

# **Academic Policies and Standards Committee 2010-2011 Annual Report**

Prepared by: Dan Vaughn, Committee Chair

**The APSC committee members were:** Cynthia Beel-Bates, Robert Downer, Elizabeth Wheatley, Lori Koste, John Shinsky, Peggy Vandenberg, Don Paszek, Nancy Schoofs, Harvey Nikkel, Ross Reynolds, Jamal Alsabbagh, Abby Bedford, Cindi Smith, Colleen Lyon and Dan Vaughn. Please note that not all listed were active for the entire year due to a resignation, sabbaticals, etc. Nancy Giardina was the representative in attendance from the Provost's Office. Our liaison with the Executive Committee of Senate (ECS) was Nancy Levenburg.

The Academic Policies and Standards Committee met five times during the 2010-2011 academic year. The Committee addressed three original (plus two additional) charges provided by ECS Chair, Kris Mullendore. Specific charges and any "Committee Actions" are provided below.

## **1. ACADEMIC INTEGRITY**

### **Charge:**

Based on the Summative Report and Recommendations of the Ad-Hoc Committee on Academic Integrity at Grand Valley State University (April 12, 2010), consider and propose ways to implement specific recommendations so as to better promote academic integrity and manage academic dishonesty.

### **Committee Action:**

The APSC gave extensive review to the April 12, 2010 document. A number of specific recommendations were added to the Summative Report cited above by this committee. In addition, ideas for implementation were provided. An essential piece of those recommendations is the appointment of an Academic Integrity officer to oversee the development of a culture of academic integrity at GVSU. In addition, this officer would be integral to the judicial processes related to academic dishonesty.

In addition to internal review of the AI proposal put forth by this committee (see Appendix A), APSC vetted the document throughout the University, at both faculty and administrative levels. Considerable modifications were made in response to that feedback. After considerable deliberation, the APSC voted unanimously to support the AI proposal (with one abstention). That proposal was shared with ECS at its April 8<sup>th</sup> meeting.

**UPDATE** (as of April 18, 2011):

ECS offered a few suggestions to the AI proposal. Those suggestions are **not** put forth in Appendix A. The document is awaiting further review by University counsel, Tom Butcher, who will meet with APSC Chair (Dan Vaughn) and Dean of Students (Bart Merkel), in addition to a representative from ECS (Cory DiCarlo), to offer additional legal considerations. A revised draft of the proposal will follow that meeting.

## **2. GRADUATE GRADE INFLATION**

### **Charge:**

In collaboration with the Graduate Council, examine the degree to which, if at all, grade inflation occurs at the graduate level at Grand Valley State University within its various colleges and programs in comparison with its peer institutions and share those findings with the Executive Committee of the Senate along with any committee recommendations for action.

### **Committee Action:**

APSC heard from Institutional Analysis Director, Philip Batty, regarding a 10-year analysis of the potential existence of grade inflation at the graduate level. The presentation title and date are shown below:

*Average Graduate Course Grades  
2000-01 through 2009-10 Looking for evidence of grade inflation  
Presented by Philip Batty to the Academic Policy Standards Committee  
November 10, 2010*

Based on Mr. Batty's report, APSC was **not** impressed by any definitive tendencies for universal grade inflation at the graduate level at this institution. It was noted that some colleges had a statistically significant upward trend in grades. The reader is referred to Appendix B, the final slide from Mr. Batty's presentation. However, the opinion of the APSC, after consideration of potentially confounding factors that might skew the data, remained unchanged.

Dean Potteiger and Associate Dean Stevenson, from the Graduate Office, were invited and present to hear this report at our November, 2010 meeting. These administrators took the opinion from this committee, plus Mr. Batty's report for review by Graduate Council (GC). Since this charge was a joint charge to APSC and GC, I attended a GC meeting to listen to the discussion and share APSC's point of view with GC. Graduate Council, along with the Graduate Dean's office has provided their own thoughts and opinions to ECS in a separate report. That report was shared with APSC. The APSC agrees that the tendency for grade

inflation is worth monitoring at 5-year intervals but does not feel that additional measures are warranted at this point in time. The APSC was unanimous in this opinion.

It should be noted that Mr. Batty advised the APSC that obtaining these same data from peer institutions would be both fiscally and politically expensive for the University. For that reason, extramural comparisons were not made.

