

**CSUN Sustainability Focused Courses 2015-2018**

<b>Course Name</b>	<b>Classification</b>	<b>Course Description</b>
AIS 222 Gender, Sexuality, and American Indian Communities (3)	focused	Recommended Preparatory: AIS 101, GWS 100. A survey course that examines the concepts of gender and sexuality as they are politically, economically, socially and culturally constructed in American Indian communities. Special attention is given to the role settler colonialism plays in shaping these constructions. Explores the degree to which Indigenous articulations of gender and sexuality make possible a world in which all genders and sexualities are valued fully. (Cross-listed with GWS 222.) (Available for General Education, Social Sciences.)
AIS 401: Contemporary American Indian Social Issues (3)	focused	Focuses on First Peoples contemporary social issues and the relationship of those concerns to the surrounding society. While concerned with the histories and cultures of First Peoples, the main focus is on contemporary scenarios. American Indian experiences will be compared and contrasted with those of the dominate society and other racial and ethnic groups. The student will be exposed to American Indian world views, the unique sovereign status of American Indian nations and social institutional explanations for cultural and political conflict with the dominant society. To facilitate these goals, during the semester each student will enter into a community partnership with an American Indian social group or formal organization in the larger Los Angeles area or on a reservation, reserve or pueblo.
ANTH 232 Expressive Culture (3)	focused	This course presents an introduction to the anthropological analysis of expressive culture. Each course offering will focus on a specific form of expressive culture, such as clothing, food, music, or visual art. Students explore the history of the cultural form; consider how it reflects and communicates societal structures and cultural meanings and values; and examine how the study of expressive culture can be used to probe broader environmental, social, political, economic, and ideological issues. (Available for General Education, Arts and Humanities.)
ANTH 346: Urban Anthropology (3) (P)	focused	Prerequisite: Completion of the Lower Division writing requirement.â€Cross-cultural urbanism, urbanization and migration, both with macro and micro focus. Regular written assignments required.
ANTH 432: Environmental Justice and Health (3) (P)	focused	Prerequisites: ANTH 150â€orâ€152, completion of Lower Division writing requirement.â€Students in this course will explore issues of global development and social justice, particularly looking at the issues of environmental degradation and human health in the context of global and local inequality. Students will explore such topics as agricultural and natural resource development, the effects of war and conflict, health and environmental pollution, and food security, all in a global-to-local ethnographic context. Some sections of this course may offer a community service opportunity with activities relating to concepts and theories presented. Check the schedule of classes for a CS designation. Available for graduate credit.

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<b>Course Name</b>	<b>Classification</b>	<b>Course Description</b>
ATE 501 Functional Biology, Biomaterials, and Design Innovation (3)	focused	This course is designed to provide an understanding of biological systems, biomaterials, anatomical and physiologic functions, injury and disease, and their relevance to assistive technology, while introducing students to how living systems can be used as inspiration of biomimicry in assistive technology.
ATE 607 Product Design and Development for Assisted Technology (3)	focused	This course presents the essential tools and fundamentals of product design and development as they are applied specifically to Assisted Technology and Rehabilitation Engineering. The scope of this course covers and integrates topics such as human factors, man-made interfaces, biomimicry, biomaterials, safety engineering design, medical/healthcare device design case studies, and FDA approval processes, regulations, and standards. The course blends the perspectives of marketing, design, and manufacturing into a single approach to product development. The integrative methods introduced in this course are intended to facilitate problem solving and decision making among people with different disciplinary perspectives.
BIOL 327: Ecology and People (3) (P) (GE: Lifelong Learning, Information Competence)	focused	Prerequisite: Completion of the Lower Division writing requirement. Our influence on the environment and the influence of the environment on us. Lecture 3 hours. (Available for General Education, Lifelong Learning.) (IC)

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<b>Course Name</b>	<b>Classification</b>	<b>Course Description</b>
BIOL 492A-Z: Field Studies in Biology (1-2)	focused	<p>The 400-level courses are available for graduate credit. Course fee.</p> <p>One unit each, 3 hours per week or equivalent:</p> <p>492B. Marine Biology (Corequisite: BIOL 421/L)</p> <p>492C. Microbial Ecology (Corequisite: BIOL 419/L)</p> <p>492G. Ecological Modeling (Corequisite: BIOL 424/L)</p> <p>492H. Principles of Ecology (Corequisite: BIOL 427/L)</p> <p>492J. Non-flowering Plants (Corequisite: BIOL 409/L)</p> <p>492K. Flowering Plant Systematics (Corequisite: BIOL 406/L)</p> <p>492M. Mammalogy (Corequisite: BIOL 415/L)</p> <p>492N. Plant Ecology (Corequisite: BIOL 407/L)</p> <p>492P. Deserts (Corequisite: BIOL 426/L)</p> <p>492W. Wildlife Ecology and Management (Corequisite: BIOL 428/L)</p> <p>Two units each, 6 hours per week or equivalent:</p> <p>492F. Field Ecology (Corequisite: BIOL 423)</p> <p>492R. Tropical Botany (Corequisite: BIOL 506/L)</p> <p>492S. Tropical Ecology and Conservation (Corequisite: BIOL 507/L)</p> <p>492T. Tropical Vertebrates (Corequisite: BIOL 508/L)</p>
BIOL 533/592C: Conservation Biology/Field Studies in Biology (3/1) (P)	focused	<p>Prerequisite: BIOL 322. Corequisite: BIOL 592C. Application of ecological and evolutionary principles to problems in environmental biology. Factors affecting biodiversity and causes of species extinction receive particular attention. Lecture 3 hours.</p>
CAS 356: Afro-Caribbean Central American Cultures and Identities (3)	focused	<p>Preparatory: Completion of Lower Division writing requirement; either CAS 100, 102 or permission of the instructor. This interdisciplinary course examines the history of colonization and racism, as well as the socio-economic, political and religious conditions that Afro-Caribbean peoples in Central America have endured since the time of their arrival as part of the slave trade until their most contemporary quests for self-determination. This course explores the diverse cultures of the Afro-Caribbean population, the transnational movements and initiatives linked to this population's struggle for liberation and the challenges that such struggles have represented to the Central American nation/states. Emphasis will be placed on Afro-Caribbean Central American peoples' cultures, identities, movements, rights, media, gender and migratory issues.</p>

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CCE 200 Introduction to Civic and Community Engagement (3)	focused	Prerequisite: Completion of lower division writing requirement. Introduces students to the rewards, opportunities and challenges of collaborating with community service partners, which can include charitable or nonprofit organizations and government offices or agencies. Students will learn how to identify opportunities for civic and community engagement, how to locate resources for such projects, and how to collaborate effectively with community partners. Requires at least 20 hours of community service. (Available for General Education, Lifelong Learning.)
CCE 490 Civic and Community Engagement Capstone (3)	focused	Prerequisites: CCE 200; Upper division standing. Through coursework and a collaborative project with a community partner, students complete requirements for the Civic and Community Engagement minor. The collaborative project can include community service, fieldwork or an internship with a government or nonprofit agency, with the approval of the CCE advisor. Requires up to 40 hours of community service during the semester.
CE 280/L: Computer Applications in Civil Engineering and Lab (1/1)	focused	Prerequisite: CE 240. Development of computer skills related to the field of civil engineering. Introduction of Windows, email and Internet usage. Introduction to Office suite, word processing, spreadsheets with VBA applications, presentation and publishing software. Development of programming skills. Application of CAD to the development of structural and architectural drawings, dimensioning, grading plans, contour lines and sections. Analysis and design of structural systems using structural engineering packages. Development of algorithms and computer codes for the solution of civil engineering problems. 1 hour of lecture, 3 hours of lab per week.
CHEM 541/L: Environmental Chemistry I/Lab (2/2) (P)	focused	Prerequisite: CHEM 422/L or instructor consent. Recommended Corequisite: CHEM 541. Application of chemical and instrumental methods for the identification and quantification of inorganic and organic contaminants present in water, soil and air samples using E.P.A.-approved methodologies and protocols. Two 3-hour lab periods per week.
CHS 245: History of the Americas (3)	focused	Comparative analysis of significant political and social events in the U.S. from colonial times to the present. Emphasis placed on the historical development of American institutions and ideals as they have been affected by regional dynamics within the U.S. and by international, socio-political and economic relationships, particularly with Latin America. (Meets Title 5 requirements in American History, Institutions and Ideals.)
CHS 260: Constitutional Issues and the Chicana/o (3)	focused	Study of important constitutional issues and cases that have affected the Chicano community. Examines how American political institutions, operating under the framework of the U.S. Constitution, have influenced the civil and political rights of Chicanos. (Meets Title 5 requirement in the Constitution of the U.S., and State and Local Government.)

