

A list of degree programs that require an understanding of the concept of sustainability

<https://www.ius.edu/general-education/outcomes.php>

School of Natural Sciences-Certificate in Sustainability

<https://bulletins.iu.edu/ius/2019-2021/schools/natural-sciences/cert-sustainability.shtml>

Student Learning Goals

- Comprehend the three pillars of sustainability: Environmental, Social and Economic.
- Explain their inter-relationships Environmental, Social and Economic sustainability.
- Identify sustainability principles within their academic specialty.
- Be able to begin to analyze local, national and global problems using sustainability principles
- Be able to begin to apply principles of sustainability to propose solution local, national and global problems.
- Document how sustainability principles have influenced personal and professional values.

School of Natural Sciences Sustainability and Regeneration (Bachelors of Arts)

<https://bulletins.iu.edu/ius/2019-2021/schools/natural-sciences/ba-sustainability-and-regeneration.shtml>

The strengths of the BA program are:

- Offers a holistic interdisciplinary approach.
- Engages students in relevant civic engagement opportunities in the Southern Indiana - Louisville metropolitan region.
- Provides an alternative program for students interested in environmental issues but less interested in scientific occupations.
- Enhances the liberal arts experience with courses in the social sciences, humanities, natural sciences, and business.

School of Natural Sciences Sustainability and Regeneration (Bachelors of Science)

<https://bulletins.iu.edu/ius/2019-2021/schools/natural-sciences/bs-sustainability-and-regeneration.shtml>

The strengths of the BS program are:

- Offers a holistic interdisciplinary approach.
- Engages students in relevant civic engagement opportunities in the Southern Indiana - Louisville metropolitan region.
- Provides an alternative program for students interested in environmental issues but less interested in scientific occupations.
- Enhances the practical experience with courses in the social sciences, humanities, natural sciences, and business.
- Requires application of knowledge with independent research in a project.

Geoscience

<https://bulletins.iu.edu/ius/2019-2021/schools/natural-sciences/ba-geoscience.shtml>

Student Learning Goals

- Geoscience majors will acquire substantive knowledge of global spatial patterns and concepts central to the study geoscience.
- Geoscience majors will acquire the analytical and technical skills necessary to perform spatial analysis and research using GIS or other technologies.
- Geoscience majors will compete successfully in the professional job market or gain admittance to an advanced Geoscience graduate program

Natural and Physical Sciences

(f.) Locate reliable sources of scientific evidence to construct arguments related to real-world issues

Social and Behavioral Sciences

(e) Identify examples of how social, behavioral, or historical knowledge informs and can shape personal, ethical, civic, or global decisions and responsibilities.

Leadership and Global Perspective

<https://www.iu.edu/student-affairs/for-students/learning-outcomes.php>

- **Students will recognize, respect, value, and understand the impact of multiple perspectives (diversity) and the interconnectedness of global and local communities.**
[GE-Reasoning About Diversity] [CAS- Humanitarianism and Civic Engagement; Knowledge Acquisition, Construction, Integration, and Application]

School of Arts and Letters- BAS- Sustainability Track

<https://bulletins.iu.edu/ius/2019-2021/schools/arts-and-letters/bas-track-sustainability.shtml>

The study of sustainability bridges the arts and humanities, social science, and the physical and life sciences. The Sustainability track will provide you with a broad introduction to the complex system-scale challenges of sustainability, as well as the tools needed to address problems that transcend solely social or environmental domains.

The Sustainability track attracts students from a variety of backgrounds and interests. They typically have some of the following qualities:

- Interest in sustainability, human-environment interaction, sustainable food systems, and/or environmental ethics.
- Desire to take courses from the arts and humanities, social sciences, and physical and life sciences.

- Interest in a career in areas such as environmental planning and coordination, environmental education and communications, sustainability coordination and consulting in the private or public sector, green design, environmental law or public affairs, or graduate study.
- Desire to help make the world a better place.

School of Business- Business (Bachelor of Science in Business)

<https://bulletins.iu.edu/ius/2019-2021/schools/business/bsb-business.shtml>

➤ **International Business Concentration**

- Require successful completion of a [sustainability-focused course](#) as identified in the Academic Courses credit.