### **3. SPRING/SUMMER LAST DAY TO ADD DATES:**

#### **Charge:**

Students are allowed to add or register for a spring/summer course until 5:00 p.m. on the fifth day of the session. This represents the same number of days as during a regular semester, despite the fact that it occurs during a condensed, spring/summer session. Thus, a student who does not enroll until that Friday will have missed one full week of the spring/summer session (or the approximate equivalent of two and one-half weeks during the regular semester). Examine the extent to which “late additions” occur in spring/summer sessions, assess implications for faculty members teaching those courses and propose policy revisions, if deemed appropriate.

#### **Committee Action:**

APSC investigated this thoroughly and heard from faculty, administrators (including the Registrar) and students about this issue. The reader is referred to Appendix C for a numerical summary of the depth and breadth of this issue (provided by Jerry Montag).

The Registrar provided compelling feedback about how the current policy is a more “user friendly” policy for our students. As the reader can see, there were only 105 and 55 “late” (i.e., days 3-5) adds in the first and second terms of Spring/Summer, 2010, respectively. Given how sparse those incidents are, as shown in Appendix C, the APSC was **not** convinced that the burden on faculty was significant enough to warrant a change in this policy at this time. In addition, there was concern that having an add day deadline different from the drop day deadline would be confusing (Student Senate President feedback). However, the vote on this issue was 5 in favor of no change and 2 in support of making the change to a 2-day add period for these spring/summer terms. Those who voted to make a change (i.e., the minority) were compelled by about a 50% return rate of faculty opinion in their colleges in support of making this change in the policy. The feedback from faculty resulted in each member of APSC taking the question back to their individual units. It is estimated that the total number of faculty who offered an opinion was ~ 75 persons.

APSC did support the idea of making faculty advisors more aware of this issue in order to minimize the rate of both occurrence and problems associated with “late” ads.

#### **4. REMEDIAL COURSES** (NOTE: This charge to APSC was added January 5, 2011)

Background: On November 12, 2010 the Executive Committee of the University Academic Senate (ECS) accepted a report and supporting documents from the University Curriculum Committee (UCC) concerning the role of remedial courses at Grand Valley State University. ECS asked that this report, including supporting documents, be provided to Vice President Giardina, Academic Program and Curriculum Development Officer Cimitile and the Academic Policy and Standards Committee for consideration.

**Charge:** As above; offer an opinion.

#### **Committee Action:**

The APSC believes these courses are providing a valuable service to the students of this University at, apparently, no obvious “load-strain” on the faculties providing instruction for these courses. As a result, the committee unanimously supported the use of these courses for academically “at-risk” students. The APSC believes that these courses are consistent with the mission of the University; that is to be inclusive in our admissions processes and provide certain proficiencies to facilitate success for “at-risk” students. Furthermore, the APSC joins with several faculty members who provided feedback to UCC about the importance of remedial courses at this University and specifically recommends:

- i. That the process for directing incoming students to these courses be transparent.
  - ✓ Consider informing “at risk” students, in their letter of acceptance to the University, that final admission is contingent upon their registration for these courses.
- ii. That adequate advising services are provided which will facilitate decision-making for students who are trying to decide whether a given 099-level course is appropriate for them.
- iii. That more than a single semester’s worth of support be available for these students. Specific follow-up strategies include:
  - ❖ Tutoring services
  - ❖ Structured Learning Assistance Program
  - ❖ Learning Skills Development Services

#### **5. AP SCORES:** (NOTE: Presented to this committee on April 7, 2011)

**Charge:** ECS has requested that APSC look at a request to develop a process for recommending changes in the qualifying (AP) scores used by Records in order to award course credit.

**Committee Action:** ECS Chair, Kris Mullendore, having provided this charge just before our last meeting of the academic year (AY), requested that we make the committee aware of the issue and we solicit volunteers to work on this in the upcoming AY. Nancy Giardina provided the background information for this issue to the committee. Abby Bedford agreed to work on it next AY. Others expressed an interest but were uncertain whether or not they would be on the committee in 2011-2012.

#### **ADDITIONAL SERVICE**

APSC member, Libby Wheatley, volunteered to serve on the Academic Advising Committee, as APSC's representative to AAC.

#### **Additional Committee Action:**

A volunteer to chair the APSC in 2011-2012 was not identified. Two separate solicitations were made by Committee Chair (Vaughn).

