

**CMU Academic Affairs Council  
Summary August 15, 2018  
12:00-4:00 pm, EH 101**

**AA Council Members in Attendance:**

Dr. Kurt Haas - Acting VPAA; Professor Tim Pinnow - Sr. VP Strategic Initiatives, Dir. of Graduate Studies & Distance Education; Dr. Aparna Palmer - AVPAA for Student & Faculty Success; Dr. Morgan Bridge - AVPAA, Dir. of Assessment & Accreditation; Dr. Blake Bickham - Dept. Head, Teacher Education; Ms. Suzie Garner - Dept. Head, Art and Design; Dr. Jeremy Hawkins - Dept. Head, Kinesiology; Dr. Jessica Herrick - Dept. Head, SBS; Dr. Calvin Hofer - Dept. Head, Music; Dr. Scott Kessler - Dept. Head, Engineering; Dr. Barry Laga - Dept. Head, LLMC; Ben Reigel for Mo LaMee - Dept. Head, Theatre; Dr. Carrie McVean - Dept. Head, Biological Sciences; Ms. Millie Moland - Dir. of Academic Services; Dr. Steve Norman - Dept. Head, Business; Dr. Lori Payne - Dept. Head, CSMS; Ms. Sylvia Rael - Director, Tomlinson Library; Dr. Gary Ratcliff - Director, CMU Montrose Center; Dr. Bette Schans - Interim Director, Health Sciences; Ms. Holly Teal - Registrar; Dr. Russ Walker - Dept. Head, PES

**Also in Attendance:** JoAnne Reis PSA - AA

**Updates –**

- A. Current state of Academic Affairs org chart. See attachment A.  
Review of chart showing hierarchy and explanation of duties for AA administration personnel. Professor Pinnow is graduate and online, reviews contracts, lead on a lot of new area, particularly graduation. Dr. Bridge is the Director of Assessment and Accreditation. Since curriculum and assessment go hand in hand, it is more effective if these two oversights are together. Dr. Bridge will also be the contact on some of the program reviews. Dr. Palmer deals with student issues, state questions, GT Pathways, with more responsibility for faculty development and student success. Dr. Palmer will be the other contact on some of the program reviews. Dr. Haas will retain some direct reports, but others have been delegated. Undergrad issues, position requests, faculty evaluations, tenure and promotion, sabbatical and transitional still go through Kurt.
- B. New Academic Council/Department Heads meeting schedule.  
In order to have smaller group discussions at times and to be respectful of the time of some administrative staff, full council will meet once per month and ADH on the alternate weeks. First Wednesday meetings will include full council and the third Wednesday will be ADH.
- C. New resources for Department Heads.  
A new repository for information that AC members need to know will be posted in an ePortfolio that Tim has created. The plan is to post a Monday morning report to help keep information in front of you. Items will be noted as due this week, due next week, new action or information from the Management meetings. Deadlines from other departments. If you have any suggestions, send them to Professor Pinnow. Here is the link to the ePortfolio:  
<https://coloradomesa.digication.com/academic-council-site>
- D. Exploring possibility of two graduations.  
It has been put forth that there be two commencement ceremonies in the spring to help alleviate the lengthy event. Please share your thoughts or concerns with Professor Pinnow.
- E. Speaker bureau opportunities for faculty.  
Based on the speakers bureau from previous years and the possibility of bringing it back. Connecting faculty with the community as a guest speaker, to present in their discipline. Contact Dr. Haas for the topics.
- F. Supporting admissions efforts.

Dr. Futhey will be reaching out to departments asking for program overviews for admissions staff who are unfamiliar with our programs to have to discuss with prospective students.

G. Reminders:

1. Correct outcomes on all syllabi.  
Faculty need to have the right outcomes on their syllabi. Direct faculty to check with Dr. Bridge if they are not sure what those need to be.
2. Convocation, Saturday, August 18 11:00 a.m.
3. Faculty Development workshops, Friday, August 17.  
Dr. Palmer asked for suggestions for future workshops. January 2019's FPDW will be on Growth Mindset.
4. Faculty Professional Development Grant submissions are due by September 7.

II. Discussion of changes to evaluation system (and possible merit).

Dr. Haas shared the new terminology from the handbook and answered questions. President Foster would like this evaluation system to be in effect Spring of 2019. Discussion followed and AC members were asked to review/think about these proposals and ways to look at the system.

III. Discussion of specialized accreditation process.

Department Heads should send their proposed submission to professor Pinnow two weeks prior to when it is to be submitted to the accrediting site. Professor Pinnow will review or pass it on to other AA Administrators best suited to look over document. Within the week, it will be returned. AA is not proofing the document (although that may happen) but this is more to be aware of what you are submitting so when the visiting body is on campus AA administrators know what was put forth.

