

STARS Academic Course Inventory Template



Summary

Total number of undergraduate courses offered by the institution	9020
Number of undergraduate courses offered that are sustainability-focused	692
Number of undergraduate courses offered that are sustainability-inclusive	1140
Total number of graduate courses offered by the institution	3311
Number of graduate courses offered that are sustainability-focused	109
Number of graduate courses offered that are sustainability-inclusive	158
Percentage of courses offered that are sustainability-focused or sustainability-inclusive	17.02
Total number of academic departments that offer courses	100
Number of academic departments with sustainability course offerings	83
Percentage of academic departments that have sustainability course offerings	83.00

Required Documentation

Institution must provide an inventory conducted during the previous three years to identify its sustainability course offerings and describe for current and prospective students how each course addresses sustainability. For each course, the inventory must include:

- The title, department (or equivalent), and level of the course (e.g., undergraduate or graduate).
- A brief course description or rationale explaining why the course is included that references sustainability, the interdependence of ecological and social/economic systems, or a sustainability challenge.
- An indication of whether the course qualifies as sustainability-focused or sustainability-inclusive (or equivalent terminology).

A course may be sustainability-focused or sustainability-inclusive; no course should be identified as both. Courses for which partial or incomplete information is provided may not be counted toward earning points for this credit. This credit does not include continuing education and extension courses, which are covered by the Continuing Education credit in Public Engagement.

An institution that has developed a more refined approach to course classification may use that approach as long as it is consistent with the definitions and guidance provided.

Key
<p>Focused Course: To count as a sustainability course, the course title or description must indicate a primary and explicit focus on sustainability. The course title or description does not have to use the term “sustainability” to count as sustainability-focused if the primary and explicit focus of the course is on the interdependence of ecological and social/economic systems or a major sustainability challenge such as climate change.</p>

Inclusive Course: If the course title and description do not unequivocally indicate such a focus, but it is evident from the course description or syllabus that the course incorporates sustainability challenges, issues, and concepts in a prominent way, the course may qualify as course that includes sustainability (a.k.a. sustainability-inclusive).

Dually Listed: The same course cross listed across departments.

