

General Education Review Committee Agenda

February 23, 2007

ROOM CHANGE: ADM 143

12:45 p.m. – 1:45 p.m.

I. Roll

() Doug Parry	CAS	Oral Communication
() Ben Curtis	Mat-Su/ UAB	Natural Sciences
() Caedmon Liburd	UAB	
() Patricia Fagan	CAS	Humanities
() Dan Schwartz	COE	
() Jack Pauli	CBPP/ UAB	
() Jeane Breinig	CAS	Written Communication
() Len Smiley	CAS/ UAB	Quantitative Skills
() Robin Wahto	CTC	
() Walter Olivares	CAS	Fine Arts
() Tom Miller	OAA	Guest
() Vacant	CHSW	
() Grant Baker	SOENGR/ UAB	
() Vacant	Student	

II. Approval of the Agenda (pg. 1)

III. Approval of Meeting Summary for February 16, 2007 (pg. 2)

IV. Chair's Report

V. Course Action Requests

VI. Old Business

VII. New Business

A. GER Topic Paper- questions/discussion with Gary Rice (pg. 3-12)

VIII. Informational Items and Adjournment

General Education Review Committee Summary

February 16, 2007

ROOM CHANGE: LIB 302a

12:45 p.m. – 1:45 p.m.

I. Roll

() Doug Parry	CAS	Oral Communication
(x) Ben Curtis	Mat-Su/ UAB	Natural Sciences
() Caedmon Liburd	UAB	
(x) Patricia Fagan	CAS	Humanities
() Dan Schwartz	COE	
(x) Jack Pauli	CBPP/ UAB	
() Jeane Breinig	CAS	Written Communication
(x) Len Smiley	CAS/ UAB	Quantitative Skills
(x) Robin Wahto	CTC	
() Walter Olivares	CAS	Fine Arts
() Tom Miller	OAA	Guest
() Vacant	CHSW	
() Grant Baker	SOENGR/ UAB	
() Vacant	Student	

II. Approval of the Agenda (pg. 1)
Approved

III. Approval of Meeting Summary for January 26, 2007 (pg. 2-3)
Approved

IV. Chair's Report
Will go over Gary Rice's information
Sharan Araji's submissions
UAB is currently looking at Priority Registration Proposal

V. Course Action Requests

VI. Old Business

VII. New Business

A. Review, Revision, and Additions to Gary Rice GER questions (pg. 4-10)

B. Sharon Araji UAB submission on GER Social Sciences' course outcomes (pg. 11-16)

Faculty should normally be involved when discussing curriculum or templates; this is just an informational item for the GERC to be aware.

Faculty does not need to change course, they just need to show how they fit the category guidelines

C. Harvard Report on General Education

http://www.fas.harvard.edu/~secfas/General_Education_Final_Report.pdf

VIII. Informational Items and Adjournment
Meeting Adjourned

General Question: In the 2005-2006 and 2006-2007 UAA Catalogs “Baccalaureate students are required to complete the 12 credits of Basic College-Level Skills before completing 60 total degree applicable credits.”

Given the data below from Executive Summary GER Topic Paper (*with italics extracted by B. Curtis from the full report data set*).....

In Fall 2005 Tier I courses had a combined total of 5,204 initial registrants but 703 (13.6%) dropped leaving 4,501 enrollees (*46% Written, 23% Oral, 31% Quantitative*). The entire tier had 87% of its total available capped seats occupied and average section size was nearly 21. By contrast UAA had an overall fill rate of 69% capacity, about 8% drop rate, and 15 average section size. 6,507 of 65,974 initial UAA registrants (10%) have their classes cancelled and/or change their mind and leave before classes start. *Tier I courses are 69% full by 1st day of instruction and 87% full by end of registration compared to 50% and 69% full across the curriculum. Fill rates Oral Communication(1st day 78%-90% final)20.7 section size, Written Communication(1st day 73%-92% final) 18.9 section size, Quantitative Skills (1st day 57%-80% final) 24.6 section size.*

During 02-06, Oral 244 sections with 89 over enrollment cap(37%), Quantitative 6,751 sections with 8% overloaded, and Written 21% overloaded. All Tier I, 21% of sections overloaded.