IV. Managing the new tenure cycle and applications for early tenure.

Members were asked to familiarize themselves with section 6 of the Professional Personal Handbook on Tenure. Tenure track faculty could assemble their documents in the spring of their 5<sup>th</sup> year, present their documents in the fall of their 6<sup>th</sup> year, and, if tenure were awarded, it would be effective the fall of their seventh year. If hiring a new TT faculty member and they have time in rank at their current school, DH's could possible offer years applied to tenure application in negotiations.

Department Head needs to submit to Dr. Haas by September 1 the names of department faculty who will serve on the Tenure & Promotion Committee. All Tenured and Tenure Track faculty vote on the faculty members who will represent their Department on the Tenure and Promotion Committee.

V. Hiring process reminders/update.

Department Heads should start their position requests after discussion with faculty, but final data is still to come. Deadline to submit request to Kurt is September 7. See attachment B

VI. Contract and Faculty Qualifications reminders.

Tim is asking that HLC Qual and Vita documents be submitted for Kurt's review before the part time contract prep is. Be more specific in what you note for what the faculty member is teaching. If there are conditions noted on the qual document, those conditions need to be noted on the contract preps at the bottom to reduce amount of time spent reviewing contracts before passing them along in the process.

VII. Sponsored Programs update (Sonia Brandon)

A. New Director, Cheryl Green, starts Monday, September 3.

B. Website revamp – <https://www.coloradomesa.edu/irsp/>

## Academic Affairs Council Summary

- C. CITI module on conflict of interest – required for anyone obtaining grant going forward.
- D. IRB/IACUC – streamlining. More strict with release of funds and following guidelines.

### VIII. Online updates (Tim Pinnow)

- A. Changes to Quality Matters Rubric. See attachment C.  
The change is so information is accessible to students who use screen readers. The course syllabus format was adapted so disclaimer language does not appear in syllabus but in other locations. You can cut and paste, and the document is printable. Students could choose which version to see. CMU is not approved for correspondence courses. Keep an eye on what faculty are doing for their online course.  
This is not mandated yet, but start now as spring 2019 is the deadline.
- B. Review of grandfathered courses.  
42% of online courses were grandfathered in. Every term, 5-10 courses need to be reviewed. 100% of the 2018 summer courses were compliant with grade book and syllabi.
- C. Pass/Fail rates in online/F2F courses See attachment D.  
A 15% difference between F2F and Online course is OK to reflect course comparability. If it is more than that, communicate to Tim Pinnow what you are going to do to fix that rate. Tim would like this information by October 1.
- D. Summer contracts and low enrollment courses.  
If a department wants to pay a low enrollment (10 for undergrad and 6 for graduate courses) course at the higher dollar amount, you must request approval from Academic Affairs. Email Tim with your reasoning and copy Joanne.
- E. Plan for reducing to 40 person caps for online courses. See attachment E.  
Faculty Senate Distance Education Committee recommended to Faculty Senate the following:
  - Matching online and face to face tuition rates
  - Capping online enrollments to 40 students
  - Pay is for lowest enrolled online coursePedagogy is the stimulus for reducing cap to 40. President Foster requires departments to offer additional sections to our own full-time faculty who have not done an online course. This is to be accomplished by 2020/2021. A faculty member can teach 2 sections of a course; one seated, one online.

### IX. Conversation/presentation topic of the year: CHANGE.

At each full academic council meeting, one member will present a short talk on change. This can be an item relative to your department/discipline or not. It should provide us an insight about how change works, how we can manage it, and/or how we can facilitate it.