Spring 2023 Undergraduate Focused & Inclusive Sustainability Courses																							
Course Title	Department(s)	Course	Level	Course Description	Type	Goal 1. End	Goal 2. End	Goal 3. Enm	Goal 4. Enm	Goal 5. Ach	Goal 6. Enm	Goal 7. Enm	Goal 8. Prom	Goal 9. Buil	Goal 10. Res	Goal 11. Ma	Goal 12. Enm	Goal 13. Tak	Goal 14. Cor	Goal 15. Pro	Goal 16. Pro	Goal 17. Str	
Sociology of African Americans	AFST	323	UG	How do we make sense of the diversity of African American experiences in the United States? Through a Black sociological approach, this course explores the cultural, historical, social, and political understandings of how race and blackness are shaped in a racially structured society. We will explore African American identity construction; structural racism; the ways race and racism affect individuals, organizations, and institutions; how race, class, and gender are mutually constructed; and domination and resistance.	Focused										YES						YES		
Postcolonial Literatures: Afro-Hispanic/Latinx Women Writers in Americas and Africa	AFST	379	UG	Through literary texts we will explore how historically marginalized Black Hispanic women negotiate and/or fight against the dominant discourse, reformulate their identities and address the impact of race, gender, class, sexuality, religion and other factors in their process of self-definition. Topics: Black feminism, Latinx/Afro-Hispanic feminism.	Focused					YES					YES								
Africana Lit and Culture: Black Woman Writers	AFST	393	UG	The aim is for students to understand social, political and historical issues and concerns that have traditionally influenced Black women writers writing from Africa, the United States and the Caribbean. In our readings of texts, discussions, and group works, we will oscillate between these regions as we consider the impact of political experiences of gender inequalities, colonialism, anti-colonial resistance, nationalism, and decolonization as contexts for literary productions. We will begin with the image of Africa as the "Dark Continent" by considering the origins of this formation and the harm it has produced; we will then move on to consider ways that Black women writers, from Africa and the diaspora, contest this image by providing alternatives representations of race, cultural and national identity, gender, and the impact of capitalist globalization.	Focused					YES					YES								
Environmental and Natural Resource Economics	AGEC	350	UG	By the end of the semester, students are expected to 1. explain the role of economics in understanding environmental and resource problems 2. recommend policies to address an environmental problem or manage a natural resource 3. be able to read newspaper articles about environmental or resource problems and analyze the proposed policies through an economic lens 4. conduct benefit-cost analysis of economic activities and policies pertaining to the environment and natural resource management.	Focused						YES		YES				YES	YES	YES	YES	YES		
Food Security, Climate and Conflict	AGEC	420	UG	Students will learn rapidly accumulating evidence of the interaction of food security, conflict, and climate. This course will benefit students to understand the economic models of food production and consumption in conflict regimes. Various topics will be microeconomics of violence, the dynamic relationships of climate and agricultural production, potential impacts of climate change on food and socio-political security, food security among insurgent groups, conflict resistant food systems, and the shifting relationships between poor and rich nations concerning climate, food, and conflict.	Focused	YES	YES								YES		YES		YES		YES		
CO-OP in Ag and Natural Resource Policy	AGLS	492	UG	The student will be able to: 1. Understand the policy-making process and how policy affects society. 2. Evaluate and apply knowledge gained from academic coursework and examine firsthand how theories learned in the classroom impact society and the world. Topics: Policy, Natural Resource Management	Focused													YES			YES	YES	
The World has a Drinking Problem: Global Water Scarcity	AGSM	105	UG	List and identify national and international drinking water standards 2. Compare drinking water demand with availability in critical regions throughout the world based on numerical data 3. Identify regions where populations are most at risk of not having adequate or safe drinking water Appraise and Contrast access to safe drinking water to race, gender, family position, cultural practices, and socioeconomic status of people groups within a country or a region	Focused			YES			YES						YES		YES		YES	YES	
Global Agricultural Issues	ALEC	350	UG	Students enrolled in this course will: • Develop an awareness of global agricultural issues affecting agricultural development initiatives especially as they relate to women and youth. • Increase knowledge of global agricultural products. • Discover cultural similarities and differences worldwide. • Living intercultural dialogue to engage in global discourse and education.	Focused		YES	YES		YES					YES	YES	YES	YES	YES		YES		
Global Social Justice Issues in Agriculture	ALEC	450	UG	Upon completion of the course, the student will be able to: • Define global social justice issues in agriculture. • Discern between scientific and non-scientific information to form fact-based opinions on food, agricultural, and societal issues. • Evaluate empirical data for local and global social issues in hunger, trade, human rights, etc. Course topics are based in SDGs, specific mention of them in syllabus.	Focused	YES	YES	YES	YES	YES	YES		YES		YES						YES		
Applying International Development Theories in Agriculture	ALEC	460	UG	Upon successfully completing the course, students will: 1. Develop an awareness of global agricultural theories and how they address issues that affect agricultural development initiatives in Namibia especially as they relate to women and youth. 2. Discover cultural similarities and differences within the U.S. and Namibia	Focused		YES			YES					YES						YES		
	ALEC	485	UG	Review of global agricultural issues (products, environment, people, and culture) affecting international agricultural development; concepts and principles underlying the processes of teaching, research, and service opportunities in international agricultural development and education situations. Develop an awareness of global agricultural issues affecting agricultural development initiatives in Namibia especially as they relate to women and youth. 2. Increase knowledge of global agricultural products especially as they relate to Namibia. 3. Discover cultural similarities and differences within the U.S. and Namibia especially as they relate to women and youth	Focused		YES			YES					YES			YES			YES		
Cultural Leadership and Exploration for Society	ALED	323	UG	Students will be able to: 1. explain the historical and social construction of race and ethnicity; 2. summarize experiences and reflections as it relates to culture and leadership; 3. design an action plan to progress towards individual goals with an emphasis on culture and leadership; and 4. enhance civil discourse through oral and written communication.	Focused					YES					YES	YES						YES	
Cultural Pluralism in Agriculture	ALED	422	UG	1. Develop an understanding of the key elements of culture and multicultural environments 2. Examine leadership and focus on a culture centered leadership perspective 3. Describe the histories of the major cultural groups of Texas and their contributions to society 4. Describe and share personal cultural heritage	Focused										YES								YES
Social and Cultural Anthropology	ANTH	210	UG	Analyze how human cultures vary within different dimensions of life. • Understand how culture changes over time. • Illustrate how knowledge of cultural diversity and cultural change applies to everyday life. • Develop critical thinking skills through a cultural critique.	Focused					YES					YES	YES							