Respectfully submitted,

Dan Vaughn  
APSC Chair  
2010-2011 Academic Year

## **APPENDIX A**

## **Academic Policies and Standards Committee (APSC)**

### **Academic Integrity Action Plan**

**Approved by Academic Policies and Standards Committee March 18, 2011**

#### **Item 1: Promotion of a Culture of Academic Integrity on GVSU Campuses**

1. Promote the development of a culture of AI on this campus through the appointment of an AI Officer and through the following initiatives, to be developed and coordinated by the AI Officer:
  - ✓ Development of orientation materials for faculty and students on the topic of AI.
  - ✓ Development of annual [at least] seminars on AI, in conjunction with FTLC and graduate and undergraduate student organizations.
  - ✓ Maintenance and upgrade of the AI website.
  - ✓ Consultation to individual Colleges or Units on how to internally promote AI initiatives, including ways to create and proctor exams and assignments in a manner that fosters academic integrity.
  - ✓ Promote the development and training of AI Advocates for every department/unit on campus.
  - ✓ Develop seminars, classes, etc, to provide instruction for both “offenders” and “non-offenders” on the issues and importance of AI initiatives and its importance on our campus and beyond.
  - ✓ Develop support media, artifacts and/or awards that would support the institutionalization of academic integrity on campus.
  - ✓ Evaluate and develop (as appropriate) an Honor Code for our university to be incorporated as a key element of the GVSU Student Code.
  - ✓ Appointment of an AI Board consisting of 2 faculty and 1 student member.
    - i. The Board’s membership should be chosen from a pool of potential candidates for a given case. This group should be comprised of the AI Advocates appointed at each Unit, or College, level. [Assumption is that this cohort would have special training to fulfill this role, in addition to their responsibilities at the Unit level for promotion of AI initiatives].
    - ii. For cases involving graduate students, the pool should provide graduate faculty and student members to the AI Board.

- ✓ Add to Deans' and Associate Deans' (as appropriate) annual evaluations a line item(s) that evaluates his/her commitment to fostering a culture of AI at this university.
- ✓ Add to student evaluation forms a line item(s) that evaluates individual faculty member's support for fostering a culture of AI in the classroom.
- ✓ Place a message on the GVSU homepage about the relevance of and commitment to AI on this campus.
- ✓ Place a statement on every syllabus about AI. Leave to individual faculty members' discretion the choice of using a "standardized" statement, or one of his/her own. [Assumption: making this decision at the Unit and/or College level would foster discussions about AI at those levels].

### **Item 2: Appointment of an Academic Integrity Officer**

1. The committee supports the appointment, from within the university, of a person to serve as the AI Officer for a 3-year term. We recommend that an office of AI be housed in the DOS office.
  - ✓ The AI officer would need full support of his/her (department chair, college dean, or other) to devote the anticipated 20-30 hours per week that this role would require.
    - i. We believe that the AI Officer should be a faculty member since that person would be providing coordination and supervision of AI Board hearings, in addition to determining the final "verdict" at those hearings.
  - ✓ A collective responsibility of the AI Board and AI officer would be to provide consultation to the DOS office, upon request, for hearing and advisement on academic dishonesty matters. [See Appendix A].
  - ✓ We propose that, at the end of the 3-year appointment, the ECS re-evaluate the usefulness of and success of this initiative and whether or not the position should be on-going, and/or modified.