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<b>Course Name</b>	<b>Classification</b>	<b>Course Description</b>
CJS 302 Crime, Criminal Justice and Society (3)	focused	This course provides an introduction to key perspectives, principles, institutions, actors, and issues in the field of criminology and criminal justice. This course takes a critical perspective on current issues and controversies surrounding the attempts to understand the causes of crime as well as the criminal justice response to it. The impact of crime and criminal justice policy on society is also a focus in this course. Special emphasis is given to the application of key material to current policies, controversies, and practical problems in crime and criminal justice.
CJS 310 Juvenile Justice (3)	focused	Prerequisite: SOC 250 or CJS 102 or CJS 302 or permission of instructor. This course provides an analysis of the historical and philosophical foundations of the juvenile justice process and system. Special attention is given to legal and administrative issues, reforms, and controversies. Additionally, the course will include the study of the emergence of youth subcultures over the course of the twentieth century and its relationship to issues of juvenile delinquency and juvenile justice. Special attention will be given to the impact of the social and cultural context of youth, including the family, neighborhood, media, drugs, gangs, guns, race, class and gender roles within the juvenile justice context.
CJS 402 Gangs (3)	focused	Prerequisite: SOC 250 or CJS 102 or CJS 302 or permission of instructor. This course provides a core foundation for the study of gangs and gang control in a historical and contemporary perspective. Gang definitions, types, social organization, and control are included in this class as well as an examination of the social, political, and economic conditions that favor the emergence of gangs and gang behavior. The focus of this class is on gangs in both a U.S. and a global context. Critical perspectives are used to analyze issues in the understanding and control of gangs, and application of these perspectives to the criminal justice field is emphasized.
CM 336/L: Fundamentals of Green Buildings (1/2) (P) (GE: Lifelong Learning, Information Competence)	focused	Prerequisite: Completion of the Lower Division writing requirement. The purpose of this course is to give the students an overview of design and construction delivery systems for high-performance green buildings. The U.S Green Building Council (USGBC) Leadership in Energy and Environmental Design (LEED) will be discussed in detail. Sustainability evaluation systems will be reviewed. This course will focus on LEED-NC (new construction) requirements. (Available for General Education, Lifelong Learning.) (IC) (WI)
CM 434: Site Planning and Logistics (3)	focused	Prerequisites: CM 208/L, 326/L. Investigation, market research, finance, cost estimating and land use with respect to development process. Including an analysis of land development; site investigation; grading; street piping systems and water supply systems, including allowable pressure in pipes, head loss calculations, minimum allowable slopes for sewage disposal; and landscaping. 2 hours lecture, 3 hours technical activity/lab per week.

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DEAF 410: Deaf Women in Today's American Society (3)	focused	Prerequisites: DEAF 281 and 360, or instructor consent. This course is a multidisciplinary analysis of Deaf women in the Deaf community and in American society, and includes the study of the historical, social, political, educational and economic factors that have influenced and impacted the role and status of Deaf women, including some important events of the women's movement. Areas of exploration are Deaf women's struggles and successes. The course also features contemporary Deaf women's issues within the context of the Deaf community.
ECE 492: Senior Design Project-Electrical I (2)	focused	Prerequisite: ECE 340, ECE 350, and two 400-level ECE courses. Recommended Corequisite: Enrollment in a 400-level electrical and computer engineering senior lab course with at least 2.5 design units. Students will design complex engineering projects, one as individuals and one as part of a team. Projects are subject to realistic constraints and require the integrated application and extension of science, engineering, economic and social concepts. Ethics, professional standards, written and oral communication skills and methods of technical problem-solving will be addressed. Requires completion of the individual project. May not be used for graduate credit.
ECE 511 Distributed Energy Generation (3)	focused	Prerequisite: ECE 350 or equivalent background in linear signals and systems. This is a graduate level course on alternative energy resources while they are used in electric power systems. This course covers the operation principles of different distributed energy technologies such as combustion turbines, fuel cells, wind turbines, micro turbines, hybrid systems, photovoltaic systems and energy storage systems. Basics of smart grid, microgrid, distributed generators modeling, control, interconnection methods, principles of power electronic interfacing circuits, and application of each power generator will be presented and discussed. Students are encouraged to do a project on one topic related to today's distributed energy needs and challenges.
ECON 101 Economics for Everyday Life (3)	focused	Prerequisite: Not open to Business and Economics majors or to students who have credit for ECON 160 or ECON 161. Introduction to economic principles. Explains the role of prices and profits/losses in guiding production to meet the demands of consumers in a market economy. Uses economic analysis to explain the determination of wages and employment, the consequences of international trade, the arguments for government intervention to deal with important issues such as pollution and congestion, and economic growth. The role of money in a market economy is also addressed. (Available for General Education, Social Sciences.)
ECON 350: Urban Economics (3)	focused	Prerequisite: ECON 160 or 300. Analysis of the formation and location of cities, the distribution of activities and the variation of land prices within urban areas. Economic analysis of urban housing and blight, poverty, pollution, congestion, law enforcement, optimal city size, urban finances and services.

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ECON 360: Environmental Economics (3) (P) (GE: Social Sciences)	focused	Prerequisite: ECON 160 or 300. Focuses on environmental issues and policies. Areas include air, water, noise and toxic waste pollution, quality of life concerns and open space and recreational area availability. Benefits and costs of current and alternative environmental policies are analyzed. Specific attention is given to the relation between energy resource development and usage and the environment. (Available for General Education, Social Sciences.)
ECON 370: Economic Development (3)	focused	Prerequisites: ECON 160 and 161, or 300. Class examines why standards of living differ across countries. Economic growth models are used to explain cross-country differences in economic performance. Emphasis is placed on the role of institutions, such as private property rights, in the economic development process. Impact of international trade, exchange rate systems and international debt on developing countries is carefully examined. Effects of government taxation, spending and monetary policies on economic growth and inflation are analyzed. Other issues covered are the impact of financial market development, population growth and agriculture on developing economies.
EED 477B: Literacy Instruction for Diverse Learners (3)	focused	Prerequisite: EED 477A; Admission to the Integrated Teacher Education Program. Corequisites: EED 578A, 579A. This is the second of two courses designed to prepare credential candidates to teach reading/language arts and ELD (English Language Development) in multicultural/multilingual settings at the elementary-school level. Specifically, this course emphasizes instructional approaches for literacy development with regard to: a) second language learners of English; and b) language arts/writing methods within the context of a balanced literacy program. Students will prepare language arts teaching units, develop on-going programs of assessment, design early intervention strategies and integrate the language arts in all areas of the curriculum. 20 hours of directed observation/participation in the public schools is required This course is to be taken after EED 477A and concurrently with the first semester of EED 578A -- Student Teaching.
ELPS 663HE: Policy and Law in Higher Education (3)	focused	The option and courses are restricted to candidates who have been admitted to the Master's in Educational Administration in the Higher Education program. This course explores key topics in higher education public policy and law at the federal and state levels in their historical and contemporary contexts. It emphasizes topics that are relevant to California, including governance, access, equity, higher education and state economic development, K-16 planning and articulation, and accountability.
ELPS 673HE: Leadership for Managing Reform in Higher Education (3)	focused	The option and courses are restricted to candidates who have been admitted to the Master's in Educational Administration in the Higher Education program. This course is designed to support the learning of planning and managing for reform and change within colleges and universities. The class includes focuses of change, models and strategies for managing change and reform, and emerging strategies to support and finance reform in higher education. The class emphasizes the development of proposals for funding to address solutions for change in higher educational settings.