Summer 2022 Graduate Focused & Inclusive Sustainability Courses																									
Course Title	Department(s)	Course	Level	Course Description	Type	Goal 1. En	Goal 2. En	Goal 3. En	Goal 4. En	Goal 6. Ac	Goal 6. En	Goal 7. En	Goal 8. Pr	Goal 9. Bu	Goal 10. R	Goal 11. M	Goal 12. E	Goal 13. T	Goal 14. C	Goal 15. P	Goal 16. P	Goal 17. S			
Teaching ESL	BESL	622	G	The ESL teacher has knowledge of the foundations of ESL education and factors that contribute to an effective multicultural and multilingual learning environment. The ESL teacher has knowledge of the factors that affect ESL students' learning of academic content, language, and culture. The ESL teacher knows how to serve as an advocate for ESL students and facilitate family and community involvement in their education.	focused	n	n	n	yes	n	n	n	n	n	n	n	n	n	n	n	n	n			
Administration of Special Populations and Special Programs	EDAD	624	G	Leadership for Increasingly Diverse Schools Textbook <ul style="list-style-type: none"> Ch 1 Introduction: Intersectionality in Educational Leadership Ch 2 Inclusive Leadership and Disability Ch 9 Inclusive Leadership on the Social Frontiers: Family and Community Engagement Ch 10 The Equity Audit as the Core of Leadership 	focused	n	n	n	yes	n	n	n	n	n	yes	n	n	n	n	n	n	n	n		
Strategies for Teaching in a Culturally Pluralistic Society	EDCI	677	G	Define multicultural education and explain its relationship to the educational process and workplace. <ul style="list-style-type: none"> Define caring and relate its attributes to the teaching and learning process and workplace. Become familiar with the educational experiences and issues related to six of the U.S. racial/ethnic groups. Review the status of the changing demographics in school and workplaces. Explain the interaction, social context, management, and organization as necessary components of classrooms and work environments. Discuss and examine the legal mandates related to racism, affirmative action, and equity and excellence issues in education and the workplace. Explore various views on cultural and religious diversity in the U.S. as related to schools and organizations. Recognize and examine the influence of sociocultural factors on the teaching and learning process. Use the tenants of culturally responsive teaching and learning to examine practices 	focused	n	n	n	yes	n	n	n	n	n	yes	n	n	n	n	n	n	n	n	n	
Strategies for Teaching in a Culturally Pluralistic Society	EDCI	677	G	Define multicultural education and explain its relationship to the educational process and workplace. <ul style="list-style-type: none"> Define caring and relate its attributes to the teaching and learning process and workplace. Become familiar with the educational experiences and issues related to six of the U.S. racial/ethnic groups. Review the status of the changing demographics in school and workplaces. Explain the interaction, social context, management, and organization as necessary components of classrooms and work environments. Discuss and examine the legal mandates related to racism, affirmative action, and equity and excellence issues in education and the workplace. Explore various views on cultural and religious diversity in the U.S. as related to schools and organizations. Recognize and examine the influence of sociocultural factors on the teaching and learning process. Use the tenants of culturally responsive teaching and learning to examine practices 	focused	n	n	n	yes	n	n	n	n	n	yes	n	n	n	n	n	n	n	n	n	n
Global Health	HLTH	607	G	Connect to and describe the importance of Sustainable Development Goals and the impact on health, illness and access to health services. <ul style="list-style-type: none"> Think and act critically about industry and equity in global health. Organizational and health systems from a global perspective Impacts of disease, environment and health conditions on populations Impacts of health determinants, health equity and social justice. 	focused	n	n	n	yes	n	n	n	n	n	n	yes	n	n	n	n	n	n	yes	n	
ENERGY EFFICIENCY IN BUILDINGS	ICPE	622	G	Introduction to Energy Efficiency in Buildings Building Design and Energy Use, Renewable Energy	focused	n	n	n	n	n	n	yes	n	yes	n	yes	n	n	n	n	n	n	n	n	
Renewable Energy Law	ICPE	635	G	Introduction to Renewable Energy Law & Wind Energy; Solar Energy; Hydrogen; Tidal; Biomass	focused	n	n	n	n	n	n	yes	n	n	n	n	n	n	n	n	n	n	n	n	
CO2 Sequestration	ICPE	614	G	Apply basic physical models of rock and fluid properties to quantify the relationship between geophysical data and changes in CO2 distributions. Explain the goals and methods of CO2 sequestration in the subsurface and of monitoring its effectiveness	focused	n	n	n	n	n	n	n	n	n	n	n	n	yes	n	n	n	n	n	n	
Social and Ethical Aspects of International Cropping Systems/Ethical Aspects of International Agricultural Systems	SCSC	613	G	we will discuss some of the ethical issues relevant to agriculture and apply those on several chosen topics such as plant biotechnology, soil and land stewardship, animal treatment, and application of biotechnology in pest control	focused	n	yes	n	n	n	n	n	n	n	n	n	yes	n	n	yes	n	n	n	n	
SCHOOL COUNSELING GROUP INTERVENTIONS	CPSY	603	G	Become familiarized with empirically supported group intervention for children and adolescents with social anxiety/social phobia, generalized anxiety, depression and social skills deficits <ul style="list-style-type: none"> Learn to facilitate group interventions Develop ideas to produce culturally sensitive group interventions to diverse children and adolescent 	inclusive	n	n	yes	n	n	n	n	n	n	yes	n	n	n	n	n	n	n	n	n	
Developing Students' Disciplinary Language and Reading in STEM Teaching and Learning	EDCI	723	G	Identify strategies for developing STEM disciplinary language and text 2. Modify instructional practices to facilitate STEM disciplinary language 3. Explain the role STEM disciplinary vocabulary plays within each of the STEM content 4. Apply appropriate instructional reading procedures to determine vocabulary that may have conflicting meanings across STEM disciplines for instruction and 5. Identify strategies for integrating technology and hands-on activities to develop STEM literacy skills and STEM	inclusive	n	n	n	yes	n	n	n	n	yes	n	n	n	n	n	n	n	n	n	n	
Victimology	FORS	602	G	Victim Rights; Child & Elder Maltreatment; Special Populations and Issues: Persons with Disabilities; Hate Crimes and Terrorism; Persons with Mental Illness; Human Trafficking	inclusive	n	n	n	no	no	no	no	no	no	no	no	no	no	no	no	no	yes	no	n	