### **Item 3: Centralized System for Recording and Reporting Academic Dishonesty; Uniform Management of Those Issues**

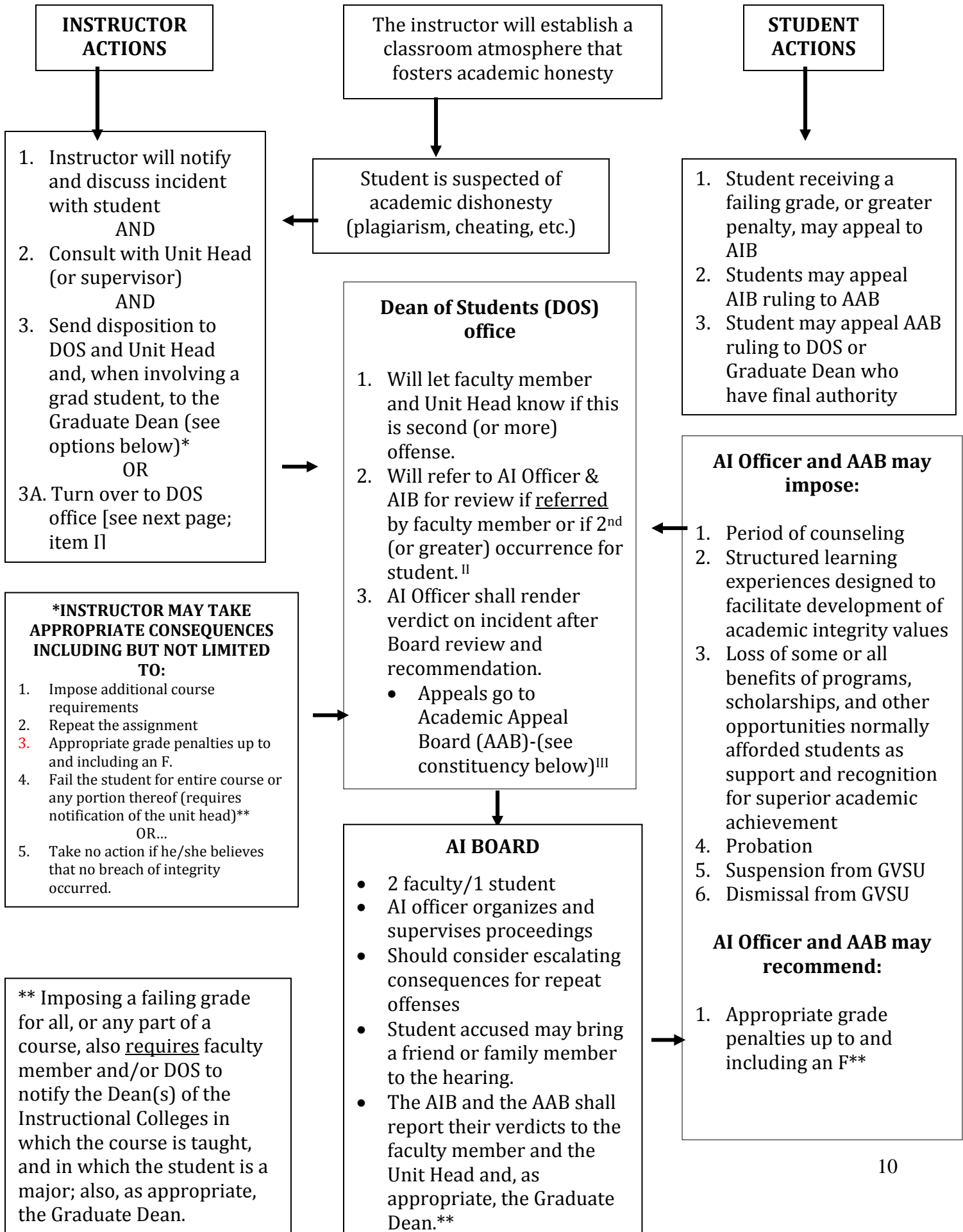
1. Please see flow chart [Appendix A] for managing academic dishonesty issues.
  - A) Along with the document itself, APSC proposes that the following items be clearly articulated to all parties:
    - ✓ That the flow chart is intended to accomplish two things:
      - i. Make the procedural flow and management of academic dishonesty issues equitable across campus.

- ii. Provide a mechanism whereby identification and management of repeat offenders can be handled through both instructive and/or punitive measures.
    - ✓ That students and faculty be fully advised of the process at respective orientations.
    - ✓ That student (especially) be aware that **all** incidents will be reported to Dean of Students (DOS) office. Intent: to be advised of repeat offender situations. Incidents involving graduate students are also reported to the Graduate Dean's office.
    - ✓ That faculty members be made aware that the expectation is that **all** incidents will be reported to the DOS (or Graduate Dean's) office. Intent: as above.
    - ✓ That faculty members be advised that they have the right to deal with the issue **without** imposing punitive measures, but that the expectation remains that the incident should be reported. If a faculty member is uncertain whether or not a breach of AI has occurred, then no report form needs to be generated.
2. That the University develop a simple form for reporting academic dishonesty issues to the DOS office (and, when involving graduate students, to the Graduate Dean's office). [Please see sample, Appendix B].
3. Provide annual reports to the Deans of each academic unit and the Graduate Dean's office as to which instructors are reporting incidents of cheating and at what rate. Intent: to factor into unit personnel decisions in cases where negative student evaluations might be related to a faculty member's reporting of incidents of academic dishonesty.

#### Legend

AIB = Academic Integrity Board

AAB = Academic Appeal Board



**INSTRUCTOR ACTIONS**

The instructor will establish a classroom atmosphere that fosters academic honesty

**STUDENT ACTIONS**

1. Instructor will notify and discuss incident with student  
AND
2. Consult with Unit Head (or supervisor)  
AND
3. Send disposition to DOS and Unit Head and, when involving a grad student, to the Graduate Dean (see options below)\*  
OR
- 3A. Turn over to DOS office [see next page; item I]

Student is suspected of academic dishonesty (plagiarism, cheating, etc.)

