and their applications to critical issues confronting contemporary society. Open only to Honors College students. | Honors College (HN) | Honors College (HONR) | UG |
| HOSP | 395 | Food and Culture | х | | Explores the relationships between agricultural practices, diet patterns, food procurement and distribution, and religious dietary doctrines from a national and global perspective. Emphasis on how culture, national and international policies, and belief systems shape food consumption patterns. | Miller College of Business (CB) | Applied Business Studies (APBS) | UG |
| HSC | 482 | Environmental Health | X | | Examines health issues, scientific understanding of causes, and possible future approaches to control of the major environmental health problems in industrialized and developing countries. The relationship of people to their environment, how it affects their physical well-being, and what they can do to influence the quality of the environment and to enhance the protection of their health are also emphasized. Basic concepts of the modes of transmission of environmental stressors from source or reservoir to host and methods of reducing their impact on human population are accentuated. Prerequisite: HSC 180. | College of Health (CH) | Nutrition and Health Science (NUHS) | UG |
| HSC | 682 | Environmental Health | х | | Physical environment and its relationship to disease causation. Review of environmental health problems and their solutions. Areas of study include air and water pollution, food sanitation, disposal of human excreta and waste, radiation and occupational health problems, and risk. Not open to students who have credit in HSC 482. | College of Health (CH) | Nutrition and Health Science (NUHS) | GR |

| | Course | | Includes | Sustainability | | | | |
|---------|--------|--------------------------------|----------------|----------------|--|-----------------------------------|--|-------|
| Subject | Number | Course Title | Sustainability | Focused | Course Description | College | Department | Level |
| IDES | 114 | Sustainable Interiors | | X | | Architecture and Planning (AP) | Construction Mgt & Int Design (CMID) | UG |
| IDES | 115 | Interior Materials and Appl | X | | Study of interior materials, finishes, furniture, and architectural components. Covers floor, wall, and ceiling finishes, furniture, cabinetry, and case goods. Selection criteria, green design, cost, quality, application, sources, and specifications will be discussed and analyzed. Open only to interior design majors and minors. | Architecture and Planning (AP) | Construction Mgt & Int Design (CMID) | UG |
| IDES | 606 | Visual Culture in Built Enviro | х | | Provides an integrated survey of global interior environments and architecture, exploring significant design styles and movements from the mid-19th century through the present day. Explores Western and non-Western interior and architecture within the context of the arts, politics, business, technology, economics, the sciences, and social sciences. | Architecture and Planning (AP) | Construction Mgt & Int Design (CMID) | GR |
| IDES | 619 | Environ Psychology Int Des | X | | Explores how a space and building affect an occupant's behavior, well-being, and health. Discusses psychosocial responses to the built environment, analyzes the interaction between environments and human behavior and well-being, while exploring how individual differences related to age, gender, and cultural background impact that interaction. Provides proactive initiatives designed to minimize stress and maximize user satisfaction, helping designers to create more comfortable spaces that will both satisfy the needs of the intended occupants and expand the scope of design. | Architecture and Planning (AP) | Construction Mgt & Int Design (CMID) | GR |
| LA | 100 | Intro Landscape Architecture | X | | An introduction to landscape architecture: lectures, site observations, and environmental experiences that focus on landscape architectural practice, representative projects, philosophy, and areas of specialization within the | | Landscape Architecture (LAND) | UG |
| LA | 201 | Site Design | X | | Application of basic design principles, programming, and analysis to small-scale site-specific landscape design problems. Visual and functional design principles as they relate to natural and cultural influences in landscape design. Open only to LA majors. | Architecture and Planning (AP) | Landscape Architecture (LAND) | UG |
| LA | 202 | Park and Open Space Design | Х | | Design projects emphasizing park design, park and recreational master planning, and open-space design in rural, suburban, or urban settings. Prerequisite: LA 201. Open only to LA majors. | Architecture and Planning (AP) | Landscape Architecture (LAND) | UG |

| | Course | | Includes | Sustainability | | | | |
|---------|--------|----------------------------------|----------------|----------------|--|------------------|--------------|-------|
| Subject | Number | Course Title | Sustainability | Focused | Course Description | College | Department | Level |
| | | | | | | | | |
| | | | | | The history of landscape architecture from ancient times to | | Landscape | |
| | | | | | approximately the mid-19th century; course emphasizes the human | Architecture and | Architecture | |
| LA | 220 | LA Hist Ancnt to Mid 19th Cent | X | | environment relationship and contemporary parallels in landscape design. | Planning (AP) | (LAND) | UG |
| | | | | | Qualitative investigations and analysis of the interrelationships between | | | |
| | | | | | people and landscape systems. Studies include the assessment of | | | |
| | | | | | ecological systems including land, water, climate, and biotic systems; | | Landscape | |
| | | | | | influence of natural processes as they relate to the principles of landscape | Architecture and | Architecture | |
| l., | 270 | For discussion and all Countries | X | | · · · · · · · · · · · · · · · · · · · | | | UG |
| LA | 270 | Environmental Systems | X | | architectural design, planning and construction. Design projects focusing on social, political, economic, cultural, and | Planning (AP) | (LAND) | Jug |
| | | | | | environmental issues as they relate to land-planning and site design for | | Landscape | |
| | | | | | housing developments and residential communities. Prerequisite: LA 202 | Architecture and | Architecture | |
| LA | 301 | Housing and Community Design | x | | and 280. Open only to LA majors. | Planning (AP) | (LAND) | UG |
| LA | 1301 | Housing and Community Design | ۸ | | Design problems focusing on the functional, ecological, and aesthetic uses | riailillig (Ar) | Landscape | 100 |
| | | | | | of plants in the landscape. Prerequisite: LA 211 and 341. Open only to LA | Architecture and | Architecture | |
| LA | 302 | Planting Design | x | | Imajors. | Planning (AP) | (LAND) | UG |
| | 302 | Tranting Design | Λ | | indjois. | rianning (Air) | (EARD) | + |
| | | | | | Principles and practices of landscape architecture engineering and | | | |
| | | | | | construction emphasizing landscape materials, structures, planting, and | | Landscape | |
| | | | | | fabrication techniques. Includes design implementation techniques and | Architecture and | Architecture | |
| LA | 312 | LA Engineering 2 | x | | construction documents. Open only to LA majors and minors. | Planning (AP) | (LAND) | UG |
| | | 0 - 0 | | | , , , , , , , , , , , , , , , , , , , | 3 0 7 | Landscape | |
| | | | | | The study of woody and herbaceous plants, including plant identification | Architecture and | Architecture | |
| LA | 341 | Plants 1 | Х | | and plant adaptation to urban and natural environmental conditions. | Planning (AP) | (LAND) | UG |
| | | | | | Interdisciplinary course examining theories, tools, and practices of | | | |
| | | | | | sustainable site design and landscape planning. Connections are made | | | |
| | | | | | between theories and green design movements; sustainable design | | | |
| | | | | | projects are examined. Emphasis is placed on the interdisciplinary nature | | Landscape | |
| | | | | | of sustainable design, collaboration, and site design processes for | Architecture and | Architecture | |
| LA | 371 | Sustainable Site Design | | Х | complex systems. | Planning (AP) | (LAND) | UG |
| | | | | | | | | |
| | | | | | Design studio emphasizing the physical and socio-behavioral influences on | | | |
| | | | | | the design of cities. Projects may focus on the design of new urban | | | |
| | | | | | environments or the redesign and revitalization of existing urban centers. | | Landscape | |
| | | | | | May include interdisciplinary studies. Prerequisite: LA 312 or 401 or | Architecture and | Architecture | |
| LA | 403 | Urban Design | Х | | permission of the instructor. Open only to LA majors. | Planning (AP) | (LAND) | UG |