Fall 2022 Graduate Focused & Inclusive Sustainability Courses																								
Course Title	Department(s)	Course	Level	Course Description	Type	Goal 1, En	Goal 2, En	Goal 3, En	Goal 4, En	Goal 5, Act	Goal 6, En	Goal 7, En	Goal 8, Pro	Goal 9, Bu	Goal 10, R	Goal 11, M	Goal 12, En	Goal 13, Tr	Goal 14, C	Goal 15, Pr	Goal 16, Pr	Goal 17, St		
Economics of Foreign Intervention, Conflict and Development	AGEC	608	G	interaction between poverty, natural resources and conflict in developing countries; role of multilateral, bilateral, and strategic stakeholders in conflict resolution and promotion of economic development	Focused	Yes	Yes	Yes			Yes	Yes									Yes	Yes		
The Agricultural Advisor in Developing Nations	ALEC	644	G	Trends, conditions, critical incidents, techniques, roles, and preparation affecting the success of persons desiring to provide technical assistance in projects of agricultural development by serving as agricultural advisors in developing nations, especially in cross-cultural settings.	Focused		Yes					Yes					Yes							
Renewable Energy Conversions	BAEN	614	G	This course deals with the engineering and technical aspects of quantifying, designing and evaluating the suitability of several alternative and renewable energy conversion systems utilizing biomass, solar, wind, hydro power and others. This course will open new insights into the vast resources that future engineers and those in related disciplines can harness to augment diminishing supplies of man's non-renewable energy and power source. At the end of the course, the student should be able to identify the different sources of sustainable energy, fuel and power, know their applications, recognize their limitations, and demonstrate the capability to manage and design the energy and power systems.	Focused						Yes						Yes						Yes	
Construction Economics	COSC	622	G	Foundation in Life Cycle Cost Analysis computation within the context of current issues in environmental sustainability and evidence-based thinking: lean construction as a strategy to overcome the hurdle of first cost	Focused									Yes		Yes					Yes			
Sustainable Construction	COSC	663	G	Contribution of materials and methods to meeting the needs of the present without compromising the ability of future generations to meet their own needs; overview of international, national and local programs promoting sustainable construction; characteristics of the components of successful sustainable construction projects, theories and practices through case studies.	Focused																Yes			
Street and Highway Design	CVEN	635	G	Advanced concepts of the design of streets and highways; 3-D applications; influence of geometric design on safety; roadside safety; pedestrians, bicyclists and ADA; HOV and managed lanes; environmental impacts of highway design.	Focused							Yes		Yes		Yes						Yes		Yes
Ecological Restoration of Wetlands and Riparian Ecosystems	ECCB	620	G	This course examines the wetland and riverine restoration, within ecological and social contexts. A major focus is on the developing applied project management skills, while using the latest techniques and strategies to restore these ecosystems.	Focused									Yes		Yes						Yes		Yes
Energy Markets and Policy	ECON	633	G	The theory and empirical analysis will explore the optimal design of energy policy in areas such as gasoline taxes, fuel economy regulations, wholesale and retail electricity markets, new development of shale plays, cap-and-trade programs to reduce CO2 emissions, and policies to address energy challenges in developing economies. At the end of the course, you should be able to apply economic tools to critically analyze the design of efficient policy to various energy sectors and to evaluate how evolving energy markets create business new opportunities.	Focused						Yes		Yes				Yes					Yes	Yes	Yes
Analysis of Critical Issues in Education – Education, Society, & Inequality	EDAD	688	G	Exploration of a critical issue in the field of education from an interdisciplinary perspective; skills developed in analyzing an issue, exploring its impact upon diverse educational settings, formulating positions and seeking alternative solutions.	Focused				Yes	Yes					Yes	Yes								
