General Education Committee Annual Report, 2016-2017

# **Membership**

#####  **Faculty Representatives**

Susan Bradford, MC Applied Arts & Science (2017) Chair
G.G. Weix, Anthropology (2017) Co-Chair, Fall- only
Ray Fanning, Radio-TV (2017) Fall-only
Keith Graham, Journalism (2017) Spring- only
Liz Ametsbichler, MCLL (2018)

Paul Muench, Philosophy (2018)
Tammy Ravas, Mansfield Library (2018)
Brad Clough, Liberal Studies (2019)
James Randall, Music (2019)
Greg Peters, MC Applied Arts & Science (2019) Spring- only
Travis Wheeler, Computer Science (2019)

Laurie Yung, Forestry (2019)

##### Student Members

Chase Greenfield
Bailey Durnell

##### Additional Representatives (Ex-Officio)

Nathan Lindsay, Associate Provost
Joe Hickman, Registrar
Brian French, Executive Director, Office of Student Success

# Mission

The primary responsibility of the General Education Committee is ongoing evaluation and assessment of the appropriateness and effectiveness of the general education requirements and criteria. The General Education Committee acts as an advocate for general education, proposes revisions to its requirements and criteria, reviews proposals, and ensures that all general education requirements are feasible within campus constraints, Board of Regents policies, and legislative actions.

 [Bylaws of the Faculty Senate, Section III.A.3.c (2)]

# General Education Course Review

In addition, a total of 22 new general education courses were approved this year. These span seven of the General Education Groups. There were also a few submissions that did not yet meet the criteria that are undergoing revisions and may be resubmitted next year. A list of the approved courses is attached (see Appendix A).

The annual Rolling Review was suspended for the year to evaluate and consider potential revisions to the procedures to address new accreditation requirements for program level assessment. The Committee did accept and review additional submissions to complete the 2016 rolling review of Expressive Arts, Social Science, and Ethics. The final report on the 2016 Rolling Review is attached (see Appendix B).

**PharmD Program clarification.** After receiving follow-up documentation regarding Pharmacy Practice’s 500-level ethics course, the General Education Committee met with Professor Beal on March 8th. The Pharm D degree is a professional degree. It’s a 2 plus 4 program. This is the reason for the 500-level number. Their accrediting agency requires general education competencies be incorporated into the required courses. Nationally PharmD programs are not subjected to bachelor degree general education requirements. The issue was forwarded to ASCRC for consideration. There was no place in the catalog that requires this type of program to complete the general education program. The department of Education considers the degree a PhD.

**Language Credit Changes.** Several language courses changed their semester credit hours. French, German, Italian, Russian, and Spanish transitioned from 5 credits to 4 credits. Greek and Latin transitioned to 3 credits, with the lower number reflecting the fact that these are classical languages with no oral communications content. Irish transitioned from 3 to 4 credits. Languages such as Japanese and Chinese that have a distinct symbolic alphabet have retained the 5 credit structure because more time is needed to address this additional content. Irish transitioned from 3 to 4 credits to align better with the other offerings and facilitate a standard first-year competency requirement.

**Language Test-Out Provisions.** The Committee also considered whether there is a need for a more formal policy or procedure for testing out of language courses. When students request to test out of a language that is not offered on campus, Modern and Classical Languages is charged with determining proficiency, which can be difficult. Professor Ametsbichler will investigate this issue and consult with the International Committee for additional resources and input. This question will be revisited next year.

# MUS Core Audit

OCHE requested a system wide audit of courses currently listed on the MUS Core, including courses offered at UM. Due the structure of the CCN database, 2-year and 4-year campuses are tracked separately so the General Education Committee was asked to review separate spreadsheets for UM and Missoula College. To accomplish this, we drafted a letter department chairs and some advisors to enlist their help in verifying the information on the spreadsheets and making additions or corrections as needed. This included checking whether the courses were listed in the correct MUS Core areas. Several updates were made to the spreadsheet.

In late April, Chair Bradford attended the statewide *General Education Council* where the agenda included a discussion of perceived issues related to the MUS Core and CCN alignment. No conclusions were reached, but OCHE representatives expressed the intent to continue this discussion next fall and may be considering major changes to the MUS Core

# General Studies Certificate

Chair Bradford spoke to Elizabeth Ternes at OCHE to clarify whether Missoula College students can use the MUS core to satisfy general education and whether UM is prohibited from enacting a similar requirement for students advancing from two-year programs at Missoula College to four-year programs on Mountain Campus. Policy 301.10 does not prohibit UM from establishing a pathway for MC students even though they are not considered transfer students.