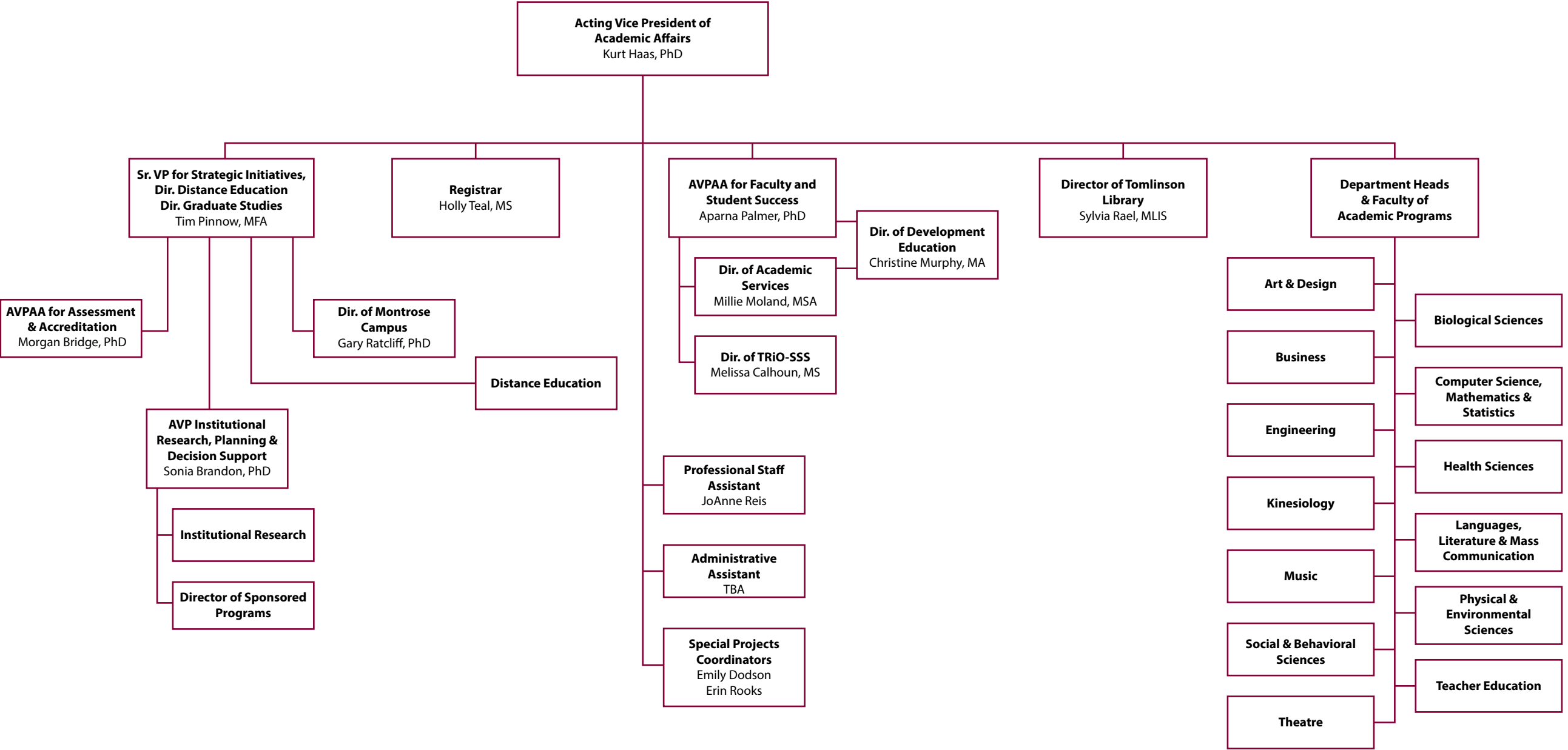
### Upcoming Dates and Deadlines

September 1 – Submit names of department faculty who will serve on the Tenure and Promotion committee.

September 5 - Academic Council, Escalante 101 3 – 5 p.m.

September 19 – Academic Department heads, LHH 302 3-5 p.m.

August 8, 2019 – Tentative Academic Council retreat



## Authorization Form for Faculty and Administrative Staff Position

Department/Office: Click or tap here to enter text.

1. Position status (check one)

☐ New

☐ Replacement for existing position.

If replacement, provide name, rank/position, and salary current/last incumbent:

Click or tap here to enter text.

2. Rank/Title of requested position: Click or tap here to enter text.

Position # (if existing position): Click or tap here to enter text.

Category:

☐ Faculty (if checked, indicate tenure status) ☐ Administrative staff

Faculty tenure status (check one):

☐ Tenured/tenure track

☐ Academic Instructor (0.8 Appointment, non-tenure track)

☐ 1.0 Technical faculty

3. Rationale for position, including a review of credit hour activity and workload analysis (please attach for faculty positions) and a **brief narrative of how the position contributes to advancing the University's Mission and Strategic Plan**. Click or tap here to enter text.

Rationale and support for faculty position requests should include the following:

a. Productivity measures

**# of declared majors over five years:**

**# of declared minors over five years:**

**# of degrees awarded during the most recent five academic years:**

**# of essential learning credit hours taught:**

**Total Credit hour activity (in annual data):**

b. Workload analysis: # of course credit hours and associated course credit hours/year by:



## AUTHORIZATION FORM FOR FACULTY AND ADMINISTRATIVE STAFF POSITION

4. Start date (month/year):  
Click or tap here to enter text.  
If previously vacant, has the position been used to support a temporary appointment? ☐ Yes ☐ No
5. Appointment length (check one): ☐ 9 month ☐ 12 month
6. Estimated salary (excluding benefits):
7. Source of funding, if new position:  
100% General Fund: Org #: Click or tap here to enter text.  
Click or tap here to enter text.% Sponsored Program/Grant/BOCES: Org #: Click or tap here to enter text.  
Click or tap here to enter text.% Other: Click or tap here to enter text.
8. If applicable, list courses expected to be taught (course number, title, credits, projected average enrollment), **as well as any anticipated leadership and/or service activities:**
9. Additional requirements, if applicable, with justification:

Department Head/Unit Head: \_\_\_\_\_ Date: \_\_\_\_\_

Recommendations/Approvals:			Position #
	Vice President	Date: _____	
	President	Date: _____	
	Budget Director	Date: _____	