CULTURAL FOUNDATIONS OF EDUCATION	EDCI	602	G	<ul style="list-style-type: none"> Sociocultural forces in American history that influence our educational system Historical, philosophical, political, and social perspectives The influence of race, class, culture, ethnicity, gender, and power to our education system Issues, problems, and solutions in an ever-changing pluralistic society Culturally relevant/informed responsive curriculum and instruction as it relates to providing all children with an equitable and quality education 	Focused				Yes	Yes					Yes	Yes								
College of Education & Human Development Teaching, Learning, and Culture Department	EDCI	645	G	This course is designed to examine socio-cultural, economic and political forces that impact educational systems around the world. The class will assess how different countries define and promote both teacher quality as well as teaching quality. In addition, we will examine and analyze issues, problems and solutions as they relate to providing all children with an equitable and equal education around the world. Important global issues as they relate to education and perspective consciousness will also be examined.	Focused				Yes	Yes					Yes	Yes						Yes	Yes	Yes
Interpersonal Relationships and Children's Academic Outcomes	EPSY	671	G	In order for children to succeed in school, it is imperative that they have healthy and supportive interpersonal relationships that foster their academic growth and performance. Undoubtedly, children's and adolescents' scholastic performance is intricately linked to their family, school and classroom contexts, and the social processes and exchanges that occur in these contexts. This course explores the role of children's interpersonal relationships on their school engagement and academic performance. In addition, the role of other factors, including children's individual characteristics (e.g., gender, race and ethnicity), behavioral styles (e.g., conduct problems, attention problems, externalizing and internalizing symptoms), neighborhood and family environments (e.g., poverty), and how they relate to interpersonal relationships and child adjustment (e.g., via mediating and moderating processes) are also examined. Finally, this course reviews the current evidence base pertaining to how intervention programs target family, parent/child, peer and teacher-child relationships as factors that may promote children's scholastic success and social competence.	Focused																			
Topics in Film History: Latina Cinema	FILM	658	G	We will explore themes and concerns that animate the Chicana and Latina experience in the U.S., including debates about historical interpretation, the experience of immigration, the presences of the border, notions of identity, the importance of education, and discussions about gender roles and sexuality. We will also pay attention to calls for inclusion of Latina characters in television streaming and superhero comics and movies, as well as the growing impact of established stars as activists within film, television and other areas of cultural expression.	Focused					Yes														Yes
HYDROLOGY AND ENVIRONMENT	GEOG	634	G	To provide you with an understanding of all components of the hydrologic cycle and how these components vary spatially and temporally due to the influence of human activities and the environment.	Focused						Yes			Yes	Yes	Yes							Yes	
Readings in U.S. History to 1877	HST	631	G	Key issues will include Native American societies, the Atlantic world paradigm, empire and expansionism, revolutions and nationalism, slavery and race-based systems of inequality, economic transformation, gender, military history, as well as the origins and impacts of the Civil War. In addition, the class will place heavy emphasis on the transnational or global context within which all of these events unfolded.	Focused						Yes							Yes	Yes	Yes	Yes			Yes