Elizabeth Ternes suggested the possibility of exploring a General Studies Certificate for Missoula College Students. This is a 31-32 credit certificate program that mirrors the MUS Transfer Core that that was established at Great Falls College in 2014 and adopted at Miles City College last year. Chair Bradford related this information to Missoula College faculty, advising office and deans for consideration. Despite initial interest from the MC Dean’s office, nothing has happened yet. After bringing this up at a department meeting with the faculty of Applied Arts and Sciences, it appears that no one has the time or energy to move this forward at this time. There were also some concerns raised about how it would impact advising. The current Advising Director, Tammy Freimund, will be leaving the university soon. Director French indicated he would be willing to help. This could be revisited at a later date.

# **Revisions to Group VI: Historical Studies**

The language and definitions for Group VI was changed from *Historical and Cultural Studies* to *Historical Studies* in order to eliminate new overlap resulting from last year’s changes to Group X: *Cultural & International Diversity*. New language was developed in subcommittee with participation from affected departments. The language below was approved by Faculty Senate on February 9th.

**Group VI: Historical Studies (H)**
The primary purpose of courses in this perspective is to explore the historical contexts and narratives of human behavior, ideas, institutions, and societies through an analysis of their patterns of development or differentiation in the past. These courses are wide-ranging in chronological, geographical, or topical focus. They introduce students to methods of inquiry that enable them to understand and evaluate the causes and significance of events, texts, or artifacts.

Learning Goals:
Upon completion of a course in this group, a student will be able to:

1. Critically analyze and evaluate primary sources – such as texts, pictorial evidence, oral histories, music, and artifacts- within their respective historical contexts.

2. Synthesize ideas and information in order to understand the problems, causes, and consequences of historical developments and events.

# Upper-Division General Education Courses

The following language was approved to be updated on the general education form pertaining to justifications for 400-level courses. (2/18/17)

Normally, general education courses do not have more than one pre-requisite, are at least 3 credits, and numbered in the 100-300 levels. If the course does not meet these conditions, please provide an explanation. If the course is offered at the 400-level, please explain how it is foundational within the requested perspective.

# Revisions to Catalog Language

Prior to the proposed amendments to Group III and the Exceptions to Group III, the committee discussed and then approved these edits to the existing catalog language in the effort to make these sections easier to navigate and more intelligible to students.

#### Group III Modern and Classical Language

The following description was added to introduce the group and the asterisk after Irish Studies was removed.

The study of foreign language is a core component of a liberal arts education. Students must complete the first-year sequence of a language or demonstrate comparable proficiency to fulfill the General Education language requirement (test-out provisions apply).

#### Symbolic Systems Catalog Language

The Committee discussed and approved the following revised language for the catalog section on Symbolic Systems:

### Group III: Exceptions to the Modern and Classical Language requirement - Symbolic Systems

The majors listed below have been granted exceptions to the Modern and Classical Language requirement based on the number of credits required in the major.\*

[Insert: Table of Exceptions -- include only the list of departments and the symbolic systems courses; not the table of prerequisites.]

 \*In each of these high-credit majors, at least one required course presents the foundations of a symbolic system.

Symbolic systems map real-world objects, principles and doctrines with abstractions of the real-world. They facilitate communication in specialized ways but do not comprise a spoken or written language by which members of a culture typically communicate with each other. Upon completion of a symbolic systems course or courses, students will be able to:

* + - demonstrate an understanding of the symbols and the transformations of the system;
		- relay and interpret information in terms of the given symbolic system;
		- apply creative thinking using the symbolic system in order to solve problems and communicate ideas;

# Review and Assessment of General Education Program

**Background.** In AY 2014, the Provost asked the General Education Committee to develop a program level assessment strategy for the UM General Education Program to address accreditation requirements. The committee then began a review of best practices and models from peer institutions. In AY 2015 and 2016, Associate Provost Nathan Lindsay worked with the committee to develop a preliminary assessment strategy with faculty volunteers from Groups N, M, and E. This year our Committee suspended the annual rolling review of GE courses to evaluate the pilots and to develop a formal proposal for General Education Assessment to bring forward to ASCRC and Faculty Senate. In doing so, we have sought to align with other UM programs assessments (writing, GLI) to provide a reasonably consistent approach that will (1) evaluate the effectiveness of the General Education Program in meeting its stated objectives, (2) uphold high standards of rigor and quality, and (3) avoid placing an undue burden on faculty members.