General Standard	Specific Review Standards	Annotations
Standard 1: Outcomes and Alignment	<b>1.1 Course Level Outcomes (CLO's) are clearly stated and measurable.</b>	<i>Measurable course-level learning outcomes precisely and clearly describe what students will learn and be able to do if they successfully complete the course. Course outcomes describe desired student mastery using terms that are specific and observable enough to be measured by the instructor. The course outcomes are stated prominently and written in a way that allows students to easily grasp their meaning (the use of unnecessarily complex language is avoided). (Aligns with QM standards 2.1 , 2.3 )</i>
	<b>1.2 Module/Unit Level Outcomes (MLO's) are clearly stated, measurable and aligned to specific CLO's.</b>	<i>Module/unit level outcomes (MLOs) align with the course level outcomes. The MLOs are specific, observable, and describe competencies, skills, and knowledge in smaller, discrete pieces, that students are able to master and demonstrate at regular intervals throughout the course. (Aligns with QM standard 2.2 )</i>
	<b>1.3 Learning Materials directly contribute to students' achievement of the learning outcomes.</b>	<i>The learning materials used in the course align with the course and module level outcomes in a clear and direct way. Learning materials provide information and resources students need to achieve the stated learning outcomes, and may include, but are not limited to, textbooks, publisher or instructor-created materials, multimedia, and websites. (Aligns with QM standard 4.1 )</i>
	<b>1.4 Learning Activities promote the achievement of the learning outcomes.</b>	<i>Learning activities used in the course align with the course and module level outcomes. The learning activities also align with the assessments, instructional materials, and course technologies by engaging students in activities that promote mastery of the stated learning outcomes. (Aligns with QM standard 5.1 )</i>
	<b>1.5 Assessments measure the stated learning outcomes.</b>	<i>Assessments are aligned with the course and module level outcomes by measuring the students' accomplishment of those outcomes. The chosen assessments can be successfully completed by students if they have met the stated course outcomes. (Aligns with QM standard 3.1 )</i>
Standard 2: Course Introduction and Orientation	<b>2.1 A course welcome message is posted with clear instructions on how to get started in the course and links to the "Start Here" folder.</b>	<i>A course welcome message provides a general course overview and indicates what the students should do first. Students should be directed to the "Start Here" module containing start-up instructions and important course documents at the beginning of the course. (Aligns with QM standard 1.1 )</i>
	<b>2.2 Students are given information on how to navigate course structure: grades, feedback, quizzes, assignments and course content.</b>	<i>Detailed navigational instructions for the whole course are provided and instructions make it clear on where to find various course components.(Aligns with QM standard 1.1 )</i>
Standard 3: Online	<b>3.1 An introduction video, instructor biography, contact information, and virtual office hours (D2L Chat, Skype, Zoom, etc.) are posted.</b>	<i>Instructor's online presence is evident in all of the following: an instructor introduction/course overview video, an instructor biography (any format), a schedule and format for regular virtual office hours (such as D2L Chat, Skype, Zoom, etc.), and a complete listing of contact information. (Aligns with QM standards 1.2 and 1.8)</i>
	<b>3.2 A self-Introduction exercise is required of all students.</b>	<i>Students are asked to introduce themselves and given instructions on where and how to do this. Student introductions help create a welcoming learning environment and a sense of community. (Aligns with QM standard 1.9)</i>
	<b>3.3 Instructor's plan for response time and feedback on assignments is clearly stated.</b>	<i>Clear information is posted (typically in the syllabus) about when students will receive instructor responses to emails and discussion postings, feedback on assignments, and grades. (Aligns with QM standard 5.3)</i>

Standard 4: Organization	4.1 A Syllabus and Course Schedule are posted and clearly labeled.	<i>The syllabus and course schedule are contained in the "Start Here" folder and clearly labeled. The information in the syllabus and schedule is up to date and helps students understand the purpose and structure of the course. (Aligns with QM standard 1.2)</i>
	4.2 Gradebook is created and includes linked grade items (and categories if appropriate) for assessments/activities (discussions, assignment submission folders, and quizzes).	<i>The points, percentages, and/or weights for each component of the course grade are included in the gradebook and correctly linked to the appropriate assessment or activity. (Aligns with QM standard 3.2)</i>
	4.3 Content is organized logically, consistently, and chronologically.	<i>Navigation throughout the course content is consistent, logical, and efficient. The course organization facilitates an ease of movement through the course activities. (Aligns with QM standard 8.1)</i>
	4.4 Each module has an overview that includes: learning outcomes, a to-do list, and instructions and due dates for the assignments/activities.	<i>Consistent layout and design are used throughout the course, making content, learning materials, tools, and media easy to locate from anywhere in the course. Design elements are used repetitively, increasing predictability and intuitiveness. Course modules have links and files that are labeled with clear, meaningful names. (Aligns with QM standard 8.1)</i>
Standard 5: Student Engagement and Expectations	5.1 Opportunities exist for student to actively engage with other classmates, the instructor, and course material. The requirements for interaction are clear.	<i>Activities exist to promote engagement through different types of interaction as appropriate to the course. Interactions are designed to support the course and module level outcomes. Types of interaction include: student-instructor (instructor feedback on an assignment; instructor to learner discussion posting; synchronous or asynchronous session; etc.), student-student (group discussions; group projects; peer critiques; etc.), and student-content (assigned reading, workbook, or online exercise; etc.). A statement of the instructor's expectations for student participation is included. (Aligns with QM standards 5.2 and 5.4)</i>
	5.2 Student expectations are well established and clearly communicated.	<i>The course includes expectations for online communication (netiquette), course and institutional policies, minimum technology requirements and technical skills, prerequisite knowledge and/or required competencies. (Aligns with QM standards 1.3, 1.4, 1.5, 1.6, 1.7)</i>
	5.3 A variety of relevant learning materials are used in the course (readings, videos, graphics, textbook, audio clips).	<i>The course presents a variety of relevant learning materials that may include: textbooks and other publications, instructor-created resources, websites, and multimedia. (Aligns with QM standard 4.5)</i>
	5.4 Incorporated tools support the learning outcomes and promote student engagement.	<i>Tools are functional software that provide opportunities for interaction in the course. They may be included in the learning management system (LMS) or external to the LMS. Examples include: discussion boards, blogs, games, social media, virtual classrooms, web conferencing, webinars, shared documents, simulations, automated self-check exercises, etc. The selected course tools align with the learning outcomes and help students actively engage in the learning process. (Aligns with QM standards 6.1 and 6.2)</i>