Early Literacy for Students with Diverse Instructional Needs	SPED	630	G	The purpose of this course is to provide you with the knowledge and skills necessary to teach beginning reading and writing to students with diverse instructional needs using research-based strategies. Research-based strategies to teach beginning reading and writing to pre-K through 4th grade students with disabilities and other diverse instructional needs; emphasis on current issues, assessment, prevention, and intervention.	Inclusive																		
Multicultural and Bilingual Special Education	SPED	689	G	This course explores multicultural perspectives in special education. Specifically, the following topics will be covered: culturally responsive and culturally relevant teaching, methods for teaching culturally and linguistically diverse learners with disabilities, disproportionality in special education identification, multilingual special education (including stages of second language acquisition), and distinguishing between learning disabilities and language acquisition.	Inclusive					Yes							Yes						

Total Sustainability Courses and Courses that Include Sustainability by Department - Summer 2022 - Spring 2023

Column1	Subject Code	Department	Subject	Notes
1	ACCT	James Benjamin Department of Accounting		
2	AERS	Aerospace Studies		
3	AGEC	Agricultural Economics		
4	AGEC	Agricultural Economics		
5	AGSM, BAEN, AGLS	Biological and Agricultural Engineering		
6	ALEC, ALED, AGCI, AGSC	Agricultural Leadership, Education, and Communications		
7	ANSC	Animal Science		
8	ANTH	Anthropology		
9	ARAB, ASIA, MODL, SPAN, CLAS, ING, ITAL, FREN, RUSS, AFST, HISP, RELS	Global Languages and Cultures		
10	ARCH, ENDS, CARC	Architecture		
11	ARTS, DCED	School of Performance, Visualization and Fine Arts		
12	ATMO	Atmospheric Sciences		
13	ATTR, KINE, SPMT	Kinesiology & Sport Management		
14	BEFB, EPFB, EPSY, SEFB, SPED, SPSY, CPSY, BESL, LDTC	Educational Psychology		
15	BESC	Plant Pathology and Microbiology		
16	BIMS, SCEN, MASC	College of Arts & Sciences	Biomedical Sciences, Science, Integrated Math & Science	College
17	BIOL	Biology		
18	BMEN	Biomedical Engineering		
19	BUSN, BUAD	Mays Business School		School
20	CEHD, INST	School of Education and Human Development		
21	CHEM	Chemistry		
22	CHEN, SENG	Chemical Engineering		
23	CHIN		Chinese	Interdisciplinary Degree Program
24	CLEN	College of Engineering		
25	COMM, JOUR	Communication and Journalism		
26	COSC	Construction Science		
27	CSCE	Computer Science and Engineering		
28	CVEN, EVEN	Civil and Environmental Engineering		
29	ECEN	Electrical and Computer Engineering		
30	ECON	Economics		
31	EDAD, EHRD	Educational Administration and Human Resource Dev.		
32	EDCI, MEFB, RDNG, TEED, TEFB	Teaching, Learning, and Culture		
33	EEBL		Ecology and Evolutionary Biology	Interdisciplinary Degree Program
34	ENGL	English		
35	ENGR, ICPE, ITDE, FYEX	Dwight Look College of Engineering		College
36	ENTC, IDIS, ESET,	Engineering Technology and Industrial Distribution		
37	ENTO, FORS, FIVS	Entomology		
38	ESSM, ECCB	Department of Ecology & Conservation Biology		
39	FILM		Film Studies	Interdisciplinary Minor
40	FINC	Adam C. Sinn '00 Department of Finance		
41	FSTC	Food Science and Technology		
42	GENE, BICH	Biochemistry and Biophysics		
43	GEOG	Geography		
44	GEOL	Geology and Geophysics		