**Design Principles.**  After reviewing the results of the three pilot studies, GE Committee members examined comments and feedback received from faculty and rolling review participants during this period, and consulted with professional peers responsible for other models of program level assessments on campus. Through this process, the following recommendations have emerged as guidelines for General Education Review and Assessment:

* Adopt a 7-year review cycle to align with other UM program assessments.
* Provide clear guidelines for faculty and review subcommittees.
* Encourage broad participation by faculty who teach General Education.
* Document how GE Learning Goals are met and facilitate program improvement based on periodic review of course materials and student outcomes.
* Promote professional development and peer review among the faculty and teaching assistants who teach GE courses through a meaningful and inclusive process.

**Proposal**

**Procedure 202.40 will be retitled: “Review and Assessment of General Education Program”**

The General Education Committee will be responsible for implementing General Education Review and Assessment as follows:

1. The General Education Committee will implement a rolling review cycle that reviews courses every seven years to assure their continued alignment with the criteria and learning goals of the General Education Program.
2. Two GE groups will be reviewed each year for five years. The sixth and seventh years will be set aside for evaluation and reporting to advance program improvement and accreditation.
3. The General Education Committee will provide notice of the procedures and timelines for review and assessment by communicating this to all instructors in May and September of each year.
4. Instructors seeking to renew GE designations will submit (1) a course syllabus, (2) a completed General Education Form, (3) samples of course activities that document how the GE Learning Goals are attained, and (4) an assessment report that includes an analysis of student outcomes with respect to the GE Learning Goals.
5. The General Education Committee will work with Academic Affairs to coordinate and host collegial workshops that are timed appropriately to assist faculty members with their submissions and GE assessment strategies.
6. GE review subcommittees will be made up of faculty who teach within that GE group and members of the General Education Committee. Participation will be voluntary, but all faculty members who submit or teach courses within the GE Group will be invited to participate.
7. Subcommittee chairs will be responsible for coordinating subcommittee activities and communicating their findings and recommendations to the General Education Committee. Review subcommittees will (a) check that each submission is complete, (b) examine syllabi and course materials to verify that each course meets the current GE criteria, and (c) request more information from faculty if needed.
8. Courses that meet the current GE criteria will be recommended for renewal of their GE designations. In the event that a course does not appear to meet the GE Group criteria, this will be communicated promptly to the instructor and to the Chair of the General Education Committee to facilitate revision or appeal.
9. Rolling Review results will be reported to Faculty Senate annually. At the end of each seven year cycle, the General Education Committee will collaborate with Academic Affairs to produce a more comprehensive analysis and report that includes recommendations for improving the General Education Program and these procedures.
10. At the end of each rolling review cycle, and/or from time to time during the cycle, a conference or additional workshops should be organized to invite broader discussion of the General Education Program, including its purpose and effectiveness, to generate additional ideas for improvement, and to revitalize this essential component of our curriculum and learning community.

\*The General Education Committee strongly recommends that administrative support be provided to coordinate the tasks of GE Review and Assessment. This includes gathering materials from courses under review, facilitating communications with GE faculty, coordinating logistics for workshops, collecting and analyzing data, and reporting on findings.

# Proposal to Eliminate Symbolic Systems from General Education

Background: The General Education Framework currently describes Symbolic Systems courses as an alternative to the Foreign Language requirement for students in high-credit majors. High-credit majors, or *extended majors*, are defined by OCHE as undergraduate majors that exceed the normal range of required credit hours (30-48); thus extended majors require students to complete 49-80 credits (BOR policy 303.1). The current practice requires majors seeking an exemption to (1) demonstrate that the major requires more than 48 credit (not including courses that fulfill general education requirements), and (2) submit a proposal for a General Education “symbolic systems” designation for a course or sequence of courses.

According to the current General Education framework, Symbolic systems courses are defined as follows:

Each of these courses presents the foundations of a symbolic system, defined as a relationship that maps real-world objects, principles and doctrines with abstractions of the real-world.

Symbolic systems facilitate communication in specialized ways but do not comprise a spoken or written language by which members of a culture typically communicate with each other.

 Upon completion of a symbolic systems course or courses, students will be able to:

1. demonstrate an understanding of the symbols and the transformations of the system;
2. relay and interpret information in terms of the given symbolic system;
3. apply creative thinking using the symbolic system in order to solve problems and communicate ideas;

In most cases, this equates to a sequence of math or statistics courses that are required for the major, while a few majors require students to learn computer languages or other highly specialized coding techniques that are relevant to the discipline.