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ELPS 684: Field Based Leadership (3)	focused	This course is designed to support and coach students who have initiated their careers in school leadership positions and hold the Preliminary Credential in Educational Administration. Units of study include the knowledge and skills necessary to be an effective leader in strategic, instructional, organizational, political and community domains. Students receive instruction and coaching in the awareness and development of skills and knowledge needed for planning a collaborative vision and culture for learning; for organizational management; for work with families and community agencies; to model a code of ethics; for professional development; and to work within the larger political, social, economic, legal and cultural context. An induction plan is developed in conjunction with an on-site mentor and University advisor.
ENGL 205: Business Communication in its Rhetorical Contexts (3)	focused	Prerequisites: AAS 113B/114B/115 or AFRS 113B/114B/115 or CHS 113B/114B/115 or ENGL 113B/114B/115 or QS 113B/114B/115 or equivalent. Preparatory: AFRS 151 or CHS 151 or COMS 151 or equivalent; COMP 100 or equivalent. Development of critical writing, thinking, research and technology skills in the context of business. Through substantial writing and other work, students will hone their written, oral and visual communication skills, and their ability to find, synthesize and make arguments based on primary and secondary sources. Emphasis on communication with a diverse audience and case studies about ethical issues common to the local and global business world. This course is required of students who have declared a major in Accountancy, Business Administration, Management, Marketing, Information Systems or Finance. Also may be taken as an elective by other students who wish to enhance their professional communication skills. Not available for students who have earned credit for BUS 105 or 205.
EOH 454: Environmental Health Law (3)	focused	Study of the major provisions of the laws that pertains to the environmental health field. Topics include Clean Air Act, Water Pollution Control Act, Noise Control Act, Occupational Safety and Health Act and Toxic Substances Control Act. (Offered Spring semester.)
EOH 468: Air Pollution and Health (3) (P)	focused	Prerequisites: BIOL 101 or 106/L; CHEM 101/L or 103/L. Preparatory: PHYS 100A/AL; 100B/BL. Investigation of the relationship between air pollutants and their effects on plants and animals. Emphasis on understanding the health effects in human populations. (Offered Spring semester.)
EOH 580 Environmental and Occupational Health Sustainability (3)	focused	Prerequisite EOH 501A. This course presents the environmental challenges that can be addressed by the implementation of sustainability practices and explores the potential- and currently-available solutions to tackle these challenges. Current sustainability programs in major areas such as energy, water, waste, chemicals and transportation are discussed.

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EPC 636: Systems and Policies in Infant-Toddler-Family Mental Health (3)	focused	Focus on the systems and policies that support optimal infant-toddler-family mental health. Students participate in researching the national, state and local legislation that influences the related child care, education and service delivery systems. This includes the exploration of private and public agencies in place to administer and/or deliver services for young children and their families. Mapping these systems of care and education, as well as constructing the professional's role in the system, culminates in an increased knowledge and understanding of the policies that support optimal infant-toddler-family mental health. Finally, understanding the role of these systems as seen from a family's perspective informs and supports the family's successful navigation to obtain appropriate care and education resources for their child.
EPC 673: Community Mental Health Counseling (3)	focused	Prerequisite: Admission to a CSUN Master's Degree Program in Counseling. Examines theories and skills required in contemporary community mental health settings, including recovery-oriented treatment for severe mental illness, disaster and trauma response, services for victims of abuse and the homeless, foster care, case management, client advocacy, in-home and in-school services, bilingual client services, collaborating with other professionals, medical family therapy, and local community service resources. Provides a practical overview of public and private systems of care, and opportunities to meet with the severely mentally ill and their families.
EPC 674: Family Development Across the Lifespan (3)	focused	Prerequisite: Admission to a CSUN Master's Degree Program in Counseling. This course enables students to use information about healthy functioning to help individuals, couples and families reach developmental milestones and effectively transition through stages of individual and family development. Topics covered include family life cycle issues, such as marriage, childbirth, child rearing, parenting, divorce, step-parenting, alternative family forms, aging, long-term care, and end of life and grief counseling. In addition, health, resiliency and wellness models and psychosocial developmental processes are covered, as well as the effects of diversity and socioeconomic issues on individual and family development. Emphasis on evidence-based practices.
EPC 683: Collaboration with Families in Educational Settings (3)	focused	Prerequisite: EPC 314 or 430 or equivalent course or instructor consent. Principles and practices of collaborating with families in educational settings from infant- and child-care programs through high school. Considerations of attachment, family systems theory, family forms, the role of culture and the ecological perspective, the impact of family on child development and student achievement, and current research.

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FCS 314/L: Building Codes, Systems and Detailing for Interior Design and Lab (2/1)	focused	Prerequisites: FCS 211, 213/L, 214/L. Corequisite: FCS 314L. Students are introduced to basic elements of construction and building systems, including power distribution systems, mechanical systems, energy management, ceiling systems, flooring systems and the impact of local building codes on the interior design process. Emphasis is placed on the interaction between interior design ideas and the construction methods. 2 hours lecture, one 3-hour lab per week.
FCS 414: Senior Comprehensive Interior Design Project (3-3) (P)	focused	Prerequisites: FCS 310, 311, 312/L, 314/L, 316, 411. Advanced study in interior design, with emphasis on application of theoretical concepts to specialized interior settings. Students are required to conceptualize and generate the interior design for a particular setting, including the graphic presentation of the design solution. 8 hours of studio per week.
FCS 423: Analysis of Family Economic Issues (3)	focused	Prerequisite: FCS 323. A study of family financial management as affected by the economic, political and social environments. Analysis of public policy as it relates to retirement, health care, housing and poverty.
FCS 424: Resource Management for the Elderly (3)	focused	Concentrates on allocation of resources during the late phases of the family life cycle. Attention is given to retirement planning and alternative lifestyles for the aging and elderly. Government, community and private resources are analyzed relative to benefits useful to this age group. Non-majors taking this course for the Certificate Program for Service to the Aging must demonstrate that they have had sufficient experience in gerontology to benefit from the course.
FCS 496A-Z: Sustainability in Family and Consumer Sciences (3) (P)	focused	Prerequisites: Senior status; Instructor consent. Experimental courses in areas of Family and Consumer Sciences.
FCS 601 Food and Nutrition Policies and Regulations (3)	focused	Prerequisite: Available for graduate students in Human Nutrition only or by instructor consent. Seminar on food and nutrition policy and programs domestically and globally. In-depth analyses of professional practice-, community- and population-based approaches to prevent or reduce problems of chronic disease as they relate to food and nutrition. The seminar will familiarize and engage students in the steps and dynamics of policy making processes that address nutrition problems, issues and the regulations that result. Students will compare and contrast food and nutrition policies and programs domestically and internationally and develop a community of learning through their explorations of this topic.