45	GEOS		Environmental Studies, Environmental Geoscience	Interdepartmental Degree Program
46	HIST	History		
47	HORT	Horticulture Sciences		
48	HPCH, HLTH	Health Behavior	Health Promotion & Community Health Science Option	Interdepartmental Degree Program
49	IBUS	Center for International Business		Interdepartmental Degree Program
50	ICPE	TAMU Energy Institute		Interdisciplinary Degree Program
51	INTA	International Affairs		
52	INTS	International Studies		
53	ISTM, SCMT	Information and Operations Management		
54	LAND, PLAN, URPN	Landscape Architecture and Urban Planning		
55	MEEN	Mechanical Engineering		
56	MEPS	Molecular and Environmental Plant Sciences	Interdisciplinary Grad Program	
57	MGMT	Management		
58	MKTG	Marketing		
59	MSEN	Materials Science and Engineering		
60	MSEN	Materials Science and Engineering		
61	NUEN	Nuclear Engineering		
62	NUTR	Nutrition		
63	OCEN	Ocean Engineering		
64	OCNG	Oceanography		
65	PBSI	Department of Psychological and Brain Sciences		
66	PERF	Performance Studies		
67	PETE	Harold Vance Department of Petroleum Engineering		
68	PHEB	Department of Epidemiology and Biostatistics		
69	PHIL	Philosophy and Humanities		
70	PHLT, PHPM, PHEO, SOPH	School of Public Health		School
71	POLS	Political Science		
72	POSC	Poultry Science		
73	PSAA	Public Service and Administration		
74	PSYC	Psychological and Brain Sciences		
75	RPTS	Recreation, Park and Tourism Sciences		
76	RWFM, WFSC, RENR	Rangeland, Wildlife, and Fisheries		
77	SCSC	Soil and Crop Sciences		
78	SOCI, WGST, LMAS	Sociology		
79	SSEN, AREN, CYBR	Multidisciplinary Engineering		
80	VIBS	Veterinary Integrative Biosciences		
81	VMID		Veterinary Medicine	
82	VTMI, VTPB, VTPP	Veterinary Pathology		
83	WMHS		Water Management and Hydrological Science	Interdisciplinary Degree Program

Total Non-Related Departments

	Subject Code	Department
1	AERO	Aerospace Engineering
2	ANLY	Interdepartmental Degree Program
3	BIOT	Interdisciplinary Masters Program
4	IBST	Institute of Biosciences and Technology
5	ISEN	Industrial and Systems Engineering
6	MATH	Mathematics
7	MLSC	Military Science
8	NRSC	Neuroscience/Interdisciplinary Degree Program
9	NVSC	Naval Science
10	PHYS	Physics and Astronomy
11	SOMS	School of Military Science
12	STAT	Statistics
13	TCMG	Educational Administration and Human Resource Development
14	UGST	Undergraduate Studies
15	VIST, VIZA, ARTS	Visualization
16	VLCS	Veterinary Large Animal Clinical Studies
17	VSCS	Veterinary Small Animal Clinical Services

Total Sustainability Course or Includes Departments and Equivalents*	Total Sustainability Course or Includes Departments and Equivalents*
Departments:	71
Colleges:	2
Interdisciplinary Degree Programs:	4
Interdisciplinary Minors:	1
Interdepartmental Degree Programs:	3
Schools:	2
Total:	83

Total Non-Related Academic Departments:	17
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* An academic department is an administrative division of a college, university, or school faculty that is devoted to a particular academic discipline (e.g. Economics, Environmental Science, Sociology). Departments may exist under other nomenclature and with coarser or finer divisions, depending upon each institution's context. Fields of study, programs, subject areas or the equivalent may be considered to be "departments" in the absence of traditional administrative divisions.