This concentration prepares the student to be familiar with the international business environment and allows emphasis in a particular geographic locale. The student can choose between Europe, Asia, Africa, Latin America, or Global as an area of emphasis.

Required Course- Complete one course from the following list for the chosen area of emphasis.

- Emphasis-African | Department-GEOG-G | Course Number-425 | Title- Africa: Contemporary Geographic Problems
 - Course Description: Examines contemporary geographic problems confronting the countries of sub-Saharan Africa. Primary focus on urbanization, rural-urban migration, unemployment, agriculture, and health care. Also analysis of terrain, resource base, and other aspects of the natural environment.
- Emphasis- Latin American | Departments-GEOG-G | Course Number-323 | Title- Geography of Latin America
 - Course Description: A geographic introduction to Latin America: the Caribbean, Mexico, Central America, South America. Focus is on elements that give coherence and identity to geographic space in Latin America. Topics include the natural environment, settlement, the agrarian sphere, urbanization and industrialization, regional development issues and geopolitical themes.

School of Business- Economics (Bachelor of Arts)

<https://bulletins.iu.edu/ius/2019-2021/schools/business/ba-economics.shtml>

Student Learning Goals

(4). Students demonstrate an awareness and appreciation of ethical, cultural, legal, and global issues affecting society in general and business in particular.

School of Education- Secondary Education (Bachelor of Science in Education)

- Require successful completion of a [sustainability-focused course](#) as identified in the Academic Courses credit.

<https://bulletins.iu.edu/ius/2019-2021/schools/education/bse-secondary-education.shtml>

Mission: The School of Education offers programs in secondary education leading to the B.S. in Education in secondary education (middle school, junior high, high school) with teaching majors in language arts, mathematics, science, and social studies. Candidates who have completed one of these teaching majors may also be licensed in chemistry, earth/space science, economics, French, geographical perspectives, German, government and citizenship, historical perspectives, journalism, language arts, life science, mathematics, physics, psychology, sociology, Spanish, and theatre arts.

➤ **General Education Component: Scientific Ways of Knowing**

- BIOL-L 100-HUMANS AND THE BIOLOGICAL WORLD | Principles of biological organization, from molecules through cells and organisms to populations. Emphasis on processes common to all organisms, with special references to humans.
- BIOL-L 101-INTRODUCTION TO BIOLOGICAL SCIENCES I | An introductory course designed for prospective biology majors and students majoring in ancillary sciences. Principles of life processes including the chemical basis of life, cellular structure and function, genetics, and evolution.
- GEOL-G 100 -GENERAL GEOLOGY| Survey of physical geology and introduction to historical geology. Elements of crystallography, mineralogy, petrology, geomorphology, seismology, structural geology, paleontology, historical geology, and plate tectonics. Optional Saturday field trip.
- BIOL-L 200 | ENVIRONMENTAL BIOLOGY AND CONSERVATION | An interdisciplinary examination of environmental problems. Class may include lectures, films, fieldwork, and laboratory method including computer simulations, fieldwork, if undertaken may include trips to local industries with pollution control in place, trips to examine local habitats, or other appropriate activities.
- GEOL-G 210 | OCEANOGRAPHY | Study of the physical and biological features of the ocean environment.
- GEOG-G 304 | PHYSICAL CLIMATOLOGY| Introduction to the physical basis of the climate system from the global to the local scale, emphasizing the surface energy and water balances. Examples are drawn from forested, agricultural, urban, and aquatic environments, as well as issues related to climate change. Develops skills used to study and quantify climate processes.

➤ **Earth and Space Concentration**

- **Geology/Geography Requirement**
 - GEOG-G | 308 | NATURAL/HUMAN-INDUCED DISASTERS | Study and analysis of the causes, nature, and geographical occurrence of natural and human-induced disasters. Examines the workings and consequences of disasters and hazards facing humankind.
 - GEOG-G | 315 | ENVIRONMENTAL CONSERVATION | The study of the conservation of natural resources, including soil, water, air, wildlife, and forests, as interrelated components of the natural and human environments, emphasizing a unified ecological approach. Current problems relating to pollution and environmental quality.