Standard 6: Accessibility and Usability	<b>6.1 Course design facilitates readability.</b>	<i>Course design allows students to easily read and interpret course content. Course design facilitates readability and provides accessible text and images in files, documents, LMS pages, and web pages. Examples of enhanced readability include: minimal editing and proofreading errors; color alone is not used to convey meaning; heading and body styles are consistent throughout the course; text color, size, and font styles are not distracting or difficult to read; PDFs with text are selectable and searchable, not just image scans. Use of provided course template can enhance the overall readability and accessibility of the course.(Aligns with QM standards <b>8.2</b> and <b>8.3</b> )</i>
	<b>6.2 Multimedia used in the course, such as audio and video, is accessible to all learners.</b>	<i>Equivalent textual representations of multimedia content are located or linked within the course. Video and animations are captioned, or text transcripts are readily available. If audio content and visual content correspond, captions should correctly represent the audio content. If audio content does not correspond with visual content, then a text transcript is sufficient. (Aligns with QM standard 8.4)</i>
	Note: Essential standards are bold.	

Dept	Subject	Course	Title	Course Level	Face to		Face to		Pass Rate		Avg Section Size FTF	Avg Section Size Online	N Sections FTF	N Sections Online	Max Section Size FTF	Max Section Size Online	Avg Section Cap FTF	Avg Section Cap Online	Max Section Cap FTF	Max Section Cap Online
					Face Enrolled	Online Enrolled	Face % Pass	Online % Pass	FTF vs Online											
WCCC	EDEC	264	Admin in Early Education	200	31	7	100%	57%	43%	10.3	7	3	1	18	7	30	10	30	10	
BUSI	MANG	341	Quantitative Decision Making	300	392	26	92%	50%	42%	24.5	13	16	2	31	15	25	25	25	25	
BIOL	BIOL	209L	Human Anatomy & Physiology Lab	200	2370	148	75%	39%	36%	23	37	103	4	29	43	25	43	30	52	
THEA	THEA	331	Theatre History I:400 BC-1642	300	29	17	93%	59%	34%	9.7	8.5	3	2	13	15	30	25	30	30	
KINE	KINE	335	Sport in Society	300	134	108	97%	65%	32%	44.7	18	3	6	49	30	50	27	50	30	
LLMC	ENGL	343	Lang Systems/Ling Diversity	300	147	66	98%	67%	31%	21	16.5	7	4	24	19	25	35	25	35	
CSMS	MATH	110	College Mathematics-GTMA1	100	1308	204	74%	45%	30%	30.4	29.1	43	7	42	34	38	31	42	35	
WCCC	READ	92	College Reading Studio	000	508	55	84%	55%	30%	8.6	7.9	59	7	16	9	11.41	12.86	28	15	
WCCC	OFAD	196	Topics	100	78	10	99%	70%	29%	9.8	10	8	1	35	10	17	20	20	20	
LLMC	ENGL	451	English Grammar	400	85	52	93%	65%	28%	21.3	17.3	4	3	23	19	24	25	24	25	
BIOL	BIOL	210L	Human Anat/Physiology II Lab	200	1185	205	80%	55%	26%	20.1	29.3	59	7	28	35	26	38	26	40	
CSMS	MATH	113	College Algebra-GTMA1	100	4488	530	68%	43%	25%	33.2	37.9	135	14	46	43	37	40	45	40	
SBS	ANTH	202	Intro to Anthropology-GTSS3	200	552	119	66%	41%	25%	42.5	29.8	13	4	55	44	51	53	55	55	
WCCC	WQMS	100	Introduction to Water Quality	100	8	8	100%	75%	25%	4	8	2	1	4	8	20	20	20	20	
SBS	ADAP	380	Pharmacology and Addictions	300	11	25	100%	76%	24%	5.5	6.3	2	4	8	11	20	25	25	25	
CSMS	STAT	200	Prob and Statistics-GTMA1	200	2391	283	76%	53%	23%	38	40.4	63	7	56	46	46	38	50	48	
KINE	KINE	260	School Health Education	200	117	109	92%	71%	22%	23.4	21.8	5	5	41	30	36	30	40	30	
BUSI	CISB	241	Intro to Business Analysis	200	381	45	75%	53%	21%	23.8	22.5	16	2	28	27	25	28	25	30	
BIOL	BIOL	209	Human Anatomy and Physiology	200	2538	155	69%	50%	19%	57.7	38.8	44	4	82	41	62	40	80	40	
BUSI	CISB	101	Business Info Technology	100	1757	245	82%	63%	19%	24.7	22.3	71	11	33	34	26	30	30	45	
BUSI	FINA	301	Managerial Finance	300	863	165	91%	72%	19%	32	27.5	27	6	56	38	30	31	50	40	
LLMC	ENGL	112	English Composition-GTCO2	100	5229	880	80%	62%	19%	24.8	24.4	211	36	30	28	27	27	27	27	