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FCS 605 Ethics and Social Justice in Human Nutrition (3)	focused	Advanced discussion of the history and practice of research and professional ethics, with a focus on human nutrition. Application of theories in shaping ethical reasoning and exploration of social justice within the context of nutrigenomics and public health nutrition, genetically modified organisms, biodiversity and hunger, climate change and nutrition security, and sustainability and food security. Collectively these changes contribute to global environmental change and subsequently influence behavioral, social and cultural practices, including nutritional health at the individual, community and population level.
FCS 690A-P: Seminar: Advances in Family and Consumer Sciences (3)	focused	Prerequisite: Graduate standing. Advanced study in Family and Consumer Sciences subject matter areas: (A) Nutrition; (B) Food Science; (C) Family Economics; (D) Family Management; (E) Textile Science; (F) Apparel and Human Behavior; (G) Environmental Design for Selected Populations; (H) Interior Design of Selected Settings; (I) Child Development (course may be repeated once); (J) Family Relations (course may be repeated once); (K) Consumer Economics; (L) Teacher Supervision; (M) Special Issues in Family and Consumer Sciences; (N) Innovative Teaching Techniques in Family and Consumer Sciences; (O) Family Financial Issues; and (P) Open.
GEOG 111/L: Understanding Climate Change (3/1) (co-listed as SCI and SUST) (GE: Natural Sciences)	focused	Corequisite: GEOG 111L. Severe global climate change will have disastrous consequences for Earth's population. This course will develop the basic science behind the predictions for Earth's climate, and explain why human activities, primarily the emission of greenhouse gases, is the main driver of global warming. Course topics include the causes of climate change, its impacts, projections for the future, possible mitigation, and economic barriers imposed by the global capitalist system. Laboratory exercises include climate prediction modeling, the use of proxy data, and examination of the impacts of climate change. 3 hours lecture and 3 hours lab/week. Students receive credit for only one course chosen from either GEOG, SUST, or SCI 111/L. (Available for General Education, Natural Sciences lecture and laboratory requirements.)
GEOG 170 Water Resources of California (3)	focused	This course examines the nature and challenges of California's water resources. Topics include the physical attributes of water (sources, quantity, and quality), the underlying climatic and hydrologic processes that determine the surface and subsurface distribution of water, and the physical, social, economic and management issues that occur as California's water resources face increasing pressure from agriculture, industry, and human populations and climate change. (Available for General Education, Social Sciences.)

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GEOG 316/L: Environmental Geography/Lab (3/1) (GE: Natural Sciences)	focused	Prerequisite: Completion of the Lower Division writing requirement. Recommended Preparatory or Corequisite: GEOG 316. Practical exercises on spatial patterns of demographics and natural resources, air pollution, land degradation, energy use and generation, and the potential for sustainability. Students using this course to satisfy a General Education requirement in the Natural Sciences may satisfy the corresponding lecture requirement by completing GEOG 316. 3 hours lab.
GEOG 351: Urban Geography (3) (GE: Social Sciences) (P)	focused	Prerequisites: Lower Division course in the social sciences; Completion of the Lower Division writing requirement. Geographical analysis of past and current patterns of world urbanization. Emphasis on city origins, growth, development and current problems. (Available for General Education, Social Sciences.)
GEOG 370 Water, Society, and the Environment (3)	focused	Prerequisite: Completion of the lower division writing requirement. This course critically examines the complex relationships between human societies and water. A broad understanding of the coupled natural and human systems and their dependence on water will be examined. Topics include the global distribution of water, hydrological cycle, water supply and demand, water policy and law, water and public health, and the economics of water. This course will conclude with an examination of the growing water/energy nexus and provide insight into the future of water on our planet. Relevant examples will be drawn from California, the United States and from around the world. (Available for General Education, Social Sciences.)
GEOG 408H/L GIS in Water Resource Management and Lab (2/1)	focused	Prerequisite: GEOG 306/L or permission of instructor; Instructor consent required for graduate students. The course introduces the principles of hydrology and the applications of Geographic Information Systems (GIS) in hydrologic modeling and water resource management. Selected GIS-based techniques will be applied in practical sessions. The main focus of the course will be on the use of digital data for better understanding and modeling water resources. The course also introduces hydrological terrain mapping and analysis using digital elevation models. Moreover, the course introduces watershed delineation technique as well as river and watershed networks creation. Available for graduate credit. 2 hours lecture, 2 hours lab.
GEOG 470 The Geography of Aquatic Ecosystems (3)	focused	Prerequisites: GEOG 101; Instructor consent required for graduate students. This course focuses on the geographic study of aquatic ecosystems, including lakes, streams, rivers, and wetlands, the biogeography of aquatic organisms, and on the methods and techniques used by geographers to study ecosystems including GIS and remote sensing. Available for graduate credit.

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GEOG 472 Water Transfers in the American West (3)	focused	Prerequisites: GEOG 370 or GEOG 365/L or permission of instructor; Instructor consent required for graduate students. This course examines the scientific foundations of water transfers across the American West, with special emphasis on California. The course examines the nature and implications of climate variability over the past 200 years and then, after California's accession to the United States in 1850, the changing demands for water from agriculture, industry, and population growth. The physical, social, economic and legal implications of water transfers from distant locations, such as the Owens Valley and Colorado River, to thirsty farmlands and growing cities, and the need for water conservation, are explored. Available for graduate credit.
GEOG 473 Water Quality in the Managed Environment (3)	focused	Prerequisite: GEOG 370 or GEOG 365/L or permission of instructor; Instructor consent required for graduate students. This course examines the nature of water-quality management including baseline properties of natural water, sources of surface and subsurface pollution, state and national policies on water quality, and the type and effectiveness of treatment processes in practice today. Specific topics include watershed ecosystems, water-quality indicators, natural and human-derived pollutants, drinking water vs brown water, stormwater, groundwater, and wastewater management, and comprehensive watershed management. Available for graduate credit.
GEOG 474 Water in Dryland Environments (3)	focused	Prerequisite: GEOG 414 or permission of instructor; Instructor consent required for graduate students. The purpose of the class is to provide an understanding of the hydrologic cycle and its relationship to climate in dryland environments. Details of the hydrologic cycle, emphasizing precipitation, evapotranspiration, and runoff will be covered. The nature and causes of rainfall variability in time and space will be considered. Soil and groundwater processes, runoff processes, and flooding and flood hazards are given particular attention. Students will learn principles of hydrology through readings, exercises, research and report writing, and field experience. Available for graduate credit.
GEOG 476 Principles of River Restoration (3)	focused	Prerequisite: GEOG 365/L or GEOG 465/L or permission of instructor; Instructor consent required for graduate students. Introduction to the principles of river restoration integrating the fundamentals of water science, technology, and practice in projects designed to improve and restore fluvial environments. The course focuses on the hydrologic, morphologic and ecologic principles needed for understanding and managing river systems affected by human and natural environmental change. Students will work in the field on projects that integrate direct measurement of watershed and channel features while building a foundation for future employment and research opportunities. Available for graduate credit.