| | Course | | Includes | Sustainability | | | | |
|----------|--------|---------------------------|----------------|----------------|---|------------------|---------------------|-------|
| Subject | Number | Course Title | Sustainability | Focused | Course Description | College | Department | Level |
| | | | | | Advanced methods of landscape architecture engineering and | | | |
| | | | | | construction/implementation practices. Subjects include advanced | | | |
| | | | | | applications for construction documentation, Building/Site/Land | | | |
| | | | | | Information modeling (e.g., BIM); documented sustainable design | | | |
| | | | | | criteria/guidelines/techniques (e.g., SITES); landscape construction | | | |
| | | | | | management; and post construction evaluation. Course topics may | | | |
| | | | | | include advanced sustainable site construction and landscape engineering | | | |
| | | | | | applications for lighting, water, material selection, and landscape | | Landscape | |
| | | | | | management. Prerequisite: LA 313 or permission of the instructor. Open | Architecture and | Architecture | |
| LA | 414 | LA Engineering 4 | Х | | only to LA majors. | Planning (AP) | (LAND) | UG |
| | | | | | Readings, seminars, and lectures in the background and development of | | | |
| | | | | | historic and contemporary philosophies of landscape architecture. | | Landscape | |
| | | | | | Includes discussions of design and environmental issues, land use, and | Architecture and | Architecture | |
| LA | 430 | Philosophy of Land Arch | x | | professional ethics. Prerequisite: LA 221 or permission of the instructor. | Planning (AP) | (LAND) | UG |
| | | | | | | - 0() | , | |
| | | | | | Interdisciplinary course addressing sustainability in relation to diverse | | | |
| | | | | | resource issues. It explores regions and sites as parts of land systems; and | | | |
| | | | | | landscape planning and design integration with these systems to promote | | l | |
| | | | | | sustainability. It focuses on resource harvesting and regeneration; | | Landscape | |
| | 474 | Containable Land Contains | | V | environmentally responsible materials and technologies, sustainable | Architecture and | Architecture | |
| LA | 471 | Sustainable Land Systems | | Х | planning and design, and building-site integration. Special and timely landscape architectural projects undertaken by groups. | Planning (AP) | (LAND) Landscape | UG |
| | | | | | A total of 9 credits may be earned, but no more than 6 in any one | Architecture and | Architecture | |
| LA | 498 | | Х | | semester or term. | Planning (AP) | (LAND) | UG |
| | 130 | Special Folects | ^ | | | riaming (7 tr) | (2.112) | +55 |
| | | | | | Advanced methods of landscape architecture engineering and construction/implementation practices. Subjects include advanced | | | |
| | | | | | applications for construction documentation, Building/Site/Land | | | |
| | | | | | Information modeling (e.g., BIM); documented sustainable design | | | |
| | | | | | criteria/guidelines/techniques (e.g., SITES); landscape construction | | | |
| | | | | | management; and post-construction/-occupancy evaluation. Course | | | |
| | | | | | topics may include advanced sustainable site construction and landscape | | | |
| | | | | | engineering applications for lighting, water, material selection, and | | | |
| | | | | | landscape management. Prerequisite: LA 313 or permission of the | | Landscape | |
| | | | | | instructor. Open only to landscape architecture majors. | Architecture and | Architecture | |
| LA | 514 | LA Engineering 4 | x | | | Planning (AP) | (LAND) | GR |
| <u>,</u> | 1-1- | 12.2.06.16 | | | | | 11 | |

| | Course | | Includes | Sustainability | | | | |
|---------|--------|--------------------------------|----------------|----------------|--|--------------------------|----------------|--------|
| Subject | Number | Course Title | Sustainability | Focused | Course Description | College | Department | Level |
| | | | | | Qualitative investigations and analyses of and research in landscape | | | \Box |
| 1 | | | | | systems. Studies include assessments of vegetation, climate, hydrology, | | | |
| 1 | | | | | soils, and surface geology as determinants of landscape architectural | | Landscape | |
| 1 | | | | | form; natural processes as they relate to the principles of landscape | Architecture and | Architecture | |
| LA | 573 | Environmental Systems | X | | architectural construction. | Planning (AP) | (LAND) | GR |
| | | | | | Special and timely landscape architectural projects undertaken by groups | | Landscape | |
| | | | | | of students. Prerequisite: permission of the department chairperson. A | Architecture and | Architecture | |
| LA | 598 | Special Projects | X | | | Planning (AP) | (LAND) | GR |
| | | | | | Design projects, exercises, lectures, and field studies to develop | | Landscape | |
| 1 | | | | | awareness of principles and concepts integrating natural and cultural | Architecture and | Architecture | |
| LA | 601 | LA Design Principles | X | | elements in the landscape. | Planning (AP) | (LAND) | GR |
| | | | | | Continued applications of basic design principles, programming, and site | | | |
| 1 | | | | | analysis reinforcing design processes and visual thinking in the design of | | | |
| 1 | | | | | sites. Emphasizes open space planning and park design. May include | | Landscape | |
| 1 | | | | | projects in natural, rural, and urban settings. Computer applications as | Architecture and | Architecture | |
| LA | 602 | Site Design | X | | , | Planning (AP) | (LAND) | GR |
| | | | | | Continued application of principles of landscape architecture to | , , , | , | \Box |
| | | | | | community- and neighborhood- scale projects of increasing complexity, | | | |
| | | | | | including housing, commercial and urban land planning, and development | | | |
| | | | | | issues. Additional issues addressed include human behavioral principles | | | |
| | | | | | and planting design concepts as they relate to landscape architectural | | Landscape | |
| | | | | | , | A male it a atuura a mal | | |
| l | COD | | V | | spaces. Computer graphic and CAD techniques as appropriate. | Architecture and | Architecture | |
| LA | 603 | Community and Urban Space Des | Х | | Prerequisite: LA 602 or departmental permission. | Planning (AP) | (LAND) | GR |
| | | | | | | | | |
| | | | | | Senior level capstone course requires students to plan, develop, and | | | |
| | | | | | present a capstone project in operations and supply chain management. | | | |
| | | | | | Topics include global manufacturing strategies, green movement and | | | |
| | | | | | reversed logistics, lean Six Sigma, enterprise resource planning and | | | |
| | | | | | implementation, process designvalue stream mapping, and product | | | |
| | | | | | costing. In addition to class meeting time, students will be required to | | | |
| | | | | | meet in arranged times to complete a capstone project. | | Info | |
| | | | | | Prerequisite: LSCM 361, 453, 460 or permission of the department | | Systems/Operat | : |
| | | | | | chairperson. Open only to logistics and supply chain management majors. | Miller College of | ns Mangmt | |
| LSCM | 480 | Supply Chain Mgt Integ Project | X | | | Business (CB) | (ISOM) | UG |

| | Course | | Includes | Sustainability | | | | |
|---------|--------|--------------------------------|----------------|----------------|---|------------------------------------|---|---------|
| Subject | Number | Course Title | Sustainability | Focused | Course Description | College | Department | Level |
| матн | 622 | Environmental Statistics | X | | | Sciences and Humanities (SH) | Mathematical Sciences (MATH) | GR |
| МВА | 600 | Global Business Experience | X | | Examines a strategic business problem for an organization with international offices/operations. Students will study relevant international business practices and culture, current practices related to the business problem presented, and theoretical underpinnings of those practices. Students will work in teams to create solutions for the client and may present findings during on-site international meetings. Prerequisite: full admission to a graduate program in the Miller College of Business. Open only to Miller College of Business students or by permission of the Executive Director of graduate programs. | Miller College of Business (CB) | Miller College of Business (MCOB) | f GR |
| МВА | 691 | Global Strategic Management | × | | 1 | Miller College of Business (CB) | Miller College of Business (MCOB) | f GR |
| IVIDA | | Giobai Strategic ividilagement | ^ | | Introduction to the dynamics of the global climate system. Emphasizes the physical processes that force spatial variability in climate, and the feedback mechanisms associated with global teleconnections and climate | Sciences and | Geography | |
| METC | 331 | Global Climatology | X | | change. Prerequisite: METC 230. | Humanities (SH) | (GEOG) | UG |

| | Course | | Includes | Sustainability | | | | l |
|---------|--------|--------------------------------|----------------|----------------|--|------------------------------|--------------------------------|-------|
| Subject | Number | Course Title | Sustainability | Focused | Course Description | College | Department | Level |
| | | | | | Examination of the causes, consequences, and spatial distribution of | | | |
| | | | | | hazards deriving from or impacting the atmosphere. Both the physical | | | |
| | | | | | properties and processes of natural hazards (e.g. hurricanes, tornadoes, | | | |
| | | | | | biochemical) and the human actions and reactions to these hazards will be emphasized at the local, regional, and global scales. Prerequisite: | Sciences and | Coography | |
| METC | 334 | Atmospheric Hazards | Х | | METC 230. | Humanities (SH) | Geography (GEOG) | UG |
| IVIETC | 334 | Atmospheric nazarus | Α | | | Trumamicies (511) | (GLOG) | 100 |
| | | | | | Examines business activity from an input-process-output perspective. | | | |
| | | | | | Addresses design, materials flows, production, distribution, usage, and | | | |
| | | | | | end-of-life disposition of materials throughout the life cycle of products | | | |
| | | | | | and services and their impacts on resources and the integrity of environmental, social, and economic systems necessary for long-term | | | |
| | | | | | human activity and quality of life. Prerequisite: full admission to a | Miller College of | Marketing | |
| MKG | 610 | Business and Sustainability | | Х | graduate program of the university. | Business (CB) | (MKG) | GR |
| | + | | | | | | (*****2) | + |
| | | | | | Development of reporting and writing skills needed to communicate the | | | |
| | | | | | complexities of topics such as science, environment, business, or | | | |
| | | | | | education to diverse media audiences. Topic of course will be announced in advance of each offering. Prerequisite: JOUR 104 or NEWS 221 or SPTA | | | |
| | | | | | 345. A total of 6 credits may be earned. | Commun., Info. | Journalism | |
| NEWS | 418 | Specialty Reporting | Х | | 1343. A total of o credits may be earned. | and Media (CM) | (JOUR) | UG |
| IVEWS | 1120 | Specialty reporting | ~ | | Study or numan roles in conservation resource management, | and media (em) | (SCCII) | + |
| | | | | | environmental quality, and sustainable development. Effects of | | | |
| | | | | | population and technology on environmental systems including air, | | | |
| | | | | | energy, minerals, soil, water, vegetation, and wildlife. Environmental | C-: | Frankran Carl | |
| NIDENA | 101 | Environment and Society | Х | | ethics, outdoor recreation, and public lands management are also | Sciences and Humanities (SH) | Environ Geol Nat Res (EGNR) | luc |
| NREM | 101 | Environment and Society | ^ | | covered. Laboratory and field activities. | numanities (5n) | ivat kes (EGIVK) | 100 |
| | | | | | Application of decision-making principles to natural resource | | | |
| | | | | | management. Instruction in the use of basic microeconomic principles | | | |
| | | | | | (investment, capital recovery, property rights, opportunity costs, | | | |
| | | | | | discounting, compounding, prices) in practical resource management | C-: | Frankram Card | |
| NIDENA | 203 | Desision Making in Not Des Mat | V | | situations within the constraints of environmental laws and regulations. | Sciences and | Environ Geol | luc |
| NREM | 203 | Decision-Making in Nat Res Mgt | X | | Uses simple algebraic and graphical tools. | Humanities (SH) | Nat Res (EGNR) | 100 |
| | | | | | Designed to give students knowledge of use of resources in the United | | | |
| | | | | | States by treating, in historical perspective, government policies and | | | |
| | | | | | private enterprise practices of exploitation and conservation from | | | |
| 1 | 1 | | | | settlement to the present. Emphasizes the way use of resources has | Sciences and | Environ Geol | |
| NREM | 204 | American Environmental History | X | | shaped society. Not open to students who have credit in HIST 204. | Humanities (SH) | Nat Res (EGNR) | JUG |

