General Education Committee Annual Report, 2016-2017

Membership

Faculty Representatives
Susann 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
A total of 22 new general education courses were approved this year. These spanned seven of the ten 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. During the rolling review for ethics, questions arose concerning a 500-level course submission for PHAR 514E, CASE Studies in Pharmacy Ethics. After receiving some follow-up communications, the General Education Committee met with Professor Beal from the Pharmacy program to discuss this on March 8th. The Pharm D degree is a professional (graduate) degree designed as a "2 plus 4" program, which is why they use 500-level course numbers for courses, even though these are often taken in the third or fourth year. Nationally, PharmD programs are not typically subjected to undergraduate program requirements and their accrediting agency requires general education competencies to be incorporated into the required courses. The Department of Education considers this to be a doctoral degree in the same category as a PhD. After searching the catalog policies, there was no guideline or precedent for requiring this type of program to complete the general education program. Given that general requirements are already rolled into the program and that it is a graduate program, the GE Committee concluded that PharmD students are not subject to the undergraduate General Education. This position was advanced to ASCRC for consideration and concurred with after further discussion. The submission for an ethics designation for PHAR 514 was then withdrawn.

MUS Core Audit

OCHE requested a system wide audit of courses currently listed on the MUS Core, including courses offered at UM. Due to 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 to 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.

Updates to University Catalog Language

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

With respect to Group III, Modern and Classical Language, we added a brief introduction to bring this into alignment with the other Group descriptions.   These changes were later incorporated into more formal revisions that were brought forward to faculty senate (see below).

For the subsequent "Exceptions to the Modern and Classical Language requirement - Symbolic Systems," a subcommittee developed revisions to make the listing more readable and we removed some extra information about pre-requisites. These changes were later made mute by our proposal to eliminate all tracking of symbolic systems courses from the catalog.

Revisions to Group III: Modern and Classical Language

In response to a request from the College of Arts and Sciences, we revisited the Language requirement in light of recent changes to the semester credit hours of several courses. 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.   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. After review, this led to the following proposal, which was submitted to Faculty Senate for consideration on April 20th and then approved on May 4th.

Group III: Modern and Classical Language

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).

The language requirement can be met in any of the following ways:

1. by achieving a C- or better in a second-semester language course offered at the University of Montana (see list of courses below);
2. by achieving a grade of C- or above in a language course numbered 201 or above at the University of Montana (see list of courses below);
3. by presenting a transcript record of completion with a grade of C- or better of a second- semester (or more advanced) language course at an accredited college or university;
4. by achieving an appropriate score on a placement exam administered by the offering department;

5. by receiving verification of an appropriate level of proficiency in any other natural language in collaboration with the department of Modern and Classical Languages and Literatures. Note that the student's native language, if it is not English, can be used to fulfill this requirement.

Upon completion of the Modern and Classical Languages requirement, the student will have a basic functional knowledge of a second natural language sufficient to:

- read and write, if the language is classical, such as Latin or classical Greek;
- speak and aurally comprehend, if the language does not have a written tradition, such as Salish;
- perform all four skills (speaking, aural comprehension, reading, and writing) if the language is modern and has a written tradition, such as Japanese or French;
- demonstrate both receptive (visual comprehension) and expressive (manual production) proficiency if the language is American Sign Language.

The courses listed below require prerequisites be met before registration. The prerequisites for the following courses are listed in the individual course descriptions.

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.

Proposal to Eliminate Symbolic Systems from General Education

After several discussions in which we noted problems with tracking and review of Symbolic Systems courses, the Committed decided to formalize a proposal to eliminate this, rather than simply making cosmetic changes to the catalog. Accordingly, the following rationale and proposal was submitted to Faculty Senate for consideration on April 20th and approved on May 4th.

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 and Assessment of General Education Program

The Committee worked throughout the year to develop a proposal for General Education Review and Assessment. We worked closely with Academic Affairs and consulted with other faculty and staff involved with program level assessment on campus. We also held listening sessions on April 7th to allow broader community feedback on our draft proposal. The following rationale and proposal was submitted to Faculty Senate for consideration on April 20th and approved on May 4th.

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.

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 Sciences

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 #   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