During the spring 2015 rolling review, the committee found that the review process for symbolic systems exceptions consisted primarily of performing an independent count to verify eligibility; i.e., checking that the major is an extended major exceeding 48 credits. The further review of the actual symbolic systems courses submitted for designation was either nominal or problematic due to the nature of the courses. On the one hand, many proposals consisted of a statistics sequence, which rendered review a nominal process of noting these. Based on current precedent, it would be unreasonable to disallow one statistics sequence when other majors count these. Any further argument about whether this was “appropriate to the major” goes beyond the scope of the General Education Committee to decide – since that decision belongs to the professionals in the major. On the other hand, if the courses are more technical, such as coding languages, review becomes problematic because General Education reviewers tend to lack the specialized expertise needed to understand such proposals or to evaluate what is appropriate to the major. In both cases the review seemed to go beyond the scope of the General Education Committee or reduce this to a nominal process. This led reviewers to question the purpose of reviewing these courses. In each case, the courses were already requirements of the major and added no additional requirements that were “general.” This appears to place an unnecessary burden on both the faculty required to submit the forms and the committee members tasked with reviewing them. We have also heard from students and advisors that this element of the GE framework is often confusing for students to navigate.

In addition, some broader questions have arisen concerning the validity of the idea of viewing symbolic systems courses as an alternative to traditional languages. Some faculty question whether this is valid or potentially misleading to students. Since many of the approved symbolic systems courses consist of math or statistics, this may lead students to infer that mathematics or statistics is equivalent to learning a foreign language, when in fact these are very different intellectual skills with very different learning outcomes. Accordingly, it makes sense to eliminate a requirement that has these confusing elements and adds nothing but nominal designations to the General Education Framework.

Impact:

This would not change any of the current requirements for four years majors, but does stand to simplify the advising process and make the General Education requirements easier to navigate.

* Symbolic systems courses remain listed as major requirements
* Exemptions to language requirement are based on high number of credits
* Reduces burden on faculty in majors by requiring only one form for requests for exemption
* Reduces workload for faculty participating in General Education review subcommittees workload by eliminating a nominal review of courses that are already major requirements.
* Improves the integrity of course review by eliminating a meaningless or nominal component.
* Eliminates unnecessary and confusing information from GE framework, thereby making it easier to navigate for students and advisors.

In the case of students seeking the two-year Associate of Arts degree, the impacts require special consideration. Because no foreign language courses are currently offered at Missoula College, the completion of this requirement places a significant hardship on many of these students. As a result, some students have been encouraged to complete a symbolic systems sequence as an alternative requiring approval by the Graduation Appeals Committee. Accordingly, the elimination of Symbolic Systems will eliminate this option. While the two-year degree does not fall under the definition of extended majors, we believe this unique situation merits a special exception from the Group III requirement for students graduating with the Associate of Arts degree. Students transferring into four year majors without graduating would still be required to complete the foreign language requirement unless they transfer into an excepted major.

* Eliminate a barrier to graduation for AA students, which could have a positive impact on enrollment and degree completion.
* Reduce burden on Graduation Appeals committee.
* Associate of Arts graduates who seek to enroll in four year degrees would be subject to the same requirements as similar graduates from other institutions.
* Students who transfer into four-year degree programs without completing the Associate of Arts degree would still be required to complete Group III.

Proposed Revision:

Group III: Exceptions to the Modern and Classical Language requirement

The majors listed below have been granted exceptions to the Modern and Classical Language requirement. Students graduating in any one of these majors are not required to complete the Modern and Classical Language requirement. Students graduating with an Associate of Arts degree have also been granted an exception to the Group III requirements. Missoula College students who continue to Mountain Campus without completing the AA degree will need to complete Group III unless their declared four-year major has been granted an exception.

[Table of excepted majors]

Review of draft Demonstration Project / Assessment report
Associate Provost Lindsay shared the Draft Demonstration Project Report with the committee and distributed the accreditation template for the report. He then requested the committee’s feedback. The report was discussed in committee and members provided specific feedback via email.

UM’s participation in the project is in lieu of the 7 year accreditation report. The goal is to develop a tool box for institutions undertaking general education assessment. On May 1st several members of the Committee met with the accreditation guests from Idaho and Oregon State to discuss and validate the process and outcomes presented in the Final Report.