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<b>Course Name</b>	<b>Classification</b>	<b>Course Description</b>
GEOG 483 Transportation Planning (3)	focused	Prerequisite: Upper division standing or instructor consent. The course primarily focuses on the interrelated systems of urban transportation and urban land use and their effects on the growth, development and future of human settlements. The course will provide fundamental core competencies for students seeking employment in transportation planning in the public or private sectors. Four broad areas are covered: transportation planning history; transportation and land use theory; transportation planning process and techniques; and urban transportation policy. (Cross-listed with URBS 480.)
GEO 314/L: Earth Systems and Lab (3/1)	focused	Prerequisite: Any 3-unit 100-level GEOL course. Corequisite: GEOL 314L. This course focuses on the four Earth systems (geosphere, hydrosphere, atmosphere, and biosphere) and interactions between these systems and humankind. Major course topics include water and energy resources, global climate change, sedimentary processes at the Earth's surface, and how the fossil record is used to understand Earth history and the geologic timescale. Special focus will be placed on feedbacks between each system and the role of humans in these interactions. The laboratory will reinforce and expand concepts introduced in the lecture. 3 hours lecture, 3 hours lab, field trips, fee required.
GEO 406LRS: Liberal Studies Science Experience Capstone (1)	focused	Prerequisites: BIOL 100, 101 or 102; PHSC 170; GEOL 106LRS or GEOG 106LRS. This laboratory course serves as a culminating science experience for Liberal Studies majors in the pre-credential and ITEP Options. An interdisciplinary blend of biology, physics, chemistry, and Earth and space sciences from Lower Division courses will be integrated into the course as various topics are explored through the broad lens of Earth science. Hands-on investigations will include topics linked to California K-6 State Science Standards, such as the nature of science, astronomy and the solar system, solar energy and meteorology, the water cycle, fossils and the evolution of life, rocks and minerals, natural resources, plate tectonics and Earth's structure, earthquakes and volcanic eruptions, and geomorphology. 3 hours lab.
GWS 222 Gender, Sexuality, and American Indian Communities (3)	focused	Recommended Preparatory: AIS 101, GWS 100. A survey course that examines the concepts of gender and sexuality as they are politically, economically, socially and culturally constructed in American Indian communities. Special attention is given to the role settler colonialism plays in shaping these constructions. Explores the degree to which Indigenous articulations of gender and sexuality make possible a world in which all genders and sexualities are valued fully. (Cross-listed with AIS 222.) (Available for General Education, Social Sciences.)
GWS 320 Women and Urban Life/Urban Space (3)	focused	Prerequisite: Completion of the lower division writing requirement. Examines the gendered use of space and how women have balanced and crossed public and private spheres. Examines women and urban issues from the micro-level (community-based organizations and grassroots mobilizations) to the macro-level (national and international states and corporate entities). (Available for General Education, Social Sciences.)

**CSUN Sustainability Focused Courses 2015-2018**

<b>Course Name</b>	<b>Classification</b>	<b>Course Description</b>
GWS 351 Gender, Race, Class and Sexuality (3)	focused	Prerequisite: Completion of the lower division writing requirement. Examines historical and contemporary issues surrounding the diversity of women living in the U.S. and other cultures. Gender, race, socioeconomic class and sexuality are presented as central theoretical concepts and as conditions of experience that affect all women and men, as well as being primary categories of social relations for us all cross-culturally. Students who have taken GWS 350 will not receive credit for this course. (Available for General Education, Comparative Cultural Studies.)
GWS 380: Sexual and Reproductive Health (3)	focused	The course employs a gender-based analysis of the global problem of sexual health and examines the cultural, social and economic variables associated with sexual and reproductive health disparities in the U.S. and abroad. The course provides a feminist approach to understanding issues pertaining to the nature of women's and men's social roles; women's symbolic meaning in society; and inequality of power in sexual relationships. In addition, the course has a community service component, which involves a project on public health activism in the local community (20 percent of the course grade).
GWS 420: Women and Gender in Islamic Societies (3)	focused	This interdisciplinary and cross-cultural course explores how religious authorities, and scriptural and legal sources have contributed to the status and legal rights of women and to the construction of theories, laws and practices concerning gender roles and sexuality in the Islamic tradition. Students study how these constructed gender roles, sexual norms and attitudes have reflected, resisted or changed in response to modern cultural, social, economic and political changes. The course examines how Muslim women themselves have sought to articulate and define their roles and identities. What has been the impact of modernity, modernization, colonialism, nationalism, democratization and globalization, especially the global feminist movements, on the status of Muslim women and gender relations? What is the impact of the recent waves of Islamist movements ("fundamentalism"), the identity politics, and politics of the veil on women and the gender arrangement in Muslim societies?
GWS 430: Global Sexualities (3)	focused	Neoliberal globalization is as fundamental to understanding contemporary discourses of sexuality as sexuality is key to understanding global issues. The course will foreground a wide range of theoretical perspectives of feminist, queer and globalization theories that help students understand how the emergence of sexuality as an intellectual and social arena is concurrent with specific characteristics of the globalization process and how the new theories of sexuality advance and challenge the feminist agenda for global social and gender justice.
GWS 440 Latin American Feminisms (3)	focused	Recommended Preparatory Courses: GWS 100 or GWS 110. Students study the situation of women and the different types of feminisms that have emerged in Latin America in contemporary times. The course examines how feminism and the status of women in Latin America have been impacted by factors such as colonialism, imperialism, modernization, democratization, Latin American social revolutions (e.g., in Cuba and Nicaragua), and 21st century socialism. Available for graduate credit.

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<b>Course Name</b>	<b>Classification</b>	<b>Course Description</b>
HHD 502: Aging Policies and Programs (3)	focused	Prerequisite: Baccalaureate Degree in health or human services or equivalent. This course is designed to provide students with knowledge of the policy process, the politics of aging and an opportunity to explore selected aging policy issues in-depth. The content focus is on a few areas that provide fertile ground for policy development and/or analysis and offer insight into the historical, social, economic and demographic issues that have influenced the development of federal and state legislation and programs for older persons. Projects and papers will provide students with opportunities to examine issues surrounding the design and implementation of particular policies, track current changes in legislation, or undertake critiques of policies already in place.
HIST 270: The United States to 1865 (3)	focused	Survey of the political and social development of the U.S. through the Civil War. (Meets Title 5 requirement in American History, Institutions and Ideals.)
HIST 271: The United States Since 1865 (3)	focused	Survey of the political and social development of the U.S. since the Civil War. (Meets Title 5 requirement in American History, Institutions, and Ideals.)
HIST 370: Problems in American History to 1865 (3)	focused	Prerequisite: Completion of the Lower Division writing requirement. Exploration of the political, cultural and social themes of U.S. history prior to the Civil War, with emphasis given to examining conflicting ideas about such issues as the dynamics of colonial settlement, the origins of the Revolution, the ratification of the U.S. Constitution, the development of liberal capitalism, the nature of the American democratic political system, the impact of slavery and the causes of the Civil War. (Meets Title 5 requirement in American History, Institutions and Ideals.) (IC)
HIST 425: History of the Early Modern Middle East (3)	focused	Recommended Preparatory: HIST 185. This course will trace the history of the Early Modern Middle East from the Mongol destruction of Baghdad in 1258 to the Napoleonic invasion of Egypt in 1798. It will focus on political events, but there also will be substantial discussions of cultural, economic and social history. The aftermath of the Mongol invasions and the rise and development of the Gunpowder Empires, including the Mamluks, Ottomans, il-Khans and Safavids, will be emphasized. Special attention will be paid to the interaction of these empires and the cultures that developed under their control with each other and with non-Middle Eastern states and cultures. Available for graduate credit.
ITAL 290: Intermediate Reading and Conversation (3)	focused	Prerequisite: ITAL 202 or equivalent. This course offers the opportunity to increase functional language competence. Reading comprehension and communicative skills will be fostered with the use of active vocabulary, media presentations and performances. Guided conversations, reading, and pronunciation will emphasize the development of accurate idiomatic expressions. Use of Internet resources and multimedia materials will be an integral part of this course. Course will target computer literacy and technology competencies.