| | Course | | Includes | Sustainability | | | | |
|---------|--------|--------------------------------|----------------|----------------|--|---------------------------------|--------------------------------|-------|
| Subject | Number | Course Title | Sustainability | Focused | Course Description | College | Department | Level |
| NREM | 205 | Internatni Natural Resources | X | | An analysis of problems occurring as a result of development and use of natural resources worldwide. The role of resource management and conservation to enhance the carrying capacity of the earth. A case-study approach to the management of global environmental problems. | Sciences and Humanities (SH) | Environ Geol Nat Res (EGNR) | UG |
| NREM | 211 | Water Resources | х | | Hydrologic cycle and climate as a basis for water resources distribution and management. U.S. and international water resources issues: U.S. water allocation laws, national and international water conflicts, water quality, drinking water and wastewater treatment, surface and ground water hydrology, municipal water resources development. Includes laboratory and field work. Prerequisite: MATH 108 or 111 or 112 or 132 or 161 or 165 or appropriate math placement score and permission of the instructor. | Sciences and Humanities (SH) | Environ Geol Nat Res (EGNR) | UG |
| NREM | 221 | Soil Resources | x | | Soil as an integral part of our resource base and its relationship to other natural resources; its origin, development, and classification. The physical, chemical, and biological properties, with emphasis on the practical applications of soil science to natural resources planning. Includes laboratory and field work. Prerequisite: CHEM 111; MATH 108 or 111 or 112 or 132 or 161 or 165 or appropriate math placement score and permission of the instructor. | Sciences and Humanities (SH) | Environ Geol Nat Res (EGNR) | UG |
| NREM | 304 | Sustainable Agriculture | | Х | Natural resource use in agricultural systems with emphasis on principles of sustainability. Includes integrated pest management, permaculture, and other production practices that conserve soil, water, and biological resources. Field trips included. | Sciences and Humanities (SH) | Environ Geol Nat Res (EGNR) | UG |
| NREM | 307 | Env Mgt Developing Countries | х | | Survey of challenges facing management of urban environments and the rural-urban interface in the developing nations of Asia, Africa, Latin America, and Pacific Oceania. Features interdisciplinary approach with frequent guest speakers to discuss existing and potential management, economic, technical, and policy solutions in their regional, cultural, and historic contexts. Systematic exploration of major topics of numan and environmental | Sciences and Humanities (SH) | Environ Geol Nat Res (EGNR) | UG |
| NREM | 309 | Human Dimensions Global Change | X | | change from local to global scales, including: population, energy, agriculture, industry, technology, urbanization, water, climate, natural hazards, socioeconomic systems, land use, trade, marginalized societies, and biodiversity. Prerequisite: junior standing; or permission of the | Sciences and Humanities (SH) | Environ Geol Nat Res (EGNR) | UG |

| | Course | | Includes | Sustainability | | | | |
|---------|--------|--------------------------------|----------------|----------------|--|---------------------------------|--------------------------------|-------|
| Subject | Number | Course Title | Sustainability | Focused | Course Description | College | Department | Level |
| NREM | 331 | Energy and Mineral Resources | X | | Appraisal of the problems, prospects, and societal and technical issues surrounding the use of energy and mineral resources. Emphasizes environmental problems and ecoenergetics, consideration of the natural resource base, distribution and production problems, conservation, alternative energy systems, resource policy, and research. | Sciences and Humanities (SH) | Environ Geol Nat Res (EGNR) | UG |
| NREM | 335 | Renewable Energy Sustain Tech | | х | Exploration of alternative/renewable energy systems (wind, solar, hydro, biomass, geothermal, fuel cells). Case studies of sustainable technology emphasize topics including industrial ecology (life-cycle analysis, design for the environment, clean manufacturing, and impact assessment) and appropriate technology applications in developing countries. Problemsolving applications using various approaches. | Sciences and Humanities (SH) | Environ Geol Nat Res (EGNR) | UG |
| NREM | 357 | Internat Community Development | X | | Application of practical methods to problems of development in poor rural agrarian communities and environmental management in poor urban communities in Asia, Africa, and Latin America. Emphasizes face-to-face methodologies to the identification and development of workable solutions to resource and environmental problems of disadvantaged populations in developing nations. | Sciences and Humanities (SH) | Environ Geol Nat Res (EGNR) | UG |
| NREM | 372 | Applied Research Methods | x | | Social science applications in natural resource and environmental management. These applications include quantitative and qualitative survey research designs, analysis of social data, and applications of survey results to political processes. Perspectives range from local to international. | Sciences and Humanities (SH) | Environ Geol Nat Res (EGNR) | UG |
| NREM | 392 | Environmental Interpretation | х | | Develops skills and techniques necessary to the interpretation of ecological and environmental characteristics of earth systems. Emphasizes field work and creative presentation of concepts, and organization and management of interpretive programs including sites and facilities. Prerequisite: NREM 101 or its equivalent; junior standing. | Sciences and Humanities (SH) | Environ Geol Nat Res (EGNR) | UG |
| NREM | 395 | Teaching Environmental Ed | х | | Opportunities for enriching instruction through environmental education in formal and non-formal educational settings. Studies conservation, outdoor and environmental education, including teaching techniques and instructional resources used in each. Prerequisite: NREM 101 or permission of the department chairperson. | Sciences and Humanities (SH) | Environ Geol Nat Res (EGNR) | UG |

| | Course | | Includes | Sustainability | | | | |
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| Subject | Number | Course Title | Sustainability | Focused | Course Description | College | Department | Level |
| NREM | 401 | Forest Plan | × | | Introduces students to the social, economic, and ecological forces that shape U.S. private forests. Takes an in-depth look at forest landowner values, attitudes, and perceptions of forests and linkages to management decision-making strategies and behaviors. Also introduces students to the skills they will need to interact with private forest landowners (PFLs) and forest management professionals. Students will develop forest stewardship plans based on interactions with PFLs on their property and information from forest professionals. Prerequisite: NREM 101, 211, and 221 or permission of instructor or department chairperson. | Sciences and Humanities (SH) | Environ Geol Nat Res (EGNR) | UG |
| NREM | 405 | Integrated Resource Management | х | | Systems perspective on holistic or integrated planning and management of natural resources. Stresses data analysis and its role in the decision-making process. Prerequisite: NREM 101 or equivalent; all core courses in natural resources and environmental management (or concurrent enrollment); junior or senior standing. | Sciences and Humanities (SH) | Environ Geol Nat Res (EGNR) | UG |
| NREM | 490 | Community Engagement in NREM | х | | Professional experience with a client whose needs are matched by the NREM faculty. Each experience is unique and determined by the nature of the client-professor relationship. Prerequisite: NREM 101 or equivalent; junior or senior standing. A total of 6 credits may be earned, but no more than 3 in any one semester or term. | Sciences and Humanities (SH) | Environ Geol Nat Res (EGNR) | UG |
| NREM | 491 | Environmental Readings | X | | Individual or small-group discussions relevant to natural resources or environmental studies/sciences/management. Prerequisite: NREM 101 or equivalent. A total of 3 credits may be earned. | Sciences and Humanities (SH) | Environ Geol Nat Res (EGNR) | UG |
| NREM | 501 | Forest Plan | × | | Introduces students to the social, economic, and ecological forces that shape U.S. private forests. Takes an in-depth look at forest landowner values, attitudes, and perceptions of forests and linkages to management decision-making strategies and behaviors. Also introduces students to the skills they will need to interact with private forest landowners (PFLs) and forest management professionals. Students will develop forest stewardship plans based on interactions with PFLs on their property and information from forest professionals. | Sciences and Humanities (SH) | Environ Geol Nat Res (EGNR) | GR |
| INNEIN | 301 | i viest Fidii | ٨ | | Natural resource use in agricultural systems with emphasis on principles of sustainability. Includes integrated pest management, permaculture, and other production practices that conserve soil, water, and biological | | | OIV. |
| NREM | 504 | Sustainable Agriculture | | х | resources. Field trips included. Not open to students who have credit in NREM 304. | Sciences and Humanities (SH) | Environ Geol Nat Res (EGNR) | GR |