1. Student receiving a failing grade, or greater penalty, may appeal to AIB
2. Students may appeal AIB ruling to AAB
3. Student may appeal AAB ruling to DOS or Graduate Dean who have final authority

- Dean of Students (DOS) office**
1. Will let faculty member and Unit Head know if this is second (or more) offense.
  2. Will refer to AI Officer & AIB for review if referred by faculty member or if 2<sup>nd</sup> (or greater) occurrence for student. <sup>II</sup>
  3. AI Officer shall render verdict on incident after Board review and recommendation.
    - Appeals go to Academic Appeal Board (AAB)-(see constituency below)<sup>III</sup>

- \*INSTRUCTOR MAY TAKE APPROPRIATE CONSEQUENCES INCLUDING BUT NOT LIMITED TO:**
1. Impose additional course requirements
  2. Repeat the assignment
  3. Appropriate grade penalties up to and including an F.
  4. Fail the student for entire course or any portion thereof (requires notification of the unit head)\*\*  
OR...
  5. Take no action if he/she believes that no breach of integrity occurred.

- AI Officer and AAB may impose:**
1. Period of counseling
  2. Structured learning experiences designed to facilitate development of academic integrity values
  3. Loss of some or all benefits of programs, scholarships, and other opportunities normally afforded students as support and recognition for superior academic achievement
  4. Probation
  5. Suspension from GVSU
  6. Dismissal from GVSU
- AI Officer and AAB may recommend:**
1. Appropriate grade penalties up to and including an F\*\*

- AI BOARD**
- 2 faculty/1 student
  - AI officer organizes and supervises proceedings
  - Should consider escalating consequences for repeat offenses
  - Student accused may bring a friend or family member to the hearing.
  - The AIB and the AAB shall report their verdicts to the faculty member and the Unit Head and, as appropriate, the Graduate Dean.\*\*

\*\* Imposing a failing grade for all, or any part of a course, also requires faculty member and/or DOS to notify the Dean(s) of the Instructional Colleges in which the course is taught, and in which the student is a major; also, as appropriate, the Graduate Dean.

- I. Proposed criteria for when a faculty member might turn a case over to the DOS office immediately. Suggestions include:
  - i. Cases where the instructor is aware that this is, at least, a second incident.
  - ii. Cases where the instructor and student have work- or non-work-related relationships outside the classroom and the instructor feels his/her objectivity might be compromised, even after consultation with his/her Unit Head or Dean. Examples of these types of cases might include: 1) a graduate assistant, 2) instances where the faculty member and student have shared membership, or affiliation, in a community or university organization, 3) research assistant or, 4) office worker within Unit, etc.
  - iii. Cases where a student is taking part in a curriculum (e.g., professional program) where he/she has been in the same professor's class multiple times and the faculty member feels his/her objectivity may be compromised due to the positive or negative influences of a prolonged acquaintance.
  - iv. Cases where the student has intimated litigation when he/she spoke with the faculty member about the incident.
- II. When a student is caught in more than one offense during his/her matriculation at GVSU, the faculty member involved in that incident may still determine the grade for his/her course (and/or the particular assignment). However, more than a single offense automatically generates a referral to the DOS office and the AI Board. That office, in consultation with the AI Board, may add additional punitive and/or instructive measures after full review of the incident.
- III. Academic Appeal Board shall consist of 2 faculty, 1 staff member and 1 student member who are all new to the case. The AI Officer shall report the findings of the AIB to the Academic Appeal Board (AAB). The senior faculty member on the AAB shall render the final decision after considering the case with this Appeal Board.

## **APPENDIX B**

## Estimated Annual Change in average graduate course grade, by college and level

	CCPS	CHP	CLAS	COE	KCN	PCEC	SCB	GVSU
<b>500-Level</b>	0.034	0.012	-0.003	0.002	-0.002	0.003	0.008	0.011
<b>600-Level</b>	0.005	0.003	0.007	-0.003	-0.001	-0.008	-0.004	-0.003
<b>700-Level</b>				0.027				0.027
<b>All Graduate</b>	0.006	0.006	0.006	-0.003	-0.001	-0.007	0.002	0.000

Red type indicates a statistically significant upward trend.

Blue type indicates a statistically significant downward trend.

Black type means the trend is not statistically significant.