MUSI	MUSA	266	History of Popular Music-GTAH1	200	1005	412	89%	70%	19%	59.1	25.8	17	16	80	42	58	37	80	50	
SBS	PSYC	150	General Psychology-GTSS3	100	1694	866	78%	59%	19%	54.6	54.1	31	16	67	79	56	71	65	80	
THEA	THEA	141	Theatre Appreciation-GTAH1	100	420	107	85%	67%	18%	32.3	9.7	13	11	49	18	49	48	50	50	
WCCC	MATC	90	Introductory Algebra	000	3453	409	57%	39%	18%	18.7	19.5	185	21	36	47	25.21	28.1	35	50	
BUSI	ECON	202	Prin Of Microeconomics-GTSS1	200	1001	55	92%	75%	17%	50.1	18.3	20	3	107	26	59	32	80	35	
KINE	KINE	401	Org/Admin/Legal in PE & Sports	400	324	337	98%	81%	17%	32.4	30.6	10	11	46	49	50	50	50	50	
SBS	HIST	225	History of Colorado	200	25	203	96%	79%	17%	25	33.8	1	6	25	49	30	43	30	50	
SBS	PSYC	310	Child Psychology	300	70	46	97%	80%	17%	35	23	2	2	36	27	35	40	35	40	
TED	EDUC	115	What It Means to Be an Educato	100	258	147	93%	76%	17%	25.8	21	10	7	29	28	26	27	30	30	
WCCC	ENGCL	92	Writing Studio	000	1522	98	84%	67%	17%	9.9	10.9	154	9	16	17	12.29	16.11	28	20	
CSMS	MATH	301	Math for Elementary Teachers	300	108	41	96%	80%	16%	15.4	5.9	7	7	23	12	26	28	28	30	
SBS	CRMJ	320	Corrections	300	224	306	95%	79%	16%	37.3	34	6	9	41	45	38	39	40	45	
WCCC	CUAR	101	Food Safety & Sanitation	100	165	130	67%	51%	16%	27.5	16.3	6	8	38	33	27	44	40	50	
WCCC	ENGCL	90	Reading and Composition	000	1727	124	72%	56%	16%	16.4	9.5	105	13	27	22	22.68	30.77	28	40	
ART	ARTE	101	Two-Dimensional Design-GTAH1	100	809	274	84%	68%	15%	17.2	30.4	47	9	22	39	20	39	20	50	
KINE	KINE	480	Inclusive Physical Activity	400	51	181	98%	83%	15%	25.5	25.9	2	7	35	47	35	39	40	50	
SBS	CRMJ	370	Criminology	300	159	163	95%	80%	15%	31.8	27.2	5	6	40	40	35	37	40	50	
THEA	FINE	101	The Living Arts-GTAH1	100	245	750	68%	53%	15%	35	32.6	7	23	39	47	40	45	40	75	
BUSI	ECON	201	Prin Of Macroeconomics-GTSS1	200	1665	118	90%	75%	14%	59.5	29.5	28	4	122	35	58	28	90	30	
BUSI	HMGJ	101	Travel Industry I	100	151	14	93%	79%	14%	37.8	14	4	1	52	14	60	15	60	15	
CSMS	CSCL	106	Web Page Design I	100	265	204	75%	60%	14%	18.9	18.5	14	11	32	28	31	32	35	35	
SBS	PSYC	425	Forensic Psychology	400	92	101	100%	86%	14%	30.7	25.3	3	4	32	33	29	30	30	30	
TED	EDUC	215	Teaching as a Profession	200	194	96	95%	81%	14%	19.4	13.7	10	7	26	22	26	27	30	30	
BIOL	BIOL	101	General Human Biology-GTSC1	100	3286	509	79%	66%	13%	69.9	46.3	47	11	93	54	73	52	93	60	
LLMC	ENGL	240	Children's Literature	200	183	146	89%	75%	13%	26.1	24.3	7	6	30	29	30	30	30	30	
SBS	HIST	101	Western Civilizations-GTH11	100	1074	603	79%	66%	13%	51.1	60.3	21	10	57	65	55	67	60	70	
SBS	POLS	236	State and Local Government	200	125	133	90%	77%	13%	31.3	22.2	4	6	39	38	47	34	47	40	
SBS	SOCI	120	Technology and Society-GTSS3	100	73	466	81%	68%	13%	36.5	35.8	2	13	38	40	40	40	40	40	
WCCC	EDEC	250	Exceptionalities in Early Ed	200	55	32	95%	81%	13%	18.3	8	3	4	24	11	25	13	25	15	
BIOL	BIOL	210	Human Anatomy/Physiology II	200	1177	235	81%	69%	12%	36.8	33.6	32	7	82	37	48	40	78	40	
KINE	KINE	321	Phys Act & Hlth in Classroom	300	85	120	89%	78%	12%	21.3	20	4	6	29	38	32	37	32	50	
KINE	KINE	415	Physical Activity and Aging	400	109	332	94%	82%	12%	36.3	30.2	3	11	48	50	50	50	50	50	
LLMC	ENGL	111	English Composition-GTCO1	100	6835	514	77%	65%	12%	25.8	24.5	265	21	30	29	27	27	27	27	
PES	ENVS	101	Intro to Environ Science-GTSC2	100	579	82	79%	67%	12%	48.3	27.3	12	3	60	28	50	30	60	30	
PES	GEOL	107	Nat Haz & Env Geology-GTSC2	100	155	459	72%	61%	12%	25.8	45.9	6	10	43	72	32	70	40	100	
SBS	CRMJ	310	The Police Process	300	242	223	97%	85%	12%	34.6	31.9	7	7	36	35	35	35	35	35	
SBS	CRMJ	315	Research in Criminal Justice	300	115	48	91%	79%	12%	28.8	48	4	1	36	48	33	55	35	55	
SBS	CRMJ	415	Counter-Terrorism	400	108	64	98%	86%	12%	27	21.3	4	3	36	26	35	40	35	40	
SBS	POLS	101	American Government-GTSS1	100	1087	223	78%	66%	12%	49.4	37.2	22	6	63	57	62	60	65	65	
THEA	ESSL	200	Essential Speech	200	1154	136	93%	81%	12%	17.8	19.4	65	7	22	20	20	20	20	20	