| | Course | | Includes | Sustainability | | | | |
|---------|--------|--------------------------------|----------------|----------------|--|---------------------------------|--------------------------------|-------|
| Subject | Number | Course Title | Sustainability | Focused | Course Description | College | Department | Level |
| NREM | 507 | Env Mgt Developing Countries | X | | Survey of challenges facing management of urban environments and the rural-urban interface in the developing nations of Asia, Africa, Latin America, and Pacific Oceania. Features interdisciplinary approach with frequent guest speakers to discuss existing and potential management, economic, technical, and policy solutions in their regional, cultural, and historical contexts. Not open to students who have credit in NREM 307. | Sciences and Humanities (SH) | Environ Geol Nat Res (EGNR) | GR |
| NREM | 509 | Human Dimensions Global Change | х | | Systematic exploration of major topics of human and environmental change from local to global scales, including population, energy, agriculture, industry, technology, urbanization, water, climate, natural hazards, socio-economic systems, land use, trade, marginalized societies, and biodiversity. Not open to students who have credit in NREM 309. | Sciences and Humanities (SH) | Environ Geol Nat Res (EGNR) | GR |
| NREM | 531 | Energy and Mineral Resources | X | | Appraisal of the problems, prospects, and societal and technical issues surrounding the use of energy and mineral resources. Emphasizes environmental problems and ecoenergetics, consideration of the natural resource base, distribution and production problems, conservation, alternative energy systems, resource policy, and research. Not open to students who have credit in NREM 331. | Sciences and Humanities (SH) | Environ Geol Nat Res (EGNR) | GR |
| NREM | 535 | Renewable Energy Sustain Tech | | х | Exploration of alternative/renewable energy systems (wind, solar, hydro, biomass, geothermal, fuel cells). Case studies of sustainable technology emphasize topics including industrial ecology (life-cycle analysis, design for the environment, clean manufacturing, and impact assessment) and appropriate technology applications in developing countries. Problemsolving applications using various approaches. Not open to students who have credit in NREM 335. | Sciences and Humanities (SH) | Environ Geol Nat Res (EGNR) | GR |
| NREM | 557 | Internat Community Development | X | | Application of practical methods to problems of development in poor rural agrarian communities and environmental management in poor urban communities in Asia, Africa, and Latin America. Emphasizes face-to-face methodologies to the identification and development of workable solutions to resource and environmental problems of disadvantaged populations in developing nations. Not open to students who have credit in NREM 357. | Sciences and Humanities (SH) | Environ Geol Nat Res (EGNR) | GR |

| | Course | | Includes | Sustainability | | | | |
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| Subject | Number | Course Title | Sustainability | Focused | Course Description | College | Department | Level |
| | | | | | Developed stills and to sharing a second state of the sta | | | |
| | | | | | Develops skills and techniques necessary to the interpretation of | | | |
| | | | | | ecological and environmental characteristics of earth systems. | | | |
| | | | | | Emphasizes field work and creative presentation of concepts, and | C-: | Facilities Co. el | |
| | 500 | | V | | organization and management of interpretive programs including sites | Sciences and | Environ Geol | CD. |
| NREM | 592 | Environmental Interpretation | Х | | and facilities. Not open to students who have credit in NREM 392. Opportunities for enriching instruction through environmental education | Humanities (SH) | Nat Res (EGNR) | GR |
| | | | | | in formal and nonformal educational settings. Studies conservation, | | | |
| | | | | | outdoor and environmental education, including teaching techniques and | | | |
| | | | | | instructional resources used in each. Not open to students who have | Sciences and | Environ Geol | |
| NREM | 595 | Teaching Environmental Ed | x | | credit in NREM 395. | Humanities (SH) | Nat Res (EGNR) | GR |
| | 1333 | Teaching Environmental Ea | Α | | Chemical and piological processes related to environmental pollution, | Tramameres (511) | Tractics (EGITIT) | + |
| | | | | | with emphasis on causes, pathways and risks to public health and the | | | |
| | | | | | environment. Conventional and innovative technologies for remediation | | | |
| | | | | | of contaminated air, water and soil. Some environmental chemistry. Open | | | |
| | | | | | only to graduate students. | Sciences and | Environ Geol | |
| NREM | 652 | Air, Water and Soil Pollution | X | | | Humanities (SH) | Nat Res (EGNR) | GR |
| | | | | | Advanced special topics course in environmental and natural resources | | | |
| | | | | | management. Prerequisite: permission of the department chairperson. A | | | |
| | | | | | total of 6 credits may be earned, but no more than 3 in any one semester | Sciences and | Environ Geol | |
| NREM | 697 | Advanced Topics in Env NR Mgt | X | | or term. | Humanities (SH) | Nat Res (EGNR) | GR |
| | | | | | Scientific evaluation of the benavior of food and its qualitative and | | | |
| | | | | | quantitative properties. Overview of the food industry, food technology, | | | |
| | | | | | biotechnology, and federal regulations related to food supply. Review of | | | |
| | | | | | research and marketing practices of bioengineered food and dietary | l | Nutrition and | |
| | | | | | supplements. Prerequisite: HOSP 220. Open only to students admitted | College of Health | Health Science | |
| NUTR | 350 | Technology of Food Science | Х | | into the dietetics program. | (CH) | (NUHS) | UG |
| | | | | | Overview of community nutrition and nutrition education. Analysis of | | | |
| | | | | | biological, economic, social, cultural, and policy issue affecting a | | | |
| | | | | | community's nutritional status. Emphasis on federal food and nutrition | | Nutrition and | |
| | | | | | programs and policy implications at the state and local level. Observation | College of Health | Health Science | |
| NII ITD | 456 | Community Nictorial and | V | | l. e | (CH) | | UG |
| NUTR | 456 | Community Nutrition | X | | and participation in local nutrition programs. Prerequisite: NUTR 455. | (CH) | (NUHS) | 100 |
| | | | | | | | | |
| | | | | | This course explores 21st century global nutritional issues including both | | | |
| | | | | | over and under nutrition, food insecurity, religious dietary prohibitions | | | |
| | | | | | and national and international food system paradigms. Food and nutrition | | | |
| | | | | | policies that shape population and individual dietary consumption | | Nutrition and | |
| | | | | | patterns both nationally and globally are researched and debated for | College of Health | Health Science | |
| NUTR | 480 | Global Nutrition | X | | immediate and downstream impacts. Prerequisite or parallel: NUTR 340. | (CH) | (NUHS) | UG |

| | Course | | Includes | Sustainability | | | | |
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| Subject | Number | Course Title | Sustainability | Focused | Course Description | College | Department | Level |
| | | | | | Explores the relationships between agricultural practices, diet patterns, | | | |
| | | | | | food procurement and distribution, nutrition policy formation and | | Nutrition and | |
| | | | | | · · · · · · · · · · · · · · · · · · · | Callaga of Haalth | Health Science | |
| | 6.45 | | V | | implications at the local, state, federal, and international levels with a | College of Health | | |
| NUTR | 645 | Nutrition and Food Policy | Х | | focus on how food and nutrition policies effects health. Identification and application of advanced healthcare, food service, | (CH) | (NUHS) | GR |
| | | | | | dietary management and marketing concepts: development of leadership | | Nutrition and | |
| | | | | | | Callaga of Haalth | Health Science | |
| | 660 | L | V | | skills required of dieticians and upper level managers. Open only to NUTD . | 1 ~ | | |
| NUTR | 660 | Adv Healthcare Admin | Х | | majors. | (CH) | (NUHS) Philosophy/Reli | GR |
| | | | | | Introduction to and applysic of basis concepts writerials, the sairs and | Caiamaga and | gious Studies | |
| | 220 | | V | | Introduction to and analysis of basic concepts, principles, theories, and | Sciences and | ľ | |
| PHIL | 230 | Environmental Ethics | Х | | issues in environmental ethics. | Humanities (SH) | (PHIL) | UG |
| | | | | | | Architecture and | Urban Planning | |
| PLAN | 100 | Intro Urb Planning and Dev | x | | An introduction to urban planning and development. Open to all students. | | (PLAN) | UG |
| FLAN | 100 | Intio orb Flaming and Dev | ^ | | An introduction to disam planning and development. Open to an students. | riaillilig (Ar) | (FLAIV) | 100 |
| | | | | | Introduces students to the planning skills needed to help influence the | | | |
| | | | | | direction and growth of communities and to help neighborhoods, cities, | | | |
| | | | | | and rural areas strike a balance between development, the provision of | | | |
| | | | | | essential services, and environmental protection. Offered on-line only to | Architecture and | Urban Planning | |
| PLAN | 101 | Introduction to Planning | X | | , | Planning (AP) | (PLAN) | UG |
| | 101 | introduction to Flamming | Α | | Site analysis and design principles for small-scale projects, including | 7 Id. III. IB (7 II. 7 | (1.2.1.4) | 100 |
| | | | | | building complexes, subdivisions, and neighborhood development. | | | |
| | | | | | Present and defend designs for specific site locations. Prerequisite: CAP | Architecture and | Urban Planning | |
| PLAN | 202 | Site Plan and Des Studio | x | | first year core program. | Planning (AP) | (PLAN) | UG |
| | | | | | Development of graphic and visualization skills for planners. Use of a | 3 7 | , | |
| | | | | | variety of communication techniques and media for public presentation. | Architecture and | Urban Planning | |
| PLAN | 261 | Comm and Pres Tech | x | | Open only to urban planning majors and minors. | Planning (AP) | (PLAN) | UG |
| | | 3411 | | | Collection, analysis, and communication of information for urban- and | j , , | <u>'</u> | |
| | | | | | neighborhood-scale planning, including use and interpretation of | | | |
| | | | | | published data sources, field surveys and inventories, and interviews. | Architecture and | Urban Planning | |
| PLAN | 302 | Urb and Neighbrhd Analy Stdio | X | | Prerequisite: PLAN 203. | Planning (AP) | (PLAN) | UG |
| | 150- | 10.2 and Heighbrid Allary State | | | | | IV: =, | |