## Appendix C

Students enrolling in Spring Summer 2010 courses for the first time during first week of class

		Monday	Tuesday	Wednesday	Thursday	Friday
Full Term	ACC 511	1	.	.	.	.
	ACC 612	1	1	.	.	.
	ART 399	.	.	.	.	1
	ART 499	.	1	.	.	.
	BMS 208	1	.	.	.	2
	BMS 212	2	2	.	.	.
	BMS 213	1	1	.	.	.
	BMS 290	.	4	1	2	1
	BMS 291	.	1	.	1	.
	BMS 309	.	1	2	.	.
	BMS 399	1	1	.	1	.
	BMS 492	.	1	.	.	.
	BMS 499	.	.	2	.	.
	CAP 490	5	1	1	1	6
	CFV 490	.	.	5	.	.
	CHM 499	1	.	.	1	1
	CIS 162	.	.	.	1	.
	CJ 399	.	1	.	.	.
	CJ 490	.	1	.	.	.
	COM 490	2	.	3	.	.
	COM 498	1	.	.	.	.
	CPH 490	.	.	1	.	.
	ED 671	1	.	.	2	.
	ED 693	.	.	.	.	2
	EDG 685	1	.	.	.	.
	EDG 687	1	.	.	.	.
	EDS 685	.	1	.	.	.
	EDT 621	1	.	.	.	.
	EGR 214	1	.	.	.	.
	EGR 250	.	.	.	.	1
	EGR 261	.	.	1	.	.
	EGR 309	1	.	.	1	.
	EGR 390	.	1	.	.	.
EGR 440	1	.	.	.	.	
EGR 480	1	.	.	.	.	
EGR 699	.	.	1	.	.	
GEO 499	.	1	.	.	.	

HNR 399	.	.	1	.	.
HNR 499	.	.	.	1	.
HTM 290	.	3	1	1	.
HTM 390	1	.	1	2	.
HTM 490	.	1	.	1	3
IR 490	.	.	.	1	1
LIB 490	1	.	.	.	.
MKT 490	1	.	.	.	.
MOV 490	.	.	1	.	.
MTH 110	.	1	1	.	1
MUS 399	.	.	1	.	.
MUS 643	1	1	.	.	.
NRM 399	1	.	.	.	.
NUR 220	.	1	1	.	.
NUR 625	.	1	.	.	.
NUR 672	.	.	.	1	.
NUR 692	.	1	.	.	1
NUR 693	.	.	1	.	1
NUR 696	1	.	.	.	.
NUR 699	.	.	1	1	.
OT 661	1	.	.	.	.
PA 490	.	.	1	.	.
PA 499	.	.	.	.	1
PA 690	.	1	.	.	.
PAS 543	.	1	.	.	.
PED 266	.	.	2	.	.
PED 270	.	1	.	.	.
PED 490	1	.	1	.	.
PLS 490	.	.	1	.	1
PLS 499	.	.	.	1	.
PSY 490	3	.	1	.	.
PSY 540	1	1	.	.	.
PSY 542	.	1	.	.	.
SOC 490	.	.	2	1	1
STA 215	.	1	.	1	.
STA 610	.	1	.	1	.
SW 300	.	.	.	1	.
SW 600	.	1	1	1	.
SW 610	.	1	.	.	.
SW 612	.	.	1	1	.
SW 620	1	1	.	.	.
SW 650	.	.	.	1	.
SW 651	.	.	.	1	.
SW 670	1	.	.	.	.

	SW 690	1	.	.	.	.
	SW 699	1	.	.	.	1
	US 201	2	.	.	.	.
	WRT 399	1	.	.	.	2
	WRT 490	1	2	.	.	1
	All	44	40	36	27	28
First Six Weeks	AAA 200	.	1	.	.	.
	AAA 352	.	1	.	1	.
	ACC 212	.	.	1	.	.
	ACC 213	.	1	.	.	.
	ACC 311	1	.	.	.	.
	ACC 413	1	.	.	.	.
	ACC 490	1	.	1	.	.
	ACC 611	1	.	1	.	.
	ACC 618	1	.	.	.	.
	ANT 204	.	.	.	1	.
	ANT 215	1	.	.	.	.
	ANT 315	1	.	.	.	.
	ANT 340	1	.	.	.	.
	ARA 380	1	.	.	.	.
	ART 101	1	.	.	.	.
	BIO 104	2	4	.	1	.
	BIO 355	2	1	.	.	.
	BMS 100	1	.	1	.	1
	BMS 105	2	.	.	.	.
	BMS 310	.	.	.	.	1
	BUS 201	1	.	.	.	.
	CAP 105	.	.	1	.	.
	CBR 281	.	1	.	.	.
	CFV 125	.	.	1	.	.
	CHM 231	.	.	1	1	.
	CIS 150	.	.	.	1	.
	CIS 160	.	1	.	.	.
	CIS 673	.	.	.	1	.
	CJ 101	.	.	.	1	.
	CJ 201	1	.	.	.	.
	CJ 470	.	.	1	.	.
	CJ 642	1	.	.	.	.
	CLA 499	.	.	1	.	.
	CMB 680	.	.	1	.	.
COM 101	1	.	.	.	.	
COM 201	1	.	.	.	.	
COM 215	1	.	.	.	.	
COM 295	1	1	.	.	.	