ART	ARTE	118	Art Hist Prehist-Renaiss-GTAH1	100	641	335	88%	76%	11%	45.8	18.6	14	18	72	44	71	94	75	125
BIOL	BIOL	101L	General Human Biol Lab-GTSC1	100	3343	521	76%	66%	11%	23.7	43.4	141	12	27	53	24	48	26	60
BUSI	MANG	201	Principles of Management	200	1479	108	84%	72%	11%	59.2	21.6	25	5	84	25	60	27	80	30
BUSI	MANG	450	Entrepreneurship	400	76	26	96%	85%	11%	19	26	4	1	25	26	24	25	25	25
KINE	KINE	234	Prevention/Care Athl Injuries	200	697	52	91%	81%	10%	41	17.3	17	3	48	29	40	40	40	40
SBS	POLS	342	Public Administration	300	81	33	89%	79%	10%	16.2	16.5	5	2	19	19	24	30	30	30
SBS	PSYC	340	Abnormal Psychology	300	118	142	95%	85%	10%	29.5	28.4	4	5	46	36	28	37	45	40
SBS	PSYC	410	Drugs and Human Behavior	400	96	169	98%	88%	10%	32	24.1	3	7	36	34	30	34	35	45
BUSI	ACCT	201	Principles of Financial Acct	200	1714	98	80%	71%	9%	26.8	24.5	64	4	43	28	28	24	36	24
BUSI	CISB	210	Fundamentals of Info Systems	200	784	277	92%	84%	9%	26.1	23.1	30	12	36	30	27	35	30	50
ENGR	ENGR	261	Statics and Structures	200	292	5	69%	60%	9%	26.5	5	11	1	33	5	28	15	35	15
KINE	KINE	406	Governance/Comm in Sport	400	163	84	99%	90%	9%	40.8	12	4	7	48	27	50	41	50	50
LLMC	ENGL	150	Intro to Literature-GTAH2	100	326	26	79%	69%	9%	25.1	26	13	1	31	26	30	30	30	30
THEA	SPCH	101	Interpersonal Communications	100	710	456	82%	73%	9%	21.5	20.7	33	22	26	29	25	24	28	25
KINE	KINE	370	Biomechanics	300	145	86	93%	85%	8%	36.3	21.5	4	4	61	32	36	23	60	30
SBS	CRMJ	325	Juvenile Justice	300	69	148	96%	87%	8%	34.5	29.6	2	5	35	35	35	35	35	40
SBS	HIST	132	United States History-GTH1	100	1271	252	74%	66%	8%	48.9	50.4	26	5	61	61	51	60	55	70
TED	EDUC	211	Foundations of Education	200	75	37	97%	89%	8%	18.8	12.3	4	3	25	16	28	43	30	50
TED	EDUC	492B	ITL 2:Directed Teach Sec Ed	400	10	25	100%	92%	8%	10	8.3	1	3	10	18	30	20	30	30
BUSI	BUGB	101	Introduction to Business	100	548	98	77%	70%	7%	34.3	19.6	16	5	55	23	48	41	60	45
BUSI	ENTR	300	Small Business/Entrepreneurshi	300	283	100	91%	84%	7%	28.3	33.3	10	3	36	39	29	33	35	35
CSMS	CSCI	100	Computers In Our Society	100	205	80	88%	81%	7%	22.8	26.7	9	3	34	33	30	30	35	35
HSCI	NURS	411	Nursing Leadership	400	244	15	100%	93%	7%	34.9	7.5	7	2	40	11	40	28	40	30
HSCI	NURS	411L	Nursing Leadership Laboratory	400	244	15	100%	93%	7%	9.8	7.5	25	2	12	11	10	20	11	30