| | Course | | Includes | Sustainability | | | | |
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| Subject | Number | Course Title | Sustainability | Focused | Course Description | College | Department | Level |
| | | | | | Methods of analyzing local economic condition and performance, both | | | |
| | | | | | qualitative and quantitative. Three local economies are examined: | | | |
| | | | | | neighborhood, municipal, and region. Formulation of an economic | | | |
| | | | | | development plan involving all three interacting economies and a set of | | | |
| | | | | | policies to improve their performance. One or more sites and land uses | | | |
| | | | | | are selected strategically toward plan implementation, and are analyzed | | | |
| | | | | | as to their legal, market, financial and operational feasibility. The plan is | | | |
| | | | | | mentored by, and presented to, external jurors in the field. Required for | | | |
| | | | | | BUPD major and RED minor. Prerequisite: PLAN 203; waived for minors in | | | |
| | | | | | Real Estate Development upon permission of the instructor or | | | |
| | | | | | department. | Architecture and | Urban Planning | |
| PLAN | 303 | Economic Development Studio | Х | | | Planning (AP) | (PLAN) | UG |
| | | | | | An exploration of the physical form of the public realm and how it has | | | |
| | | | | | been shaped by social, economic, political, and cultural forces. Special | | | |
| | | | | | attention will be paid to issues of identity, sense of place, placemaking, | Architecture and | Urban Planning | 1 1 |
| PLAN | 404 | Urban Design | Х | | and sense of belonging. | Planning (AP) | (PLAN) | UG |
| | | | | | Principles of urban land-use planning for newly developing areas and for | | | |
| | | | | | changing older communities. Attention to environmental, efficiency, and | | | |
| | 424 | l | ., | | aesthetic concerns in urban growth. Preparation of the comprehensive | Architecture and | Urban Planning | 1 1 |
| PLAN | 421 | Urban Land-use Planning | Х | | urban land-use plan. | Planning (AP) | (PLAN) | UG |
| | | | | | Examines the growing role of urban agriculture in cities and the | | | |
| | | | | | implications for community development and design. Examines the broad | | | |
| | | | | | issues of food production and distribution along with related policies. | | | |
| | | | | | Focuses on the present discourse associated with food security. | | | |
| | | | | | Sustainability provides a framework under which communities better use | | | |
| | | | | | natural resources, create infrastructures that are more efficient, protect | | | |
| | | | | | and enhance quality of life, and create new, greener businesses that | Architecture and | Urban Planning | |
| PLAN | 425 | Urban Ag as Comm Dev | Х | | strengthen their economies without compromising the environment. | Planning (AP) | (PLAN) | UG |
| | | | | | | | | |
| | 420 | l., | , , | | Techniques for estimating the environmental, socioeconomic, fiscal, and | Architecture and | Urban Planning | |
| PLAN | 428 | Urban Impact Analysis | Х | | energy effects of proposed plans and development projects. | Planning (AP) | (PLAN) | UG |
| | | | | | Introduction to the fundamental issues and technologies associated with | | | |
| | | | | | planning for sensitive use of environmental resources. Topics include | | | |
| | | | | | waste management, air and water quality planning, ecological systems, | Architecture and | Urban Planning | |
| PLAN | 433 | Environmental Planning | х | | and methods of environmental analysis and implementation. | Planning (AP) | (PLAN) | UG |
| | | <u> </u> | | | <u> </u> | | l' ' | |

| | Course | | Includes | Sustainability | | | | |
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| Subject | Number | Course Title | Sustainability | Focused | Course Description | College | Department | Level |
| | | | | | Energy resource issues in urban planning. Strategies for incorporating | | | |
| | | | | | energy efficiency in housing, land use, transportation, social services, and | | | |
| | | | | | community development. Analysis of energy policy, emphasizing | Architecture and | Urban Planning | |
| PLAN | 435 | Energy Planning | Х | | innovative public and private sector initiatives at the community level. | Planning (AP) | (PLAN) | UG |
| | | | | | Design principles and economic conditions in planning for urban physical | | | |
| | | | | | facilities, including recreation facilities, streets, sidewalks, drainage, water | Architecture and | Urban Planning | |
| PLAN | 439 | Community Facilities Planning | × | | supply systems, sewerage, waste treatment, and others. | Planning (AP) | (PLAN) | UG |
| FLAIN | 1433 | Community racincles Flamming | Α | | A scientific approach to understanding how energy and moisture move in | riaming (Ar) | (I LAIV) | + |
| | | | | | buildings and how buildings fail with respect to health and safety, | | | |
| | | | | | durability, comfort, and affordability. While the focus is on housing, the | Architecture and | Urban Planning | |
| PLAN | 440 | Building Performance | X | | fundamentals are applicable to all buildings. | Planning (AP) | (PLAN) | UG |
| | | | | | A surrieu of sustainable bausing tunglasies, with an appellacie on their | | | |
| | | | | | A survey of sustainable housing typologies, with an emphasis on their design and integration into existing planning law frameworks. Includes | | | |
| | | | | | discussion of energy ranking systems, sustainable material use, and | Architecture and | Urban Planning | |
| PLAN | 441 | Sustainable Housing | | X | response to local climatic and geologic conditions. | Planning (AP) | (PLAN) | UG |
| PLAIN | 441 | Sustainable Housing | | ^ | response to local climatic and geologic conditions. | riallilling (Ar) | (FLAIV) | 100 |
| | | | | | Seminar course examining nontraditional approaches to community | | | |
| | | | | | planning and design. Focuses on concepts associated with the design of | | | |
| | | | | | sustainable communities. Historical precedent, case study, and utopian | | | |
| | | | | | alternatives are synthesized to project alternative futures for present | Architecture and | Urban Planning | |
| PLAN | 460 | Altern Sustainable Comm Plan | | Х | community planning and design issues. | Planning (AP) | (PLAN) | UG |
| | | | | | An exploration of the physical form of the public realm and how it has | | | |
| | | | | | been shaped by social, economic, political, and cultural forces. Special attention will be paid to issues of identity, sense of place, placemaking, | Architecture and | Urban Planning | |
| PLAN | 504 | Urban Design | Х | | and sense of belonging. | Planning (AP) | (PLAN) | GR |
| LAN | 304 | Orban Design | X | | An interdisciplinary approach to the resolution of problems in | r tarring (At) | (I EAN) | 1011 |
| | | | | | environmental design. Appropriate projects to be determined in | Architecture and | Urban Planning | |
| PLAN | 506 | Environmental Design Studio | X | | consultation between the students and faculty. | Planning (AP) | (PLAN) | GR |
| | | | | | Examines the growing role of urban agriculture in cities and the | | | |
| | | | | | implications for community development and design. Examines the broad | | | |
| | | | | | issues of food production and distribution along with related policies. | | | |
| | | | | | Focuses on the present discourse associated with food security. | | | |
| | | | | | Sustainability provides a framework under which communities better use | | | |
| | | | | | natural resources, create infrastructures that are more efficient, protect | | | |
| | | | | | and enhance quality of life, and create new, greener businesses that | Architecture and | Urban Planning | ' |
| PLAN | 525 | Urban Ag as Comm Dev | X | | strengthen their economies without compromising the environment. | Planning (AP) | (PLAN) | GR |