About 26% of the (headcount) and 18% of Tier I enrollment takes place during first year of college. By second year the percentages are 42% and 37% respectively. **That means 58% of the headcount and 63% of the Tier I enrollment occurs AFTER the student has reached upper-division status base on cumulative credit hours already earned.**

Enrollment(headcount)

Oral Communication: 1st year 19%(28%), 2nd year 19%(15%), 3rd year 21%(22%), 4th year 21%(18%), 5th year 20%(17%).

Written Communication: 1st year 17%(27%), 2nd year 19%(15%), 3rd year 21%(19%), 4th year 22%(19%), 5th year 21%(20%).

Quantitative Skills: 1st year 20%(21%), 2nd year 20%(20%), 3rd year 20%(18%), 4th year 20%(20%), 5th year 20%(21%)

There were 444 repeaters (10%) among 4,501 Tier I enrollees during Fall 2005. Based on the average section size of each category compared with the courses repeated, they would represent the equivalent of 1.1 additional Oral Communication classes, 9.3 additional Quantitative Skills, classes and 10.2 additional Written Communication classes in one semester. Further, this just represents the tip of the iceberg because 57-65% of Tier I attriting students elected not to repeat their course. Doing the math and adding this to the number who actually did repeat one sees the impact. *Oral 5% of repeaters, Written 43% of repeaters, and Quantitative 52% of repeaters. Highest Courses for Tier I repeaters: ENGL 111 28% and MATH A107 21% of all repeaters. 15-20% of Oral Comm. elected to repeat the same course 45% of Quantitative Skills elected to repeat and took more tries to complete successfully 32-40% of Written Comm. elected to repeat Majority of Tier I students successfully repeated on the first attempt*

A separate small side research project(*first time freshman Fall 00-06*) set up to control variables as much as possible and examine the effect of GER prerequisite course performance compared with GER criterion course performance. A comparison of criterion performance was made by those who Met the prerequisite(*successful grade in all required prerequisite courses*), vs *Not Met(not taken or not passed)* those who did not but enrolled anyway, and *for Met vs* those who did not take the prerequisite but were admitted via faculty waiver. There were both expected and expected but important statistically significant findings.

Quantitative Skills:

23.4% MET: mean GPA 1.81

67% successful grade, 1% stasis, 31% attrition grade

4.9% Not Met: mean GPA 1.57 ($P = 0.02$)

57% successful grade, 3% stasis, 40% attrition grade

71.7% Faculty Waiver: mean GPA 1.83

66% successful grade, 2% stasis, 32% attrition grade

Written Communication:

31.8% MET: mean GPA 2.74

83% successful grade, 2% stasis, 14% attrition grade

0.9% Not Met: mean GPA 2.22 ($P = 0.002$)

71% successful grade, 4% stasis, 24% attrition grade

67.3% Faculty Waiver: mean GPA 2.44 ($P < .0001$)

77% successful grade, 2% stasis, 21% attrition grade

A second larger, but less controlled, analysis prepared a correlation between the actual grade performance of all students in each stated GER prerequisite course and their grade performance in the GER criterion course. How students were placed in each course was not important; they were there and their performance was compared. An examination of the common (what the two courses had in common) and unique variance between each prerequisite and criterion course revealed findings subject to two possible interpretations. One, the small common variance indicates the two courses were not presenting the same thing which one would hope for since duplication was minimal. Two, prerequisites were not performing their intended function because there is so little carryover from prerequisite to criterion course that is assumed to facilitate learning and success in the latter.

Correlation in grade in GER Tier I prerequisite and grade in subsequent criterion course

The smaller the correlation in the prerequisites grade and the subsequent criterion course grade the smaller the common variance. For Quantitative Skills common variance was 13-20%, while for Written Comm. 4-11%.