COM 399	.	.	.	1	.
DAN 200	1	1	1	.	.
ECO 312	.	.	.	1	.
ECO 330	3	.	.	.	.
ECO 345	.	.	1	1	.
ED 205	.	.	3	.	1
ED 315	1	.	.	.	.
ED 337	.	2	.	.	.
ED 599	.	.	1	1	2
ED 633	.	.	.	.	1
ED 671	1	.	.	.	.
ED 672	1	.	.	.	.
EDG 610	1	.	1	.	.
EDG 637	.	1	.	.	.
EDR 612	.	.	.	2	.
EDR 624	.	.	1	.	.
EGR 380	1	.	.	.	.
ENG 204	2	.	.	.	.
ENG 212	1	.	.	1	.
ENG 220	.	.	1	.	.
ENG 308	1	.	.	.	.
ENG 309	1	.	.	.	.
ENG 313	1	1	.	.	.
ENG 330	1	.	.	.	.
ENG 335	3	.	.	.	.
ENG 382	1	.	.	.	.
ENS 401	.	.	2	.	.
FIN 320	1	1	.	.	.
FIN 321	.	1	.	.	.
FIN 331	.	.	.	.	1
GPY 100	2	.	.	.	.
GPY 220	1	.	.	.	.
GPY 356	.	.	.	1	.
HPR 100	1	2	1	.	.
HPR 340	1	.	1	.	.
HPR 480	.	1	.	.	.
HST 101	2	1	.	.	.
HST 102	.	.	1	.	.
HST 103	.	.	.	1	.
HST 206	.	.	1	.	.
HST 211	.	1	.	.	.
HST 325	1	.	.	.	.
HST 386	1	.	.	1	.
HTM 175	1	.	.	.	.

HTM 235	1	.	.	.	.
HTM 268	2	.	.	.	.
LIB 100	2	.	.	.	.
LIB 314	1	2	.	.	.
LIB 325	1	.	.	1	.
LIB 330	.	1	1	.	.
MGT 268	1	.	.	.	.
MGT 331	1	1	1	.	.
MGT 333	.	.	1	.	.
MGT 340	1	.	.	.	.
MGT 355	1	.	.	.	.
MGT 561	1	.	.	.	.
MKT 350	1	.	.	1	.
MKT 356	.	1	.	.	.
MKT 451	.	.	1	.	.
MOV 101	1	.	.	.	1
MOV 102	.	1	1	.	.
MOV 201	1	1	.	.	.
MOV 202	.	.	.	1	.
MOV 300	1	1	.	.	.
MOV 304	.	1	.	.	.
MOV 310	.	1	.	.	.
MOV 475	.	1	.	.	.
MTH 110	.	.	1	.	.
MTH 122	2	.	.	.	.
MTH 202	.	1	1	1	.
MTH 203	.	.	2	.	.
MTH 221	.	.	.	1	.
MTH 227	.	.	.	.	1
MTH 645	1	.	.	.	.
MUS 100	1	.	.	.	1
OSH 300	.	1	.	.	.
PA 335	.	.	1	1	.
PA 360	1	1	.	.	.
PED 101	2	1	1	.	1
PED 103	1	.	.	.	.
PED 109	1	1	1	.	1
PED 121	1	1	.	.	1
PED 128	3	.	.	.	.
PED 142	5	2	1	.	.
PED 144	1	.	1	.	.
PED 153	.	1	.	.	.
PED 180	1	2	.	2	.
PED 217	.	1	.	.	.