| | Course | | Includes | Sustainability | | | | |
|---------|--------|-------------------------------|----------------|----------------|--|------------------|----------------|--|
| Subject | Number | Course Title | Sustainability | Focused | Course Description | College | Department | Level |
| | | | | | Transportation planning methods and policy, including analysis of travel | | | |
| | | | | | demand, links between land use and transportation, choice of | Architecture and | Urban Planning | |
| PLAN | 531 | Urban Transportation Planning | x | | transportation modes, and design of balanced transportation systems. | Planning (AP) | (PLAN) | GR |
| LAN | 331 | Croan transportation rianning | ^ | | aransportation modes, and design of balanced transportation systems. | r tarring (At) | (I EATT) | 1011 |
| | | | | | L | | | ' |
| | | | | | Essential economic perspective on planning issues, such as land use and | | | |
| | | | | | its impact, urban form, environmental protection, housing, traffic and | | | |
| | | | | | multi-modal transportation, public goods, public utilities, and choices. | | | |
| | | | | | Advanced urban economics, including location theory, and development | | | |
| | | | | | economics; theory and methods of economic development; rationale and | | | |
| | | | | | forms of market interventions and the basis for structuring public-private | | | |
| | F22 | | v | | partnerships. The course is an intellectual exchange between a market | Architecture and | Urban Planning | |
| PLAN | 532 | Economics of Planning | Х | | economist and a planner on how to formulate and solve urban problems. | Planning (AP) | (PLAN) | GR |
| | | | | | Introduction to urban planning considerations for control and reduction | | | |
| | | | | | of air, water, and land degradation, including waste management, noise | Architecture and | Urban Planning | |
| PLAN | 533 | Urban Environmental Planning | x | | pollution, and other side effects of urban development. | Planning (AP) | (PLAN) | GR |
| LAN | 1555 | Orban Environmentar ranning | ^ | | Seminar in techniques of regional planning analysis and policy | Talling (7 tr) | (1.2.1.1) | |
| | | | | | formulation. Methods of integration of economic, ecological, and social | Architecture and | Urban Planning | |
| PLAN | 534 | Regional Development Planning | X | | objectives in regional development. | Planning (AP) | (PLAN) | GR |
| | | | | | Planning the uses of land at the regional, area, and state levels; interface | 3 () | , | |
| | | | | | between social, environmental, and land-use plans at the regional level; | | | |
| | | | | | and land-use policies for critical-area management including the coastal | Architecture and | Urban Planning | |
| PLAN | 538 | Regional Land-use Planning | Х | | zone. | Planning (AP) | (PLAN) | GR |
| | | | | | A company of contains his housing topologies, with an area hasis on their | | | |
| | | | | | A survey of sustainable housing typologies, with an emphasis on their | | | |
| | | | | | design and integration into existing planning law frameworks. Includes discussion of energy ranking systems, sustainable material use, and | Architecture and | Urban Planning | |
| PLAN | 541 | Sustainable Housing | | x | response to local climatic and geological conditions. | Planning (AP) | (PLAN) | GR |
| PLAN | 341 | Sustainable Housing | | ^ | An exploration of the nature of the urban and regional planning process in | | (PLAIN) | IGK |
| | | | | | other countries. Topics includes development policies, planning | | | |
| | | | | | strategies, institutional structures, implementation strategies, and | | | |
| | | | | | accomplishments. Attention will also be paid to the usefulness of these | Architecture and | Urban Planning | |
| PLAN | 559 | International Dev and Plan | Х | | experiences to American cities. | Planning (AP) | (PLAN) | GR |
| | | | | | | | | |
| | | | | | Seminar examining nontraditional approaches to community planning and | | | |
| 1 | | | | | design. Focuses on concepts associated with the design of sustainable | | | |
| | | | | | communities. Historical precedent, case study, and utopian alternatives | | | |
| 1 | | | | | are synthesized to project alternative futures for present community | Architecture and | Urban Planning | |
| PLAN | 560 | Altern and Sust Comm Plnng | | Х | planning and design issues. | Planning (AP) | (PLAN) | GR |

| | Course | | Includes | Sustainability | | | | |
|---------|--------|-------------------------------|----------------|----------------|---|------------------|-------------------|-------|
| Subject | Number | Course Title | Sustainability | Focused | Course Description | College | Department | Level |
| | | | | | Application of substantive skills and knowledge in a comprehensive | | | |
| | | | | | planning exercise for an urban area, involving fieldwork and a real | | | |
| | | | | | location. Emphasizes the process by which comprehensive planning | Architecture and | Urban Planning | |
| PLAN | 630 | Comprehensive Planning Studio | Х | | decisions are reached. Application of substantive skills and knowledge in physical planning | Planning (AP) | (PLAN) | GR |
| | | | | | through the creation of a site plan utilizing fieldwork and a real location. | | | |
| | | | | | Emphasizes the processes of site planning and analysis. Six contact hours. | Architecture and | Urban Planning | |
| DLAN | 631 | Studio in Physical Planning | Х | | Prerequisite: PLAN 583. | Planning (AP) | (PLAN) | GR |
| PLAN | 031 | Studio in Physical Planning | ^ | | Frerequisite. FLAN 303. | Fidililling (AF) | (FLAIN) | GK |
| | | | | | Human and environmental impact analysis starts with a foundation of the | | | |
| | | | | | social indicators of the quality of place, and methods of their | | | |
| | | | | | measurement, including levels of service; it then explores analytical | | | |
| | | | | | methods of development impacts, overall and distributive, on both | | | |
| | | | | | human and non-human settlements: fiscal, economic, multi-modal | | | |
| | | | | | transportation, environmental. A foundation in the science of ecology, | Architecture and | Urban Planning | |
| PLAN | 637 | Impact Analysis | X | | briefly reviewed here and with readings, is beneficial. | Planning (AP) | (PLAN) | GR |
| | | | | | nistorical and contemporary problems of the less-developed nations. | | | |
| | | | | | Conditions contributing to economic, political, and social change. | | | |
| | | | | | Problems of economic development policies and programs within the | | | |
| | | | | | institutional structure. Internal and external pressures that influence | | | |
| | | | | | patters of development. Not open to students who have credit in ECON | | | |
| | | | | | 279. | Sciences and | Political Science | |
| POLS | 281 | Econ Pol Prob of Emerg Ntns | Х | | A survey of the formal relations among sovereign states in the | Humanities (SH) | (POLI) | UG |
| | | | | | international system, emphasizing diplomacy, the elements of power, and | | | |
| | | | | | the procedures for conflict resolution. May include computer simulation | Sciences and | Political Science | |
| DOLC | 293 | International Deletions | Х | | · · · · · · · · · · · · · · · · · · · | Humanities (SH) | (POLI) | |
| POLS | 293 | International Relations | ^ | | exercises. | numanicies (Sn) | (POLI) | UG |
| | | | | | A systematic examination of the institutions and processes central to | | | |
| | | | | | understanding and evaluating domestic public policies in the United | | | |
| | | | | | States. Emphasizes the theoretical and political aspects of policy making | Sciences and | Political Science | |
| POLS | 342 | Problems in Public Policy | x | | at the national level and implementation within a federal system. | Humanities (SH) | (POLI) | UG |
| | 1 | | | | F = 2 = 2 = 2 = 2 = 2 = 2 = 2 = 2 = 2 = | (, | , , | + |
| 1 | | | | | Study of the American political and legal system's response to | | | |
| 1 | | | | | environmental problems. Politics of environmental policy making, | | | |
| 1 | | | | | problems of policy implementation, environmental law cases, and trends | Sciences and | Political Science | |
| POLS | 347 | Environmental Law and Policy | Х | | toward global environmental governance are considered. | Humanities (SH) | (POLI) | UG |

| | Course | | Includes | Sustainability | | | | |
|---------|--------|--------------------------------|----------------|----------------|---|-----------------------------------|---|-------|
| Subject | Number | Course Title | Sustainability | Focused | Course Description | College | Department | Level |
| | | | | | Historical and theoretical introduction to the politics of international trade and payments, including barriers to trade, exchange rates, multinational corporations, financial crisis, international economic | Sciences and | Political Science | |
| POLS | 395 | Politics of the Global Economy | Х | | · · · · · · · · · · · · · · · · · · · | Humanities (SH) | (POLI) | UG |
| SOC | 328 | Global and the Social World | х | | Examines the process of globalization especially as it occurs in countries with emerging economies. Social problems, social change models, and | Sciences and Humanities (SH) | Sociology (SOCI) | UG |
| soc | 355 | Environment | X | | to environmental and sustainability issues. | Humanities (SH) | Sociology (SOCI) | UG |
| soc | 441 | Social Change | Х | | interactions both within and among systems comprising natural, | Sciences and Humanities (SH) | Sociology (SOCI) | UG |
| SUST | 250 | Intro to Sustainable Dev | | X | human/social, and economic capital. Examines elements and linkages essential for functioning of these systems. Addresses values that frame decision making for maintaining systems elements and linkages and for setting natural, human/social, and economic sustainable development goals. | Architecture and Planning (AP) | Academy for Sustainability (SUST) | UG |
| SUST | 320 | Sys Thnk for Sust | | x | An introduction to the composition and dynamic complexity of natural and human-fabricated systems. Differentiation of systems types, their operations, and use of systems frameworks for modeling future states are addressed. Emphasis on "whole systems" and "life cycle" approaches lead students through progressive exploration of case studies that culminates in a research presentation based on a systematic exploration of a selected human-fabricated system. Open only to students with permission of advisor or instructor. | | Academy for Sustainability (SUST) | UG |
| SUST | 330 | Measure and Rpt Sust | | X | Introduces students to the metrics, indicators, and reporting systems used to characterize and influence organizational practices and performance relative to sustainability goals. Emphasis is placed upon how these sustainability indicators, especially greenhouse gas inventories, are completed, analyzed, and reported. Assignments will provide students with the opportunity to critically analyze data and prepare reports. Prerequisite: SUST 320 or by permission of advisor or instructor. Open only to students with permission of advisor or instructor. | Architecture and Planning (AP) | Academy for Sustainability (SUST) | UG |