I. Assuming enforced implementation by enrollment services in Banner, will there be a “bottleneck” for students to remain as degree-seeking and proceeding past 60 credits for any baccalaureate student in academic year 07-08 or 08-09 due to a lack of availability of enough sections of GER Tier 1 Basic College-Level skills course sections, either through lack of section seats or the lack of section seats that fit students’ schedules?

A) Given a projection of students needing Tier 1 courses to proceed as degree-seeking past 60 credits in academic year 07-08 and 08-09, how many additional Tier 1 sections and FTEF faculty would be needed?.....

ia. How many additional Oral Communication Skills sections (COMM A111, COMM A235, COMM A237, and COMM A241) are needed, based on current enrollment distribution in these courses, in academic year 07-08 and 08-09?

ib. Are any additional Oral Communication FTEF needed for instruction of needed additional sections?

ii. How many additional Quantitative Skills sections (MATH A107, MATH A108, MATH A109, MATH A172, MATH A200, MATH A201, MATH A272, STAT A252, STAT A253 STAT A307) are needed, based on current enrollment distribution in these courses, in academic year 07-08 and 08-09? Note: MATH A107 and STAT A252 are the most significant for non-math/science/engineering students. MATH A172 is a little-used option for non-math/science/engineering students.

ii. Are any additional Quantitative Skills FTEF needed for instruction of needed additional sections?

ii. How many additional sections of MATH support courses for the Quantitative skill requirement (MATH A054, MATH A055, MATH A105 are needed to allow degree-seeking students to proceed past 60 credits, academic year 07-08 and 08-09? Note: MATH A105 is currently the highest demand support course in Anchorage for proceeding to the Quantitative Skills requirement.

ii. Are any additional Quantitative Skills FTEF needed for instruction of needed support course sections?

iii. How many additional Written Communication Skills sections (ENGL A111, ENGL A211, ENGL A212, ENGL A213, ENGL A 214, ENGL A311, ENGL A312, ENGL A414) are needed, based on current enrollment distribution in these courses, in academic year 07-08 and 08-09?

iii. ENGL A111 sections are a prerequisite for the second required 3 credits, and therefore, how many ENGL A111 sections are needed WITH successful student completion(minimum grade of C) for proceeding to 200 level required courses before 60 credits, in academic year 07-08 and 08-09?

iiic. Are any additional ENGL A111 FTEF needed for instruction of needed additional sections?

iiid. ENGL A211, ENGL A212, ENGL A213, ENGL A214 are the most significant 2nd required Written Communication course, how many of these 200 level ENGL sections are needed to allow degree-seeking students to proceed past 60 credits in academic year 07-08 and 08-09?

iiie. Are any additional 200 Level-Written Communication Skills FTEF needed for instruction of needed additional sections?

General Question: Impact of increased efficiencies on needed Tier 1 sections

B)How many of any projected requirements for additional Tier 1 sections and required FTEF faculty might be eliminated by decreasing repeaters through an improvement in attrition rates by changes in prerequisite enforcement and/or improvements in proper student placement in Tier 1 courses? Note: An increased window at the start of the semester for instructor-mediated student swaps for proper placement is currently before UAB.

i. Oral Communications: No prerequisites or placement requirement. N.A.

ii. Quantitative Skills: How many sections might be saved by any improvements in proper student placement through changes in prerequisite/placement enforcement?

iiia. Does the data for NOT MET prerequisite in the GER topic paper include both students without the course prerequisite AND students without an acceptable SAT/ACT/UAA placement test score (as indicated on the Class List with Prerequisites) or are students with acceptable test scores included under faculty waiver?

Note: MATH A107 and STAT A252 are the most significant for non-math/science/engineering students. These two courses and MATH A172 have a prerequisite of MATH A105 with a minimum grade of C. MATH A109 has a prerequisite of MATH A105 with a minimum grade of B. Other Quantitative skills courses have a prerequisite of at least MATH A107 with a minimum grade of C.

iii. Written Communications: Would any sections be saved by any improvements in proper student placement through changes in prerequisite/placement enforcement?