**CSUN Sustainability Focused Courses 2015-2018**

<b>Course Name</b>	<b>Classification</b>	<b>Course Description</b>
JS 151: Natural Environment and Judaism (1) section linked to RTM 151F	focused	Corequisite: RTM 151F. An examination of teachings on the natural environment found in Jewish literature and oral teachings, with an emphasis on values and practices related to respect for natural life and environmental conservation. Arranged wilderness field trips are required.
JS 318: Jewish Ethics and Society (3) (P) (GE: Social Sciences)	focused	Prerequisite: Completion of the Lower Division writing requirement. Applies Jewish teachings to contemporary social problems. Case studies may involve wealth and work, sexuality, food, war, the environment, and other topics. Students apply appropriate social scientific methods to collect data, analyze, evaluate, explain, and/or solve problems in social relations and human behavior. (Available for General Education, Social Sciences.)
KIN 479: Perception and Movement (3)	focused	Prerequisite: KIN 377 or permission of instructor. Integrated approach into the nature of human movement across the life span with special emphasis on examining the relation between perception and movement as a function of the environment in which one lives.
MATH 483: Mathematical Modeling (3)	focused	Prerequisites: MATH 340; 351. Applications of mathematical techniques to solve selected problems in ecology, biology, economics, finance, social sciences, life sciences, physical sciences and engineering. Models discussed include deterministic, stochastic, optimization, static and dynamic ones. Emphasis is placed on the initial phase of building mathematical models and the final phase of interpreting the solutions in terms of real-life applications.
ME 482: Alternative Energy Engineering I (3) (P)	focused	Prerequisites: ME 375, ME 390, MSE 304. Alternative energy basics, energy economics, fuel cell fundamentals, fuel cell operating principles and performance, fuel cell types, construction features, balance of fuel cell power plant, hydrogen infrastructure.
ME 483: Alternative Energy Engineering II (3) (P)	focused	Prerequisites: ME 375, ME 390, MSE 304. Overview of alternative energy resources. Solar radiation characteristics. Solar energy collection and conversion devices. Design and analysis of passive and active solar energy systems. Solar electric power production and inverter technology. Wind energy conversion. Geothermal energy systems.
ME 485: Introduction to Environmental Engineering (3) (P)	focused	Prerequisite: ME 370. Application of concepts of mass and energy balances to environmental problems as a basis for analyzing and understanding the multimedia aspect of environmental engineering. Introduction of principles of air-pollution control and global-climate change, water and wastewater treatment, groundwater contamination, hazardous waste, risk assessment and resource recovery. Qualitative and quantitative analysis of sources of pollutants, and treatment and reduction processes. Description of pertinent environmental legislations. A semester-long team design project is assigned.

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<b>Course Name</b>	<b>Classification</b>	<b>Course Description</b>
MPA 610: Seminar in Public Administration and its Environment (3)	focused	Introduces graduate students to the major areas within public administration and encourages them to relate this knowledge to their own experience and career. Considers the political, social and economic environment of public administration.
MPA 622A: Policy Implementation and Program Evaluation (3)	focused	Public administration is fundamentally a discipline interested in identifying public problems and implementing successful solutions. This course focuses exclusively on strategies for successful implementation of policy solutions in a competitive policy environment and on mechanisms for evaluating program success.
MPA 643: Human Resources Management (3)	focused	Focuses on the development of public service concepts, including personnel methods, testing and recruitment; interaction with other management functions and with the executive and legislative processes; human resources allocation; employee motivation and evaluation; manpower planning and forecasting; employee relations; affirmative action programs; and career planning and development.
MSE 304: Engineering Economic Analysis (3)	focused	Prerequisites: MATH 150B; Completion of the Lower Division writing requirement. Systematic evaluation of the economic benefits and costs of projects involving engineering design and analysis. Economic decision making in an environment of limited resources and uncertainty. Present economy, the economy of multi-year projects, selection among competing independent alternatives, sensitivity of outcomes to input parameters, before and after tax analyses, replacement economy, inflation and breakeven analysis in production environments are discussed. (Design units: 0.5) (Available to Civil Engineering majors for General Education, Social Sciences.)
NURS 428/L: Community and Population Health Nursing and Lab (3/2)	focused	Prerequisites: All 300-level Nursing courses; HSCI 488; NURS 426. Corequisite: NURS 428L. Development of community health nursing role in disease prevention and health promotion among diverse populations in community and public health settings. Focus on population-based nursing practice, including health promotion, risk reduction, and disease prevention across the lifespan of diverse individuals, families, and communities. Emphasis on communication and collaboration within a complex system of community health services delivery. Passing grades must be earned in lecture course and lab concurrently for credit in the major for both courses.
PHIL 446: Advanced Social and Political Philosophy (3)	focused	Prerequisites: 6 units of Philosophy, including PHIL 360 or 365. An advanced analysis and evaluation of selected topics in social and political philosophy, such as the nature of justice, equality, liberty, political rights and the law.

**CSUN Sustainability Focused Courses 2015-2018**

<b>Course Name</b>	<b>Classification</b>	<b>Course Description</b>
POLS 155: American Political Institutions (3)	focused	Examination of the development and dynamics of American political institutions and political processes including a special emphasis on the role of minority groups. (Satisfies the Title 5 United States Constitution requirement and the California State and Local Government requirement.)
POLS 461: Environmental Policy (3)	focused	Study and evaluation of the political process governing the making of environmental policy. Specific issues covered include energy policy, land use, air and water pollution, and hazardous and toxic waste disposal.
POLS 481: Globalization, Gender and Democratization (3)	focused	Prerequisite: Upper Division standing. Concerned with 3 major phenomena of the modern world%—globalization, democratization and feminization, as well as their interrelationships and their impacts on gender regimes (or gender relationships) in various parts of the world. Incorporates gender analysis into a critical study of the processes of globalization and democratization. Identifies a number of gender regimes in the world and explores the economic, political and interpersonal practices (including globalization) that contribute to their stability or ability to change in various institutions.â€
RS 255: American Political Institutions and Religion (3)	focused	Examination of the development of U.S. and California political ideals, institutions and processes. The course focuses on the religious elements within political ideals, religious freedom, the relation between religion and state, and the role of religion in the public forum, including both politics and public education. (Meets GE Title 5 U.S. Constitution and State and Local Governments.)
RS 370: Religion and Ecology (3) (GE: Arts and Humanities)	focused	This course examines how religious beliefs and practices contribute to humans' protection, utilization and/or damage of the natural world. Students explore the resources for environmental sustainability within at least 2 world religious and in new "green" theologies, nature mysticism and radical environmentalism.
RTM 151F: Survival (2) section linked to JS 151 (1)	focused	Studies in the skills essential for wilderness survival in a variety of physical environments. Includes topics of shelters, water, navigation and edible plants and animals. Emphasis on techniques with primitive technologies, environmental conservation and safety. Arranged field trips are required.
RTM 251: Recreation and the Natural Environment (3) (GE: Lifelong Learning, Information Competence)	focused	Study of recreational use of outdoor/natural areas and the trends creating changing patterns of use. Overview of human, animal and vehicular impacts on the outdoor recreation resources. (Available for General Education, Applied Arts and Sciences.) (IC)

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<b>Course Name</b>	<b>Classification</b>	<b>Course Description</b>
RTM 351: Outdoor and Environmental Education (3)	focused	Study of outdoor educational philosophy and methods as they apply to the outdoor educator. Includes the history, development and basic principles of outdoor/ environmental education, but emphasizes strategies for teaching, interpreting and program planning in outdoor environments.
RTM 353/L Literature of the Wilderness Experience and Lab (2/1)	focused	Prerequisite: Lower division writing requirement. Corequisite: RTM 353L. Review of the writings of various wilderness adventurers both past and present (such as Boone, Powell, Muir, Leopold and Abbey). Emphasis on assessing their experiences in the wilderness, their goals and their methods. Regular written assignments are required. Lab: Allows students to personally experience some of the values of wilderness environments discussed in RTM 353. In addition, students develop personal goals (such as those sought by previous wilderness adventurers) to be achieved on arranged field trips to wilderness areas. (Available for General Education, Lifelong Learning.)
SCI 111/L: Understanding Climate Change (3/1) (co-listed as GEOG and SUST) (GE: Natural Sciences)	focused	Studies in the skills essential for wilderness survival in a variety of physical environments. Includes topics of shelters, water, navigation and edible plants and animals. Emphasis on techniques with primitive technologies, environmental conservation and safety. Arranged field trips are required.
SED 525BL: Bilingual and Bicultural Teaching in Multiethnic Secondary Schools (3)	focused	Required course for all Bilingual Authorization Program candidates. Prerequisites: SED 521 (pre Fall 2011) or SED 523 (Fall 2011 and later). Preparatory: SED 525xx. This course will examine the history, policies, programs and research on the effectiveness of bilingual education and bilingualism in the U.S., as well as the philosophical, theoretical, legal and legislative foundations of bilingual education and their effects on program design and the educational achievement of bilingual children and adolescents. Also addressed are the transferability between the primary and English language; authentic parental participation; the interrelatedness among the four domains of language (listening, speaking, reading and writing); and the application of different bilingual education models, instructional strategies, materials and skills to instructional settings. The course also will examine planning, developing, implementing and assessing standards-aligned content instruction in the primary and the English language with a variety of instructional and assessment strategies, as well as the use of a variety of criteria to select instructional materials to assess their appropriateness and suitability for the local context and to augment resources when necessary. (Cross-listed with EED 525.)