# Appendix A

### New General Education Courses

|  |  |  |
| --- | --- | --- |
| Course  | Title | Group |
| ANTY 150X | Archaeology of Yellowstone | Cultural & International Diversity  |
| COMX 205Y | Deliberative Democracy | Democracy & Citizenship |
| LSCI 210Y | Who Owns Culture? | Democracy & Citizenship |
| PTRM 117Y | National Parks and American Culture | Democracy & Citizenship |
| ENST 320E | Earth, Ethics: Moral Dimensions of Environmental Issues | Ethics |
| GEO 304E | Science and Society | Ethics |
| DDSN 113A | Technical Drafting | Expressive Arts |
| ARTH 202H | Alternative Art History: Mapping for a Global Perspective | Historical  |
| RLST 238H | Japanese Religions | Historical  |
| SSEA 202H | Introduction to India | Historical  |
| LSH 191 | Elementary Hindi I  | Language/ Renew : One-time only |
| THTR 210 / 211 | Voice and Speech I and II | Language Exemption / Change |
| LSH 161L | Introduction to Asian Humanities | Literary & Artistic |
| LIT 236L | Literary Histories | Literacy and Artistic |
| RLST 205L | Introduction to New Testament | Literary & Artistic |
| RLST 225L | Christianity | Literary & Artistic |
| LIT 246L | Genres, Themes, Approaches | Literary and Artistic |
| LSH 161L | Introduction to Asian Humanities | Literary and Artistic |
| LSH 328L | Gender and Sexuality in Indian Cinema | Literary and Artistic |
| GEO 103N | Introduction to Environmental Geology | Natural Science |
| GEO 104N | Introduction to Environmental Geology Lab | Natural Science |
| PHSX 102N | Physics in Movies | Natural Science |

# Appendix B

### 2016 Rolling Review Report

## Rolling Review Results (Expressive Arts, Social Science and Ethics), 5/4/17

Review was scheduled for spring 2016 and carried over to fall 2017.

### Expressive Arts

Course # Title

ARTZ 103A Art for Non-Majors (Exempt from review –approved 12/4/14)

ARTZ 105A  Visual Language: Drawing

ARTZ 106A Visual Language: 2-D Design

ARTZ 108A  Three Dimensional Fundamentals

ARTZ 131A  Ceramics for Non-Majors

ARTZ 211A  Drawing I

ARTZ 221A Painting I

ARTZ 231A  Ceramics I

ARTZ 251A  Sculpture I

ARTZ 271A  Printmaking I

ARTZ 284A  Photo I - Techs and Processes

ARTZ 302A  Elementary School Art

ARTZ 394A Environmental Draw Seminar

COMX 111A  Introduction to Public Speaking

~~COMX 217A  Oral Interpretation of Literature~~ (no longer taught)

CRWR 210A Introduction Fiction Workshop

CRWR 211A  Introduction Poetry Workshop

CRWR 240A Intro to Creative Writing Workshop

CRWR 212A  Introduction Nonfiction Workshop

CRWR 312A  Interm Nonfiction Workshop

DANC 100A  Modern Dance I

DANC 108A Dance Forms (Exempt from review – approved 12/10/15)

DANC 110A  Ballet I

DANC 115A  Jazz Dance I

DANC 118A Dance Forms: Tap

DANC 129A Dance Performance Lab I

DANC 130A Introduction to Dance (Exempt from review –approved 12/4/14)

DANC 160A  Dance Forms: Irish

DANC 165A  Dance Forms: African

DANC 170A Dance Forms: Tribal Style Belly

DANC 200A  Modern Dance II

DANC 210A Ballet II

DANC 215A Jazz Dance II

DANC 220A  Beginning Composition

DANC 229A Dance Performance Lab II

ENST 373A  Nature Works

JRNL 140A  Beginning Radio/Audio Storytelling

MART 112A Intro to Non-Lin Editing

MART 111A  Integrated Digital Art

MUSI 102A  Performance Study

MUSI 108A  Orchestras: USMO (Orchestras)