Note: ENGL prerequisite/placement enforcement is in place at UAA.

iiia. Would any sections of ENGL A111 be saved?

Prerequisite: ENGL A109 or PRPE 108 with minimum grade of C or Appropriate score on ACT/SAT/UAA English placement test.

C) If no additional sections of Tier 1 courses were offered, (given a projection of students needing Tier 1 courses to proceed as degree-seeking past 60 credits in academic year 07-08 and 08-09) how many students would be required to change their status to non-degree seeking to take more than 60 credits assuming Banner enforcement on registration?

i. How many of the above students forced into non-degree seeking status would be impacted by the degree-seeking requirement for receiving financial aid? (Pell Grants, Federal Supplemental Educational Opportunity Grant, FAFSA-Stafford Loan, Veterans Assistance)

D) Will a “delay” in the implementation of the 12 before 60 requirement occur either through lack of Banner enforcement, lack of available resources, or through allowing numerous petitions for students that have not completed 12 before 60 to continue as degree-seeking? *

i. Will there be an impact on 2010 accreditation evaluation should a lack of implementation of 12 before 60 occur? *

*Questions for GERC & Administration after examination of any new OPRA data

General Question: Integrative Capstone required after September 2008 for baccalaureate students admitted to major or pre-major status under the 2005-2006 UAA Catalog or later catalogs.

Tom Miller provided data from Mary Howard for 1400 applicants for graduation in Spring 2007. One estimate would be up to 2500 capstone seats/year.

Tier 3 Integrative Capstone Courses

Courses completed at UAA must be selected from the following

Integrative Capstone courses:

ART A491 Senior Seminar

BIOL A452 Human Genome

CEL A450 Civic Engagement Capstone

CIS A376 Management Information Systems

CS A470 Applied Software Development Project

ECON A488 Seminar in Economic Research

EDFN A300 Philosophical and Social Context Of American Education

GEOL A456 Geoaerchology

HIST A390A Themes in World History

HIST A427 Post-Soviet Culture and Society

HNRS A490 Senior Honors Seminar

MATH A420 History of Mathematics

MEDT A302 Clinical Laboratory Education and Management

NS A411 Health II: Nursing Therapeutics

PEP A384 Cultural and Psychological Aspects Of Health and Physical Activity

PSY A370 Biological Psychology

RUSS A427 Post-Soviet Culture and Society

SOC A488 Capstone Seminar

STAT A308 Intermediate Statistics for the Sciences

SWK A431 Social Work Practice IV

TECH A453 Capstone Project

See Class Schedule for additional Integrative Capstone courses.

**** Note: The 37-credit General Education Requirement, including the 3-credit Integrative Capstone, is required for graduation after September 2008 for baccalaureate students who were admitted to major or pre-major status under the 2005-2006 UAA Catalog or later catalogs. (For specifics on catalog year requirements, see Chapter 7, Academic Standards and Regulations, Related Undergraduate Admissions Policies).*

Prerequisites/Purpose

Senior Std. PHIL 401/ Bachelor Arts, Fine Arts/
Jr. Std., BIOL A252 Genetics, ANTH 205 Biol.Anth.,
PSY 370 Bio.Psy/ Anth/Bio/Psy Majors

CEL 292, CEL 395:/Certificate Civic Engagement
**Jr. Std., CIS A305 Managerial Present OR COMM
A241 Public Speaking/ general interest/business
majors/BBA**

CS A351, CS A401, sr. standing/ BA/BS Computer
Science

Sr. Std., ECON 321&324& 412 or 429/BA BBA
Economics

Jr. Std., EDSE 212 or PSY A245 / Elementary ED

Jr. Std., ANTH 211 Fund. Archeol., GEOL A221/
Geol. Anth. Majors

**Jr. Std., GEOG A101 & HIST A101, or A102, or
A121, or A122, or A131, or A132/ History major or
general interest**

**Jr. Std., HIST A102 or any RUSS/ History,
Languages, General interest**

Jr. Std. & UAA Honors Program

Jr. Std., MATH A202, A215, one HIST/ BA BS
Mathematics

PHIL A302 Jr. standing/BS Medical Technology

Junior standing/ BS Nursing Science

**PSY A111, PSY A150 Jr. standing/
general interest BS Phys.ED.**

Jr. Std. AS 252/AS 253/Psy 260 & PsyA261/BA&BS
Psy

(see HIST A427)