- GEOG-G | 404 | GEOGRAPHY OF SOILS | Soil genesis, morphology, and classification; soil's physical, chemical, mechanical and biological properties. Soil maps and related data in land use analysis and the planning process.
- GEOG-G | 432 | CURRENT ISSUES IN ENVIRONMENTAL CONSERVATION | Qualitative and quantitative analysis of topics of special importance in regard to environmental quality, including such topics as air and water quality, radiation, energy, and waste disposal.

➤ **Life Science Concentration**

- BIOL-L | 473/474 | ECOLOGY AND ECOLOGY LABORATORY | Distribution and abundance of animals and plants; interactions of organism and environment at levels of individual, population, and community from functional point of view.
- PLSC-B | 373 | PLANT GROWTH AND DEVELOPMENT | The functional aspects of higher plants as multicellular organisms: photosynthesis, overall carbon metabolism, mineral nutrition, water balance, growth, differentiation, and development, including the physiological aspects of the interactions of whole plants with their environment.
- PLSC-B | 364 | SUMMER FLOWERING PLANTS | For those desiring a broad, practical knowledge of common wild and cultivated plants.
- PHYS-P | 310 | ENVIRONMENTAL PHYSICS | Relationships of physics to current environmental problems. Energy production, comparison of sources and byproducts; energy use, alternative sources, conservation methods; global warming, environmental effects.

Education (Bachelor of Science: Secondary Social Studies)

➤ **General Education Component:**

- **Diversified Social Studies Requirement**
 - GEOG-G | 201 | WORLD REGIONAL GEOGRAPHY | Geographical analysis of regions occupied by European cultures and of indigenous spatial developments in non-Western areas.
- **Geographical Perspectives**
 - GEOG-G | 107 | PHYSICAL SYSTEMS OF THE ENVIRONMENT | An examination of the physical environment as the home of human beings, with emphasis on the distribution and interaction of environmental variables and energy flow through the system.
 - GEOG-G | 213 | INTRODUCTION TO ECONOMIC GEOGRAPHY | Principles of economic geography, including theories concerning industrial location, competition for land, economic nature of resources, and geographic background of interregional trade.
 - GEOG-G | 308 | DISASTERS: NATURAL/HUMAN-INDUCED | Study and analysis of the causes, nature, and geographical occurrence of natural and human-induced disasters. Examines the workings and consequences of disasters and hazards facing humankind.

School of Nursing (Bachelor of Arts in Applied Health Science)

<https://bulletins.iu.edu/ius/2019-2021/schools/nursing/bs-applied-health-science.shtml>

Learning Outcomes

(7.) Explore the historical and contemporary social determinants of health that shape health status, health behavior, and health inequalities.

➤ **Applied Health Science Core Courses**

- **AHSC-H 360 | EPIDEMIOLOGY/BIOSTATISTICS AND POPULATION HEALTH |** In this course, students are provided an overview of the principles and practice of population health, epidemiology, and biostatistics. Students will be introduced to the basic terms and definitions of population health and the factors that lead to disease causation, as well as disease prevention. Students will explore and discuss the concepts of social justice, health disparities, and determinants of health, culture, health systems, lifespan, and health promotion as they apply to groups of people, rather than to individuals. Through an introduction to epidemiologic terminology, methods, critical thinking, and basic analysis, students will be able to describe how disease is distributed within populations and communities.

School of Social Sciences

<https://bulletins.iu.edu/ius/2019-2021/schools/social-sciences/bs-criminology-and-criminal-justice.shtml>

➤ **Criminology and Criminal Justice (Bachelor of Science)**

- **Student Learning Goals**

- (2.) Students will explain the inter-dependent operations of the major components of the criminal justice system (i.e., police, courts, correctional agencies) and the political, legal, ethical, and socioeconomic environments in which they operate, as well as the implications of these relationships for victims, offenders, justice professionals, and society.

- **Major Specific Requirements**

- **CJUS-P | 335 | RACE, GNER AND INEQUALITY IN THE CRIMINAL JUSTICE SYSTEM |** This course is designed to examine the influence of gendered and race relations impacts on crime and justice.

➤ **Bachelor of Science in History**

- **Student Learning Goals**

- (3.) Students learn knowledge about historical geography, historical actors, social movements and ideas, and events of significance in at least three geographic regions.