| | Course | | Includes | Sustainability | | | | |
|---------|--------|-------------------------------|----------------|----------------|---|------------------|----------------|-------|
| Subject | Number | Course Title | Sustainability | Focused | Course Description | College | Department | Level |
| | | | | | Introduces students to principles of predictive analysis and computer- | | | |
| | | | | | based modeling tools which assist stakeholders in making informed | | | |
| | | | | | decisions. Emphasis is on systems thinking, statistical techniques, and the | | | |
| | | | | | application of systems dynamics theory for quantitatively analyzing and | | | |
| | | | | | predicting the potential impact of organizational decisions upon | | | |
| | | | | | sustainability issues, e.g., population, economics, water scarcity, | | | |
| | | | | | greenhouse gas emissions, climate change, energy, food security, and | | | |
| | | | | | biodiversity. Prerequisite: SUST 320 and 330 or by permission of advisor | | Academy for | |
| | | | | | or instructor. Open only to students with permission of advisor or | Architecture and | Sustainability | |
| SUST | 340 | Analytics and Mod for Sust | | Х | instructor. | Planning (AP) | (SUST) | UG |
| | | | | | Addresses from a systems perspective multiple limiting factors in the | | | |
| | | | | | environmental, social, and economic domains that constrain global | | | |
| | | | | | sustainability and the interactions among these factors. The influence of | | | |
| | | | | | civilization on these factors and on their interconnections is examined | | | |
| | | | | | along with potential human interventions for ensuring long-term viability | | | |
| | | | | | of critical systems. Includes a substantial immersive project component | | | |
| | | | | | for assessing the sustainability of an existing system and developing | | Academy for | |
| | | | | | recommended interventions for enhancing long-term success of that | Architecture and | Sustainability | |
| SUST | 400 | Creating a Sustainable Future | | Х | system. | Planning (AP) | (SUST) | UG |
| | | | | | Introduction to the atmosphere and to processes, through its physical and | | | |
| | | | | | chemical components, and the interactions among the many additional | | | |
| | | | | | factors that produce weather and climate, as well as interactions of the | | Academy for | |
| | | | | | atmosphere with the oceans, within the broad social and economic issues | Architecture and | Sustainability | |
| SUST | 510 | Atmosphere | | Х | which relate to understanding the atmosphere as a system. | Planning (AP) | (SUST) | GR |
| | | | | | Introduction to the principles and dynamics of ecological systems at the | | | |
| | | | | | population, community, ecosystem, and biome levels. Study of the effects | | | |
| | | | | | of physical and biological conditions on the abundance, distribution, and | | | |
| | | | | | diversity of plants and animals. Emphasis on human impacts on | | Academy for | |
| | | | | | ecosystems and the provision of ecosystem services, and the related | Architecture and | Sustainability | |
| SUST | 511 | Ecological Systems | | Х | issues of conservation, planning, and restoration of ecological systems. | Planning (AP) | (SUST) | GR |
| | | | | | Introduction to the principles and dynamics of soil formation and the potentials for damage. Examination of the physical and chemical | | | |
| | | | | | properties of soils and their role in agricultural production, storm water | | Academy for | |
| | | | | | filtration, and aquifer recharge, and support of biota in the varying | Architecture and | Sustainability | |
| SUST | 512 | Soil Resources | | X | biomes of the world. | Planning (AP) | (SUST) | GR |
| 3031 | 1312 | DOII NESOUICES | | | Montes of the World. | I manning (An) | 1(3331) | |

| | Course | | Includes | Sustainability | | | | |
|---------|--------|------------------------------|----------------|----------------|---|-----------------------------------|---|-------|
| Subject | Number | Course Title | Sustainability | Focused | Course Description | College | Department | Level |
| SUST | 513 | Material Resources and Waste | | X | Introduction to concepts, issues, and practices surrounding the use of material resources and waste streams. Emphasis on reducing the environmental and human health impacts of materials and waste. Study of resource conservation, reuse, and recycling; and solid, liquid, and molecular waste stream reduction. Emphasis on the whole life cycle of materials from cradle to grave, or cradle. Discussion of the Living Product Challenge, Design for Sustainability, and Cradle to Cradle. | Architecture and Planning (AP) | Academy for Sustainability (SUST) | GR |
| SUST | 514 | Water Resources | | X | Introduction to and evaluation of water security issues, including how climate, population, economic growth, technological changes, and other socioeconomic factors affect the water supply and demand imbalances. | Architecture and Planning (AP) | Academy for Sustainability (SUST) | GR |
| SUST | 515 | Food Systems | | х | Introduction to domestic and global food production, supply, and consumption, both historically and projected to future likelihoods. Differentiation of food systems by cultural groups with an emphasis on the full life-cycle of food within a society. How political, sociological, and ecological structures shape consumption will be emphasized. Considerations of human health, environmental impacts, and ethical questions of food are addressed. | Architecture and Planning (AP) | Academy for Sustainability (SUST) | GR |
| SUST | 516 | Energy Resources | | × | Introduction to the sourcing, distribution, and use of energy. Examination of conventional fossil-fuel systems and more contemporary alternative energy and green power sourcing, distribution, and use. Comparative study of distributed energy networks against centralized systems. | Architecture and Planning (AP) | Academy for Sustainability (SUST) | GR |
| SUST | 519 | Environmental Law | | х | Critical investigation of the American political and legal system in shaping possible responses to issues of environmental sustainability. Topics may include: the foundations of environmental law, the process of environmental law-making and implementation; the role of the courts; and specific controversies regarding pollution regulation, energy production, and land use management/planning. | Architecture and Planning (AP) | Academy for Sustainability (SUST) | GR |
| SUST | 520 | Environmental Ethics | | X | Critical examination of central concepts, principles, theories, and issues in environmental ethics. Topics may include: environmental theory, history of ethics, animal rights, population ethics, future generations, climate ethics, the ethics of activism, and corporate responsibility. | Architecture and Planning (AP) | Academy for Sustainability (SUST) | GR |

| | Course | | Includes | Sustainability | | | | |
|---------|--------|-----------------------------|----------------|----------------|---|--|--|-------|
| Subject | Number | Course Title | Sustainability | Focused | Course Description | College | Department | Level |
| SUST | 521 | Human Health and Well-Being | | X | Introduction to concepts, issues, and practices related to individuals living together while maximizing human potential and shared values and minimizing social breakdown and violence. Initially will investigate basic human needs for survival. Exploration will then expand to encompass societal provisions and expectations that lead to human flourishing across the lifespan, such as livability, cultural competence, health and health equity, social support, participatory governance, and human resilience. | Architecture and Planning (AP) | Academy for Sustainability (SUST) | GR |
| SUST | 523 | Population | | х | Introduction to historical and recent trends in the fundamental demographic variables affecting human population change (growth or decline) at the global as well as at national and sub-national scales. Emphasis on rate of natural increase, total fertility rates, and life expectancies. Additional investigation of demographic variables as they influence (or are influenced by) human health, epidemiology, culture, technological threats, lifestyles, and health policies/technologies. Survey or principles or justice: libertarianism, wellare liberalism, and socialism. Distribution of environmental benefits and burdens across bioregions, populations, and markets, including indigenous rights, environmental racism, food security, and climate change treaties. Evaluation of various models of public participation in environmental | Architecture and Planning (AP) Architecture and | Academy for Sustainability (SUST) Academy for Sustainability | GR |
| SUST | 524 | | | Х | | Planning (AP) | (SUST) | GR |
| SUST | 525 | Int Mat Fin and Sust | | х | Introduction to interior material finishes and their environmentally sustainable properties. Emphasis will be on the importance of sourcing appropriate materials and finishes to ensure the health, safety, and welfare of building occupants as well as navigating material resources and verification systems to discern and provide the most socially, environmentally, and economically viable sustainable products for sustainable interiors. | Architecture and Planning (AP) | Academy for Sustainability (SUST) | GR |
| SUST | 528 | Waste/Human Health | | x | Introduction to concepts and issues that guide human practices influencing material consumption patterns as they generate resource depletion and waste/pollution, and impact upon human health conditions. Emphasis on reducing material flow-through in society, addressing best practices for treating waste/pollution, and reducing the conditions that negatively influence human health by our practices of material consumption and waste generation. | Architecture and Planning (AP) | Academy for Sustainability (SUST) | GR |