Senior Standing, SOC 361 & 402/ Sociology majors

Jr. Std., 100-level Social Sci., 100 level Nat.
Sci., STAT 252, 253, or 307/ Science Majors

Junior Std., SWK 430 & 461B/ BSW

Junior Std., TECH A305/ BS Technology

Capstone Courses For potentially any Major:

CIS A376 Management Information Systems: (Jr. Std., CIS A305 Managerial Present OR
COMM A241 Public Speaking Oral Communication GER/ general interest/business majors/BBA)

HIST A390A Themes in World History (Prerequisites GEOG A101(Social Sciences GER)
and any HIST humanities GER)

HIST A427 Post-Soviet Culture and Society (Prerequisite HIST A102)

PEP A384 Cultural and Psychological Aspects of Health & Physical Activity (Prerequisites
PSY A111 or PSY A150 (Social Sciences GER))

A. Will there be a “bottleneck” for timely graduation for any baccalaureate student in academic year 08-09 due to a lack of availability of an appropriate GER Tier 3 Integrative Capstone course in the students junior or (for many students?) their senior year?

- I. Given a projection of graduation applications for Spring 09, how many capstone sections are needed in Fall 08-Spring 09?**
- II. Given current availability of major-program specific capstones, how many sections of “general purpose/interest” integrative capstone courses are needed?**
 - i) Is there enough variety and accessibility based on required prerequisites in the available capstones to serve all baccalaureate students in a variety of programs and majors?**
 - ii) How many UAA degrees/majors still need a specific Tier 3: Capstone course for their students, based on already having a total of 120 or more credits required for the degree (without allowing open electives) prior to the 3 credit Tier 3 Integrative Capstone requirement?**
- III. Are any additional FTEF needed for instruction of capstone courses to prevent a “bottleneck” for graduation?**
- IV. Will it be necessary to “delay” the implementation of the Tier 3 Integrative Capstone requirement either by a catalog change or allowing numerous petitions in order to allow students to graduate in Spring 09?***
 - i) Would there be an impact on 2010 accreditation evaluation should a delay in the Capstone requirement for graduation occur?***

B. Do the data presented in the GER Topic Paper represent data for all 02-06 offerings of a given course both before that course was approved as a capstone and after the course was approved as a capstone?

*Questions for GERC & Administration after examination of any new OPRA data

Question: Do the 500 GER seats provided by the Fall 2007 priority registration below represent any significant number of the 5,204 initial registrants in Fall 2005 Tier 1 courses?

UAB SECOND READING 2/16/07 PRIORITY REGISTRATION PROPOSAL - DRAFT 3

Problem: Nearly 1000 course seats were taken by non-degree seeking students during the first three weeks of fall 2006 registration. Approximately 380 of these seats were in GER courses.

At the close of business on the first day of registration for the spring 2007 semester, **206** courses were closed and over **4,700** students (32% of our student population) had registered for at least one course (with 2,637 registering before 8:30 a.m.). **621** non-degree seeking students, including secondary school students, registered during the first day of spring 2007 registration. By staggering registration for certificate- and degree-seeking student populations, UAA has the opportunity to assist students to complete certificates and degrees in a timelier manner by providing additional registration access to GER seats. **By delaying the registration of non-degree seeking for nine days, UAA has the opportunity to provide registration access to over 500 GER seats to certificate- and degree-seeking students.**

Solution: The following priority registration schedule is proposed, effective for fall 2007 registration, to advance university goals of increasing student persistence and improving student graduation rates.