MUSI 110A  Opera Theatre

MUSI 111A  Singing for Non-Majors

MUSI 112A Choir: Chamber Choral

MUSI 114A Band: UM Concert Band

MUSI 122A  Percussion Ensemble: UM

MUSI 123A World Percussion Ensemble

MUSI 131A  Jazz Ensemble: UM Jazz Bands

MUSI 135A  Keyboard Skills I

MUSI 136A  Keyboard Skills II

MUSI 155A  Marching: Grizzly Marching Band

MUSI 160A  Beginning Guitar

MUSI 162A  Chamber Ensembles

~~MUSI 267A Composers' Workshop I~~

~~MUSI 304A Sound in the Natural World~~

~~MUST 227A Mountain Electroacoustic Laptop Ensemble I~~

THTR 102A  Introduction to Theatre Design

THTR 106A  Theatre Production I: Run Crew

THTR 107A  Theatre Production I: Construction Crew

THTR 113A  Introduction to Vocal Acting

THTR 120A  Introduction to Acting I

~~THTR 121A  Introduction to Acting II  (~~Request to Remove)

THTR 220A Acting I (Exempt from review- approved 12/4/14)

~~THTR 229A  Production Acting I (~~Request to Remove)

THTR 239A Creative Drama/Dance: K-8

## Social Science Course List

Course # Title

ANTY 122S  Race and Minorities

ANTY 220S  Culture & Society

ANTY 250S  Introduction to Archaeology

BFIN 205S Personal Finance

BGEN 105S  Introduction to Business

BGEN 160S/CCS 160S  Issues in Sustainability

BMGT 101S  Introduction to Entertainment Management

COMX 115S  Interpersonal Communication

COMX 202S  Nonverbal Communication

COMX 219S  Survey of Children's Communication

COMX 220S  Organizational Communication

COUN 242S Intimate and Family Relationships (Exempt from review- approved 2/12/15)

ECNS 101S Economic Way of Thinking

ECNS 201S  Principles of Microeconomics

ECNS 202S Principles of Macroeconomics

~~ENST 489S  Environmental Justice Issues and Solutions~~ (Did not submit)

GPHY 121S  Human Geography

GPHY 141S Geography of World Regions

GPHY 323S Economic Geography of Rural Areas

LING 270S Introduction to Linguistics

NRSM 121S  Nature of Montana

NRSM 370S  Wildland Conservation Policy and Governance

PSCI 210S  Introduction to American Government

PSCI 220S  Introduction to Comparative Government

PSYX 100S  Introductory Psychology

~~PSYX 161S Fundamentals of Organizational Psychology~~ (has not been offered)

PTRM 210S Nature Tourism and Commercial Recreation

PTRM 217S  Wildland Recreation Management (Exempt from review – approved 2/12/15)

SOCI 101S  Introduction to Sociology

SOCI 130S Sociology of Alternative Religions

SOCI 211S  Introduction to Criminology

SOCI 212S  Social Issues in Southeast Asia

SOCI 220S Race, Gender, and Class

SOCI 275S Gender and Society

WGSS 263S  Women, Men, and Sexuality

## Ethics Course List

Course # Title

AHMS 270E  Medical Law and Ethics

~~ANTY 326E Indigenous Peoples and Global Development~~ (course does not meet criteria)

~~ANTY 403E Ethics and Anthropology~~ (Did not submit)

BGEN 220E Business Ethics and Social Responsibility

CHMY 302E  Chemical Literature and Scientific Writing (exempt from review- approved 3/13/14)

CLAS 365E Roots of Western Ethics

CSCI 215E  Ethics and Information

CSCI 216E  ~~Technology, Ethics, and Society~~ (Did not submit)

CSCI 315E  Computer, Ethics, and Society

EDU 407E Ethics and Policy Issues

GEO 304E  Science and Society

HONR 122E Ways of Knowing II

~~HONR 320E Research Portfolio Seminar~~  (Did not submit)

~~HSTR 272E  Terrorism: Violence in the Modern World~~ (course does not meet criteria)

~~HSTR 374E War, Peace, and Society~~ (professor retired)

HTH 475E  Legal & Ethical Issues in the Health & Exercise Professions

~~LSH 389E Placebos: The Power of Words (~~prof retired)

NASX 303E  Ecological Perspectives of Native American Traditions

NASX 304E  Native American Beliefs and Philosophy

NRSM 449E Climate Change Policy and Ethics

NRSM 489E  Ethics, Forestry and Conservation

~~PHAR 514E CASE Studies in Pharmacy Ethics~~ (NA -professional degree)

PHL 110E  Introduction to Ethics

PHL 112E  Introduction to Ethics and the Environment

PHL 114E  Introduction to Political Ethics

PHL 210E  Moral Philosophy

PHL 321E  Philosophy and Biomedical Ethics

PSCI 250E  Introduction to Political Theory

RLST 281E Comparative Ethics

SW 410E Social Work Ethics