	PED 220	1	.	.	.	.
	PED 230	1	.	.	.	.
	PED 252	.	.	.	1	.
	PED 460	.	.	1	3	.
	PHI 300	2	.	1	.	.
	PHI 313	.	.	1	.	.
	PHI 341	1	.	.	.	.
	PHI 343	1	.	.	.	.
	PHY 105	.	.	1	.	.
	PHY 220	2	.	.	.	.
	PLS 102	1	1	.	.	.
	PSY 300	1	.	.	2	1
	PSY 303	.	1	.	.	.
	PSY 315	.	1	.	.	.
	PSY 355	1	1	.	.	.
	PSY 361	1	.	.	.	.
	PSY 364	1	.	.	.	.
	PSY 365	.	1	.	.	.
	PSY 375	1	.	1	.	.
	PSY 492	1	.	.	.	.
	SOC 201	1	.	.	.	.
	SOC 250	.	.	1	.	.
	SOC 280	1	.	1	.	.
	SOC 323	1	1	1	.	.
	SOC 366	.	1	.	.	.
	SPA 101	1	2	.	.	.
	SPA 102	.	1	.	.	.
	SPA 202	1	.	.	.	1
	SPA 304	1	.	1	.	.
	SPA 322	.	.	.	1	.
	SPA 330	1	.	.	.	.
	SPA 499	.	.	.	1	.
	SS 300	.	.	1	.	2
	SST 310	.	.	.	1	.
	SST 495	1	.	.	.	.
	STA 215	.	1	.	.	.
	SW 150	1	.	.	1	.
	WRT 219	.	1	.	.	.
	WRT 305	2	1	2	2	.
	WRT 350	1	.	.	.	.
	All	118	59	51	37	17
Last Six Weeks	ACC 212	.	1	.	.	.
	ACC 213	1	.	.	1	.
	ACC 627	.	.	.	1	.

105

ART 499	.	.	.	1	.
BIO 105	1	1	.	.	.
BIO 325	1	1	.	.	.
BIO 328	.	2	.	.	.
BUS 201	.	1	.	.	.
BUS 610	1	.	.	.	.
BUS 677	.	.	1	.	.
CAP 210	.	1	.	.	.
CAP 399	1	.	.	.	1
CFV 399	.	.	1	.	.
CIS 150	1	.	.	1	.
CJ 305	1	.	.	.	.
CJ 320	.	.	1	1	.
COM 320	1	.	.	1	.
COM 371	2	.	1	.	.
COM 399	.	1	.	.	.
COM 699	1	.	.	.	.
ECO 211	1	1	.	.	.
ECO 369	2	1	.	.	.
ED 630	1	.	.	1	.
ED 631	.	.	.	.	1
ED 652	2	.	.	.	.
ED 660	1	1	.	.	.
EDG 613	3	.	.	.	.
EDG 635	1	.	.	.	.
EDG 637	.	1	1	.	.
EDL 725	1	.	.	.	.
EDR 628	.	1	.	.	.
EDS 646	.	.	.	1	.
EDS 647	.	1	.	.	.
EDT 634	.	1	.	.	.
ENG 221	.	1	.	.	1
ENG 225	.	.	.	1	.
ENG 226	.	1	.	1	.
ENG 664	1	.	.	.	.
FIN 320	1	.	.	.	.
FIN 350	.	1	.	1	.
FIN 420	1	.	.	.	.
GEO 105	1	.	.	.	.
GER 499	1	.	.	.	.
HPR 100	1	.	.	.	.
HPR 340	1	.	.	.	.
HST 203	1	.	.	1	.
HST 204	.	.	1	.	.

HST 317	.	.	.	1	.
HST 325	2	.	1	.	1
HTM 353	1	.	.	.	.
LIB 310	2	1	.	1	.
LIB 491	.	1	.	.	1
MGT 334	.	1	.	.	.
MGT 345	1	1	.	.	.
MGT 438	1	1	.	.	.
MGT 490	.	.	.	.	1
MGT 495	1	.	.	.	.
MGT 661	.	.	.	.	1
MKT 350	2	.	.	.	.
MKT 358	.	.	1	.	.
MKT 360	1	.	.	.	.
MTH 123	.	1	.	.	.
OSH 499	.	.	1	.	.
PA 307	.	.	.	.	1
PA 330	1	.	.	.	.
PAS 640	1	.	.	.	.
PED 100	.	1	.	.	1
PED 265	.	.	.	1	.
PHI 101	.	2	1	.	.
PHI 103	1	.	.	.	.
PHY 105	1	.	.	.	.
PHY 221	1	.	1	.	.
PHY 231	.	1	.	.	.
PHY 660	1	.	.	.	.
PLS 211	.	.	1	.	.
PSY 101	.	1	.	.	.
PSY 311	.	1	.	.	2
PSY 331	1	.	.	.	1
PSY 357	1	.	.	1	.
SOC 280	3	5	.	.	1
SOC 323	1	2	.	.	.
SOC 357	.	1	.	.	.
SPA 201	1	.	.	.	.
SPA 399	.	.	1	.	.
SS 351	.	.	.	1	.
STA 215	1	1	.	1	.
US 201	.	.	.	.	1
WRT 305	5	5	.	.	.
All	61	44	13	18	14

55