1. All students who have applied for graduation from a UAA certificate or degree program, all admitted graduate students, and all designated learner populations approved by the Assistant Vice Chancellor for Enrollment Management - **Fall 2007 registration would begin for this group on April 9, 2007.**
2. All certificate- and degree-seeking students with a completed admissions file who are continuing from previous semester (summer excluded). **Fall 2007 registration would begin for this group on April 11, 2007.**
3. All newly admitted certificate- and degree-seeking students, new transfer students, and certificate and degree-seeking students who have been admitted in the last 2 years who have stopped out and are now returning - **Fall 2007 registration would open for this group beginning April 16, 2007.**
4. Student classified as non-degree seeking students, including secondary school students - **Fall 2007 registration would begin for this group on April 18, 2007.**

According to UAA enrollment activity trends, students are registering earlier every year and more students are taking advantage of the 24/7 registration option that is available to them via UA Online. UA Online allows students to conduct business outside normal business hours. The goal of these new priority deadlines is to serve students and the university mission more effectively by:

- Providing certificate and degree-seeking students with additional opportunities to register early for required courses to complete their degree in a timely manner;
- Providing students with additional opportunities to register early for required courses to meet the newly implemented GER policy requiring degree-seeking student to complete all Tier 1 GER core courses prior to accumulating 60 credits.
- Encouraging certificate- and degree-seeking students to apply for admission to their desired program of study in a timely manner.
- Encouraging certificate- and degree-seeking students to apply for graduation in a timely manner.
- Continuing to service those students wishing to take courses for professional development or personal enrichment, while giving registration advantage to students pursuing certificates or degrees who may be under time constraints to meet the financial aid 150% time to degree requirement for funding.

For example, there were 27,643 individuals eligible to register for the spring 2007 semester. Anchorage spring semester opening headcounts are 12-13,000 students, with 3,500 to 3,800 non-degree students. What follows is a breakdown of eligibility for the spring 2007 semester using spring 2007 numbers in the cohorts proposed above:

- Cohort 1 - 1,232 would be eligible to register.
- Cohort 2 - Cohort 1 and an additional 12,305 in Cohort 2 would be eligible to register.
- Cohort 3 - Cohorts 1, 2 and an additional 4,649 in Cohort 3 would be eligible to register.
- Cohort 4 - Cohorts 1, 2, 3 and an additional 9,457 in Cohort 4 would be eligible to register.