| | Course | | Includes | Sustainability | | | | |
|---------|--------|-----------------------------|----------------|----------------|---|------------------|----------------|-------|
| Subject | Number | Course Title | Sustainability | Focused | Course Description | College | Department | Level |
| | | | | | Survey of fundamental principles of business plans and models for | | | |
| | | | | | achieving operational sustainability. Topics may include: ethical materials | | | |
| | | | | | sourcing, industrial ecology principles, "cradle-to-cradle" production | | Academy for | |
| | | | | | models, justice in human resources practices, and corporate green | Architecture and | Sustainability | |
| SUST | 529 | Business Ethics/Environment | | X | washing. | Planning (AP) | (SUST) | GR |
| | | | | | introduction to internationally-sanctioned protocols for analyzing the | | | |
| | | | | | social, economic, and environmental impact of business practice. Includes | | | |
| | | | | | the analysis of human resource management, supply chain networking | | | |
| | | | | | and logistics, and the economic benefits/trade-offs of localized sourcing | | Academy for | |
| | | | | | of feed stocks, components and assemblies, and whole system service | Architecture and | Sustainability | |
| SUST | 530 | Analytics for Business | | Х | delivery. | Planning (AP) | (SUST) | GR |
| | | | | | introduction to internationally-sanctioned protocols for documenting the | | | |
| | | | | | social, economic, and environmental impact of business practice. Includes | | | |
| | | | | | the study of human resource management, supply chain networking and | | | |
| | | | | | logistics, and the economic benefits/trade-offs of localized sourcing of | | Academy for | |
| | | | | | feed stocks, components and assemblies, and whole system service | Architecture and | Sustainability | |
| SUST | 531 | Modeling for Business | | X | delivery. | Planning (AP) | (SUST) | GR |
| | | | | | introduction to internationally-sanctioned protocols for reporting the | | | |
| | | | | | social, economic, and environmental impact of business practice. Includes | | | |
| | | | | | the reporting of human resource management, supply chain networking | | | |
| | | | | | and logistics, and the economic benefits/trade-offs of localized sourcing | | Academy for | |
| | | | | | of feed stocks, components and assemblies, and whole system service | Architecture and | Sustainability | |
| SUST | 532 | Reporting for Business | | X | delivery. | Planning (AP) | (SUST) | GR |
| | | | | | | | Academy for | |
| | | | | | | Architecture and | Sustainability | |
| SUST | 535 | Internal Communications | | X | | Planning (AP) | (SUST) | GR |
| | | | | | Evaluation of environmental goods and services include raw materials, | | | |
| | | | | | watershed functioning, nitrogen cycling, and carbon sink capacities. | | | |
| | | | | | Principles for translating the valuation of environmental goods and | | Academy for | |
| | | | | | services into the market terms of sustainability, including market | Architecture and | Sustainability | |
| SUST | 536 | Ecological Economics | | X | distortions and discounting. | Planning (AP) | (SUST) | GR |
| | | | | | Introduction to how journalists do their jobs; what the needs and the | | | |
| | | | | | strengths and weaknesses are of different news media platforms, e.g., | | | |
| | | | | | broadcast, print, online, social media; how to prepare for an interview | | Academy for | |
| | | | | | with a journalist and the tools best used to communicate stories to the | Architecture and | Sustainability | |
| SUST | 537 | Media Relations | | X | news media. | Planning (AP) | (SUST) | GR |

| | Course | | Includes | Sustainability | | | | |
|---------|--------|--------------------------------|----------------|----------------|---|--------------------------------|---|-------|
| Subject | Number | Course Title | Sustainability | Focused | Course Description | College | Department | Level |
| SUST | 550 | Survey of Sustainability Princ | | X | This 3-credit course provides a wide-ranging survey of literature in the field of whole systems thinking and the principles and foundations of social, economic, and environmental sustainability in corporate, governmental, and public enterprise. Extensive review of topical literature and accepted models for projection of future developments and impacts from the adoption of best practices in corporate, governmental, and public enterprise are examined. | Architecture and Planning (AP) | Academy for Sustainability (SUST) | GR |
| SUST | 600 | App of Sustainability Princ | | x | Provides opportunity for students to define targets of opportunity and select a case study engagement for the application of the principles of sustainability in social, environmental, and economic contexts. Students are encouraged to shape a game plan for implementation suitable to their current work environment, their community setting, and/or personal enterprise. | Architecture and Planning (AP) | Academy for Sustainability (SUST) | GR |
| TDPT | 204 | Energy Processing | х | | Examines sources and types of energy and common energy processing techniques. Emphasizes controlling and transmitting energy and the operation of energy conversion systems. Includes laboratory activities. Focuses on technology assessment techniques used to differentiate the | Teachers College (TC) | Educational Studies (EDST) | UG |
| TDPT | 406 | Technical Decision Making | Х | | potential impacts of alternative technological decisions. Policy development in the public and private sectors, and at the personal level, is examined. Prerequisite: junior status. | Teachers College (TC) | Educational Studies (EDST) | UG |
| TDPT | 495 | Green Prototyp Upcycl | Х | | Students use recycling, 3D printing, and lasers to design environmentally sustainable products. Not open to students who have credit in TDPT 595. Students take a research-based approach to designing and creating | Teachers College (TC) | Educational Studies (EDST) | UG |
| TDPT | 595 | Res Green Prototyp Upcycl | Х | | prototypes that promote environmental sustainability using laser machining and 3D printing. Not open to students who have credit in TDPT 495. | Teachers College (TC) | Educational Studies (EDST) | GR |
| UD | 501 | UD Studio 1: Sust Urban Syst | | x | Studio/project-based introduction, fostering the understanding of methods and systems analysis and development that lead to the design of sustainable urban settlements. The interplay of context, culture, design, and performance are highlighted through complex urban design projects. Prerequisite: permission of the MUD program coordinator. A total of 4 credits may be earned, but no more than 2 in any one semester or term. Open only to College of Architecture and Planning students. | Architecture and Planning (AP) | Landscape Architecture (LAND) | GR |

| Cubiost | Course Number | Course Title | Includes Sustainability | Sustainability Focused | Course Description | College | Donartment | Level |
|---------|------------------|---|-------------------------|---------------------------|--|---|-------------------------------------|----------|
| Subject | | Course Title | · | rocusea | Studio/project-based study of contemporary multimodal urban mobility systems. The interrelationship of pedestrian, as well as vehicular traffic systems and their impact on urban design and development are highlighted through complex urban design projects. Programming as well as implementation of contemporary mobility systems will be explored through research analysis and the study of implementation strategies. Prerequisite: permission of the MUD program coordinator. A total of 4 credits may be earned, but no more than 2 in any one semester or term. | Architecture and | Landscape Architecture | |
| UD | 502 | UD Studio 2: Urban Mobility UD Studio 3: Comm-Bsd Sust Des | X | x | Open only to College of Architecture and Planning students. Explores the interpretive dimensions of community, politics, and culture. Encourages critical thinking and studies the relationship of ethics, politics, and development. Sustainability, equity, and justice in urban design will be examined through context-rich community-based projects. Prerequisite: permission of the MUD program coordinator. A total of 4 credits may be earned, but no more than 2 in any one semester or term. Open only to College of Architecture and Planning students. | Planning (AP) Architecture and Planning (AP) | Landscape Architecture (LAND) | GR GR |
| UD | 601 | UD Studio 4: Pub Realm Des | x | | Focuses on the study of urban, shared spaces in the public realm including public streets and plazas. Students will be engaged in the study and exploration of the principles of public open space design. Methods of planning and designing active people spaces will be examined through site specific design problems. Prerequisite: permission of the MUD program coordinator. A total of 4 credits may be earned, but no more than 2 in any one semester or term. Open only to College of Architecture and Planning students. | | Landscape Architecture (LAND) | GR |
| UD | 602 | Urban Design Capstone | X | | urban design question exploring specialized areas of interest and concentration. Each student project is self-generated and defined. Projects must meet graduate school creative project requirements. Prerequisite: UD 502 or 503 or 601; permission of the MUD program coordinator. | Architecture and Planning (AP) | Landscape Architecture (LAND) | GR |
| ZOOL | 441 | Entomology | х | | Anatomy, physiology, taxonomy, life histories, habits, and adaptations of insects. Prerequisite: BIO 111 and 112 or permission of the instructor. | Sciences and Humanities (SH) | Biology (BIOL) | UG |
| ZOOL | 483 | Wildlife Biology | x | | The identification, population dynamics, and geographic distribution of wildlife species with particular emphasis on those of the United States. The harvest and management of wildlife. May require additional field work. Prerequisite: BIO 216 or permission of the department chairperson. | Sciences and Humanities (SH) | Biology (BIOL) | UG |

| | Course | | Includes | Sustainability | | | | |
|---------|--------|----------------|----------------|----------------|--|-----------------|----------------|-------|
| Subject | Number | Course Title | Sustainability | Focused | Course Description | College | Department | Level |
| | | | | | | | | |
| | | | | | The composition, development, dynamics, and geographic distribution of | | | |
| | | | | | animal communities. The relationships between animals and the physical, | | | |
| | | | | | chemical, and biotic elements of the environment. Includes physiological | Sciences and | | |
| ZOOL | 682 | Animal Ecology | Х | | ecology and ethology. Field studies of animal communities. | Humanities (SH) | Biology (BIOL) | GR |