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<b>Course Name</b>	<b>Classification</b>	<b>Course Description</b>
SED 619: Application and Utility Software in the Secondary School Curriculum: Website Design (3)	focused	Prerequisite: SED 514 or instructor consent. Design and development of instructional materials using multimedia, publishing, presentation and data-analysis software. Development of websites to distribute these and other instructional resources. Analysis of research related to distance education, and the design, use and effectiveness of Internet-based instructional resources for classroom use.
SOC 356: Social Welfare Institutions (3)	focused	Prerequisite: SOC 150. Exploration of social welfare institutions as one of the basic institutions in contemporary society. Examines varied political and social ideologies that contribute to the development of social welfare institutions, programs, and policies.
SOC 426: Social Legislation and Social Policy (4)	focused	Prerequisite: Completion of the Lower Division writing requirement. Study of the historical, social, and political aspects related to the development of social policies. Learn how to apply a practitioner policy analysis perspective to pertinent social welfare policies, including TANF, managed mental health care, Social Security, substance abuse policies, and child welfare policies. Regular written assignments required.
SOC 474: Corrections (3)	focused	Preparatory: SOC 250. Offers sociological criminological examination of the field of corrections, both substantively and critically. Includes patterns and trends in incarceration rates; police and judicial processes resulting in incarceration; climate and culture of correctional facilities; and gender and diversity in corrections and community-based corrections, including probation, parole, halfway houses and community-based treatment programs. Critical examination of current issues in corrections also is covered.
SOM 464: Manufacturing Resource Planning (3)	focused	Prerequisites: SOM 306 or MSE 304; Upper Division Writing Proficiency Exam (UDWPE) score of 8 or higher. BUS 302/ are prerequisites for Business majors. Planning and control systems for the management of production and operations. Topics include demand management and forecasting, Enterprise Resource Planning (ERP), supply chain management, inventory management, master production scheduling, Material Requirements Planning (MRP), capacity planning, just-in-time (JIT) production, activity sequencing and other current topics. Includes a term project as well as an in-depth case study using integrated manufacturing planning and control software such as Manufacturing Resource Planning (MRP II) or Enterprise Resource Planning.

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<b>Course Name</b>	<b>Classification</b>	<b>Course Description</b>
SPED 505MS: Curriculum and Instruction for Diverse Learners with Moderate to Severe Disabilities (3)	focused	Prerequisites for the MS Program: SPED 400, 504MS. Prerequisite or Corequisite for the MS Program: SPED 402. This course examines models of assessment, curriculum and instruction appropriate for learners having moderate to severe disabilities. Students use research and contemporary best practices to evaluate, modify and/or design methodology and materials for assessment, curriculum development and instruction in the area of moderate to severe disabilities. Emphasis is given to assessment methodology selection of educational priorities and principles of developing and evaluating individualized, integrated interventions for a wide array of diverse learners. Field work included to complete applied assignments. May be repeated twice for credit.
SUST 300: Interdisciplinary Perspectives in Sustainability (3) (GE: Social Sciences)	focused	This course uses an interdisciplinary approach to help students understand concepts of sustainability from multiple perspectives. Students will build skills to apply theories to real-world problems of sustainability, and develop the ability to apply sustainability principles and critical thinking skills to their personal and professional decision-making processes. (Available for General Education, Social Sciences.)
SUST 310: Best Practices in Sustainability (3) (GE: Lifelong Learning)	focused	In this course, students will learn current and best practices for planetary sustainability on an individual, institutional, regional and global level. Topics focus on reducing carbon emissions and pollution, and supporting a healthy and sustainable planet. These will include clean-energy technology, water conservation, agricultural-based strategies for sustainable farming, management and preservation of natural resources, natural building techniques and clean transportation systems. (Available for General Education, Lifelong Learning)
SUST 401: Applied Sustainability (3)	focused	Prerequisite: SUST 310 or permission of instructor. Preparatory: SUST 300. This course offers a practical application of sustainability knowledge and practices to address a community problem. Environmental, equity and economic impacts must be considered in performing situation analyses and developing recommendations. Course provides the opportunity to apply sustainability knowledge in a consulting capacity and evaluate alternative solutions taking sustainability considerations into account. Affords students a community service learning experience. Course available for graduate credit.

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<b>Course Name</b>	<b>Classification</b>	<b>Course Description</b>
SWRK 501: Human Behavior and Social Environment I (3)	focused	Prerequisite: Graduate admission; Acceptance to the MSW Program. This is the first of two human behavior and social environment courses that provide understanding of human behavior and social environmental relationships from an ecological perspective. This course focuses on child development from pre-birth to maturity. Child development is a complex interplay between the emerging child and his/her primary caregiver; the caregiver's intimate relationships; the extended family; and the family's relationships to larger social systems. This class examines the transactions between family members and their transactions in three primary arenas--the intimate relationships within the family, daycare/school and the neighborhood. Students will understand the impact of risks and protective factors in human development as identified in groundbreaking longitudinal studies. Additionally, the family's systems of interdependence with political, social, cultural, economic and natural environments are explored.
SWRK 502: Human Behavior and Social Environment II (3)	focused	Prerequisites: SWRK 501; Graduate admission; Acceptance to the MSW Program. This is the second of 2 human behavior and social environment courses that provide understanding of human behavior and social environmental relationships from an ecological perspective. It will focus on the developmental dynamics of larger social systems, specifically groups, organizations and communities and their influence on individuals and families. The systems' interdependence with political, social, cultural, economic and natural environments is explored. Content emphasizes multiculturalism, diversity and social justice in relation to social systems. This course will examine adult development in the context of social relationships and societal systems (both as shaped by and as shapers of) across early, middle and late adulthood. The class will focus on individuals and families living in an urban setting from a strengths-based perspective. Special attention will be given to diverse and vulnerable individuals and families living in urban settings--LGBTQIA, emancipating foster youths, community-released prisoners, immigrant families and returning veterans.
SWRK 525: Social Welfare Policy and Services (3)	focused	Prerequisites: Graduate standing; Acceptance to the MSW Program. This course examines economic, historical, political, intellectual, socio-cultural, leadership, values, ideologies and other such factors shaping social welfare, economic policy, programs and services. It addresses various frameworks for studying social welfare policy, programs and services, and examines the roles of policy-makers, the processes of social change and the roles of social workers as facilitators of positive social change. Emphasis is placed on effects of social and economic policy decisions on impoverished and oppressed people.