TERM	Campus	SCHOOL	SUBJ	DEPART	Course Number	Section #	CRN	TITLE	Faculty Last Name	First Name	M Name	Total Enroll	Total Credits (incl audits)
200303	A	CB	CIS	CIS	A376	601	74588	Management Info Systems	Howard	Dennis	D	29	87
200303	A	CB	CIS	CIS	A376	602	74589	Management Info Systems	Hoanca	Bogdan		27	81
200303	A	CB	CIS	CIS	A376	603	74591	Management Info Systems	Hoanca	Bogdan		28	84
200401	A	CB	CIS	CIS	A376	001	30529	Management Info Systems	Fitzgerald	David	A	34	102
200401	A	CB	CIS	CIS	A376	002	30530	Management Info Systems	Fitzgerald	David	A	32	96
200401	A	CB	CIS	CIS	A376	003	30531	Management Info Systems	Hoanca	Bogdan		32	96
200403	A	CB	CIS	CIS	A376	601	70804	Management Info Systems	Howard	Dennis	D	29	87
200403	A	CB	CIS	CIS	A376	602	70805	Management Info Systems	Howard	Dennis	D	27	81
200403	A	CB	CIS	CIS	A376	603	70806	Management Info Systems	Desai	Alpana	M	25	75
200501	A	CB	CIS	CIS	A376	001	30121	Management Info Systems	Fitzgerald	David	A	39	117
200501	A	CB	CIS	CIS	A376	002	30122	Management Info Systems	Howard	Dennis	D	29	87
200501	A	CB	CIS	CIS	A376	003	30123	Management Info Systems	Hoanca	Bogdan		28	84
200502	A	CB	CIS	CIS	A376	301	50548	Management Info Systems	Howard	Dennis	D	19	57
200503	A	CB	CIS	CIS	A376	601	75600	Management Info Systems	Howard	Dennis	D	21	63
200503	A	CB	CIS	CIS	A376	602	75601	Management Info Systems	Hoanca	Bogdan		33	99
200503	A	CB	CIS	CIS	A376	603	75602	Management Info Systems	Desai	Alpana	M	27	81
200601	A	CB	CIS	CIS	A376	001	32714	Management Info Systems	Fitzgerald	David	A	35	105
200601	A	CB	CIS	CIS	A376	002	32715	Management Info Systems	Howard	Dennis	D	26	78
200601	A	CB	CIS	CIS	A376	003	32716	Management Info Systems	Hoanca	Bogdan		20	60
200102	A	AS	CS	MATH	A470	301	52048	Applied Software Develop	Gordon	William	L	1	3
200103	A	AS	CS	MATH	A470	601	77776	Applied Software Develop	Staff	UA		2	6
200201	A	AS	CS	MATH	A470	001	30918	Applied Software Develop				5	15
200202	A	AS	CS	MATH	A470	301	50071	Applied Software Develop				3	9
200203	A	AS	CS	CS	A470	601	71340	Applied Software Develop	Mock	Kenrick	J	8	24
200401	A	AS	CS	CS	A470	001	31220	Applied Software Develop	Mock	Kenrick	J	15	45
200501	A	AS	CS	MATH	A470	001	30634	Applied Software Develop	Mock	Kenrick	J	16	48
200601	A	AS	CS	MATH	A470	001	31834	Applied Software Develop	Mock	Kenrick	J	8	24
200201	A	CB	ECON	PA	A488	001	39801	Seminar: Economic Res	Huskey	Terry	L	1	3
200301	A	CB	ECON	PA	A488	001	30835	Seminar: Economic Res	Edwards	Wayne	A	9	27
200303	A	CB	ECON	PA	A488	601	70826	Seminar: Economic Res	Edwards	Wayne	A	12	36
200401	A	CB	ECON	PA	A488	002	40496	Seminar: Economic Res	Edwards	Wayne	A	1	3
200501	A	CB	ECON	ECON	A488	001	39013	Seminar: Economic Res	Ross	Larry	L	1	3
200501	A	CB	ECON	ECON	A488	003	39127	Seminar: Economic Res	Edwards	Wayne	A	1	3
200403	A	AS	HIST	HIST	A390A	601	75722	Themes in World History	Myers	William	L	59	177
200501	A	AS	HIST	HIST	A390A	001	35748	Themes in World History	Dunscomb	Paul	E	25	75
200601	A	AS	HIST	HIST	A390A	001	32244	*Themes in World History	Myers	William	L	34	102
200103	A	AA	HNRS	HNRS	A490	601	77724	Senior Honors Seminar	Pearson	Larry	L	8	48

TERM	Campus	SCHOOL	SUBJ	DEPART	Course Number	Section #	CRN	TITLE	Faculty Last Name	First Name	M Name	Total Enroll	Total Credits (incl audits)
200303	A	AA	HNRS	HNRS	A490	601	70984	Senior Honors Seminar	Henry	Daniel	L.	7	42
200403	A	AA	HNRS	HNRS	A490	601	71549	Senior Honors Seminar	Foster	Larry	M	15	90
200501	A	AA	HNRS	HNRS	A490	001	38554	Senior Honors Seminar	Foster	Larry	M	1	6
200503	A	AA	HNRS	HNRS	A490	601	72502	* Senior Honors Seminar	Foster	Larry	M	16	96
200103	A	AS	MATH	MATH	A420	601	77831	History of Mathematics	Narang	Deborah	L	3	9
200203	A	AS	MATH	MATH	A420	601	71398	History of Mathematics	Neal	Cora	L	11	33
200303	A	AS	MATH	MATH	A420	601	71903	History of Mathematics	Neal	Cora	L	13	39
200403	A	AS	MATH	MATH	A420	602	78663	History of Mathematics	Narang	Kamal		3	9
200503	A	AS	MATH	MATH	A420	601	72313	* History of Mathematics	Neal	Cora	L	13	39
200203	A	CT	MEDT	MEDT	A302	601	77314	Clinical Lab Ed and Management	Kragness	Gloria	A.	12	48
200303	A	CT	MEDT	MEDT	A302	601	71532	Clinical Lab Ed and Management	Kragness	Gloria	A.	8	32
200403	A	CT	MEDT	MEDT	A302	601	72250	Clinical Lab Ed and Management	Kragness	Gloria	A.	6	24
200503	A	CT	MEDT	MEDT	A302	601	72945	* Clinical Lab Ed & Management	Pierce	David	M	13	52
200501	A	HW	NS	NS	A411	001	32194	Health II: Nrsng Therapeutics	Carmon	Bernice	llace	31	93
200502	A	HW	NS	NS	A411	301	50612	Health II: Nrsng Therapeutics	Predeger	Elizabeth	J	42	126
200503	A	HW	NS	NS	A411	601	75750	*Health II: Nrsng Therapeutics	Carmon	Bernice	llace	38	114
200601	A	HW	NS	NS	A411	001	31242	*Health II: Nrsng Therapeutics	Predeger	Elizabeth	J	36	108
200103	A	AS	PSY	PSY	A370	601	78563	Physiological Psychology	Bruce	Richard	L	40	120
200201	A	AS	PSY	PSY	A370	001	31995	Physiological Psychology	Bruce	Richard	L	39	117
200203	A	AS	PSY	PSY	A370	601	71580	Biological Psychology	Wesolowski	Vickie	L	42	126
200301	A	AS	PSY	PSY	A370	001	32015	Biological Psychology	Wesolowski	Vickie	L	35	105
200303	A	AS	PSY	PSY	A370	601	72064	Biological Psychology	Murphy	Eric	S.	49	147
200401	A	AS	PSY	PSY	A370	001	31729	Biological Psychology	Murphy	Eric	S.	46	138
200403	A	AS	PSY	PSY	A370	601	71797	Biological Psychology	Murphy	Eric	S.	42	126
200501	A	AS	PSY	PSY	A370	001	31374	Biological Psychology	Murphy	Eric	S.	43	129
200503	A	AS	PSY	PSY	A370	601	71638	Biological Psychology	Murphy	Eric	S	39	117
200601	A	AS	PSY	PSY	A370	001	32088	* Biological Psychology	Murphy	Eric	S	43	129
200201	A	AS	SOC	SOC	A488	001	32358	Capstone Seminar	Pajot	Michael	E	16	48
200301	A	AS	SOC	SOC	A488	001	32068	Capstone Seminar	Pajot	Michael	E	17	51
200302	A	AS	SOC	SOC	A488	301	52115	Capstone Seminar	Pajot	Michael	E	1	3
200401	A	AS	SOC	SOC	A488	001	31779	Capstone Seminar	Pfeiffer	Karl	T	11	33
200501	A	AS	SOC	SOC	A488	001	31425	Capstone Seminar	Pfeiffer	Karl	T	13	39
200601	A	AS	SOC	SOC	A488	001	32008	Capstone Seminar	Pfeiffer	Karl	T	16	48
200501	A	HW	SWK	BSWK	A431	001	30370	Social Work Practice IV	Burke	Tracey	K	13	39
200601	A	HW	SWK	BSWK	A431	001	31906	*Social Work Practice IV	Burke	Tracey	K	16	48
200103	I	AS	PSY	PSY	A370	R10	85970	Physiological Psychology	Coble	Susan	F	7	21
200301	I	AS	PSY	PSY	A370	I20	38523	Biological Psychology	Dammeyer	Matthew	M	9	27
200501	I	AS	PSY	PSY	A370	R20	37320	Biological Psychology	Partridge	Brian	C	20	60