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<b>Course Name</b>	<b>Classification</b>	<b>Course Description</b>
SWRK 621: Advanced Social Work Practice in Urban Communities (3)	focused	Prerequisite: SWRK 521. Recommended preparatory: First Year (Generalist) Courses. This course is designed around social justice and critical multicultural theoretical frameworks to help students understand and apply mezzo-macro social work interventions in urban settings with families/groups, communities, organizations and institutions. Building upon the material in SWRK 521, the course will provide an opportunity to explore and apply selected advanced social work mezzo-macro practice skills such as planning, organizing, program development and implementation, organizational assessment, and evaluation. In addition, students will learn about leadership integration and human service organizations that often serve as an immediate context for community practice.â€
SWRK 630: Family Crisis, Trauma and Grief (3)	focused	Prerequisite: Second year standing. This course examines the complex issues of family crisis, trauma and grief for social workers working with urban families and individuals who have experienced these conditions. Several theoretical approaches are examined, with an emphasis on crisis intervention in traumatic and stressful situations, as well as issues of death and dying and the grief and loss associated with them. In the modern urban environments, many people experience traumatic events in their daily lives. The purpose of the course is to acquaint social work students with the nature and impact as well as some of the concepts, theories and principles for dealing with client systems of all sizes when they face crisis, trauma and grief. The significance of crisis, trauma and grief for fields of such practice as mental health, hospital social work, child welfare, gerontology and other social services, and in community violence and terrorism are explored.
SWRK 645: Urban Social Policy and Advocacy (3)	focused	Prerequisite: Second Year standing. This course is designed to help students gain knowledge and skills of policy practice (including both analysis and advocacy) to effectively participate in the development and advancement of policies that support and effect change at multiple levels of diverse client systems in urban environments. This course helps build skills in both formal and informal policy analysis, identifying underlying values and communicating and organizing to effect policy formation and change.
URBS 150: The Urban Scene (3) (GE: Social Sciences)	focused	Lecture-discussion course that includes a historic view of human settlements and cities. It emphasizes cities in the U.S. It explores urban society, including population, housing, economics, infrastructure, transportation, environment, government, land use, law, planning, growth and sustainability. (Available for General Education, Social Sciences.)

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<b>Course Name</b>	<b>Classification</b>	<b>Course Description</b>
URBS 206: Introduction to Graphic Communication Tools Used by Urban Studies and Planning Professionals (3)	focused	This course will focus on graphic communication tools commonly used by planning professionals. The development of maps, charts, drawings and 3D visualizations enhance the ability of professionals to interact with clients and the public. The use of Geographic Information Systems (GIS) to perform spatial analysis and present spatial data will be emphasized. The course will also provide a fundamental knowledge of computer aided design (CAD) for creating maps and drawings and of 3D visualization tools to enhance public understanding of proposals.
URBS 250: Planning the Multiethnic City (3)	focused	Comprehensive analysis of the social, cultural and land use structure of cities in the U.S. during the 20th century. Major focus on the significant demographic changes that have influenced urban and public policy since 1975. Explores issues related to multiethnic constituencies in American cities.
URBS 300: The Planning Idea (3) (P)	focused	Prerequisite: URBS 150. Detailed examination of the foundational ideas and issues of the urban planning profession drawn from planning history, alternative models of planning and planning ethics. Planning principles are examined in the context of case studies drawn from the Los Angeles region, the U.S. and world cities.
URBS 310: Growth and Development of Cities (3) (GE: Social Sciences)	focused	Examination of the forces contributing to the form, structure and sustainable development of cities. Emphasis on urban areas of the U.S. (Available for General Education, Social Sciences.)
URBS 400: Planning for the Natural and Built Environment (3) (P)	focused	Prerequisites: ECON 160 or 161 or 300; Completion of the Lower Division writing requirement. Relationships between people and technology in the city, and the application of resources to supply such urban needs as transportation, waste disposal, water and communication. Technological change and forecasting.
URBS 408: Policy Making for Urban Planners (3)	focused	The course will comprehensively address the complex arena of public policy in relation to city planning, land-use issues and urban policy. This will incorporate how a society based on pluralist democracy balances the demands of a range of interest groups, including planners, city bureaucracies, politicians, community groups, private-sector economic interests, the non-profit sector, state and federal agencies and the general public. The focus will be on issues related to the built environment and the controversial nature of constant transformation of land uses in cities. In addition, the course will address the interrelationship between local government implementation strategies and federal urban program laws and regulations. The course is designed to provide students with a comprehensive understanding of the linkages between urban social policy, distributional equity in local and federal programs, and environmental considerations within the arena of governmental decision making systems.

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<b>Course Name</b>	<b>Classification</b>	<b>Course Description</b>
URBS 415: The California Environmental Quality Act for Urban Planners (3)	focused	This course deals with California's statutory requirements for environmental planning and policy. The focus of the course will be on the California Environmental Quality Act (CEQA) process that addresses issuance of Negative Declarations, preparation of draft and final environmental impact reports (EIRs), litigation, decision making and the requirements of professional consulting. A special emphasis will be placed on understanding the environmental implications of typical projects that occur in an urban setting.
URBS 425: Social Policy, Environmental Justice and the City (3)	focused	Addresses the linkages between urban social policy, distributional equity in local and federal programs, and environmental movements initiated as a response to regressive land use and/or planning strategies. Specific areas of social policy that are analyzed in this course are housing policies and programs, economic development and revitalization, transportation, urban recreation and cultural projects, and local governmental implementation strategies.
URBS 435: Planning for Community Development (3)	focused	Prerequisite: URBS 310. Examination of the theories of local economic development and how each theory informs real-world policy and practice. Implementation and implications of alternative strategies are illustrated by specific case studies.
URBS 460: Legal Foundations of Planning (3)	focused	Prerequisites: Upper Division standing; Completion of the Lower Division writing requirement. This course is a general introduction to land use planning law in the U.S. It looks primarily at the state, regional and municipal levels, with an emphasis on practices and procedures to manage land use and growth in California. The course covers 4 broad areas: Introduction to Law and the U.S. Legal System, State and Local Planning Law; Managing Urban Land Use: Conflicts and Quality of Life; and Managing Growth.
URBS 480: Urban Transportation Planning (3)	focused	Prerequisites: URBS 150 or 250; or instructor consent. This course is a general introduction to the interrelated systems of urban transportation and urban land use and their effects on the growth, development and future of human settlements. The course will provide entry-level competence for students seeking employment in transportation planning in the public or private sectors. 4 broad areas are covered: transportation planning history; transportation and land use theory; transportation planning process and techniques; and urban transportation policy.
URBS 494A-C: Internship (1-3)	focused	Prerequisite: Senior standing. Upon prior approval by the Internship Coordinator, students may earn up to 6 units for professional experience in a planning department, social service agency or other public or private organization dealing with urban problems. (Credit/No Credit only)
URBS 610: Contemporary Urban Planning in the United States and California (3)	focused	Provides an overview of urban planning as practiced in the U.S. The course assumes some familiarity with urban planning and builds on common issues and problems in the field utilizing a topical approach. Such critical issues as transportation, housing, social and environmental justice, citizen participation, urban design, urban sprawl, sustainable development and New Urbanism will be examined in detail.

**CSUN Sustainability Focused Courses 2015-2018**

<b>Course Name</b>	<b>Classification</b>	<b>Course Description</b>
URBS 630: Sustainable Development and Environmental Impact Analysis (3)	focused	This course deals with approaches to planning for sustainable development and the requirements for environmental planning and policy associated with the California Environmental Quality Act (CEQA). This act and regulatory guidelines can serve as a model for impact analysis in any global setting. A special emphasis will be placed on understanding the implications of sustainable development for typical projects that occur in urban settings and the techniques used to assess impacts. Supporting field trips and discussions with planners and project managers are planned.
URBS 640: Seminar in Planning for Communities and Local Economic Development (3)	focused	This course focuses on the study of human behavior as it is affected by basic human needs and urban conditions. Special attention will be given to: 1) the manner in which local neighborhoods and communities are integrated into the planning process and how needs are articulated; and 2) the manner in which local economic development can be affected by the planning process and by the integration of community participation. Supporting field trips and discussions with planners and project managers are planned.