KINE	KINE	213	Appl of Phys Fitness/Exercise	200	661	116	89%	83%	7%	34.8	14.5	19	8	43	24	37	25	40	30
KINE	KINE	370L	Biomechanics Laboratory	300	145	80	96%	89%	7%	18.1	20	8	4	23	30	18	23	20	30
LLMC	FLAS	112	First-Year Spanish II	100	848	224	82%	75%	7%	17	22.4	50	10	30	25	28	26	30	27
SBS	SOCO	144	Marriage and Families-GTSS3	100	362	258	75%	68%	7%	40.2	36.9	9	7	50	47	47	45	50	50
ACAF	ESSL	290	Maverick Milestone	200	1182	92	91%	85%	6%	30.3	30.7	39	3	52	37	32	32	60	35
BIOL	BIOL	396	Topics	300	99	19	90%	84%	6%	14.1	19	7	1	23	19	19	35	36	35
BUSI	MANG	301	Organizational Behavior	300	745	98	93%	87%	6%	26.6	24.5	28	4	39	26	26	25	30	25
CSMS	CSCI	333	UNIX Operating Systems	300	37	24	97%	92%	6%	18.5	24	2	1	20	24	20	30	20	30
KINE	KINE	200	Hist/Philosophy Sport & P.E.	200	718	141	82%	75%	6%	39.9	17.6	18	8	52	31	49	50	50	50
KINE	KINE	205	Intro to Sport Management	200	41	114	88%	82%	6%	41	16.3	1	7	41	34	40	47	40	50
SBS	CRMJ	396	Topics	300	77	81	99%	93%	6%	19.3	27	4	3	36	36	24	40	35	50
SBS	HIST	131	United States History-GTH1	100	2368	656	80%	74%	6%	51.5	54.7	46	12	63	65	52	60	55	65
TED	EDUC	341	Pedagogy/Assessment:K-6/Elemen	300	95	15	99%	93%	6%	13.6	5	7	3	19	6	22	23	25	25
WCCC	EDEC	101	Intro to Early Childhood	100	160	87	79%	74%	6%	10	14.5	16	6	21	28	19	26	30	40
WCCC	EDEC	240	Curric/Dev:Early Childhood	200	34	48	91%	85%	6%	11.3	12	3	4	14	18	20	23	20	25
WCCC	EDEC	290	Early Lit for Young Child	200	11	33	91%	85%	6%	11	11	1	3	11	15	15	17	15	20
WCCC	MATC	91	Intermediate Algebra	000	2578	412	68%	62%	6%	15	18.7	172	22	38	32	23.42	32.95	35	55
ART	ARTE	119	Art Hist Renaiss-Present-GTAH1	100	493	211	77%	73%	5%	44.8	16.2	11	13	60	26	62	97	75	125
BUSI	ACCT	202	Prin of Managerial Acct	200	900	145	85%	79%	5%	26.5	24.2	34	6	41	35	28	23	36	30
KINE	KINE	345	Survey Econ/Finance in Sport	300	116	84	97%	93%	5%	29	14	4	6	35	28	50	50	50	50
SBS	GEOG	103	World Regional Geography-GTSS2	100	509	43	74%	70%	5%	33.9	43	15	1	62	43	53	65	65	65
WCCC	EDEC	205	Nutrition, Health, Safety	200	41	20	85%	80%	5%	10.3	20	4	1	21	20	20	30	30	30
BUSI	ENTR	450	Entrepreneurship	400	157	85	96%	92%	4%	26.2	28.3	6	3	30	35	25	32	25	35
BUSI	HRMA	371	Human Resource Management	300	558	74	97%	93%	4%	25.4	24.7	22	3	33	25	25	25	25	25
CSMS	MATH	105	Elements of Mathematics I	100	228	50	88%	84%	4%	19	12.5	12	4	25	16	25	25	25	25
LLMC	FLAS	111	First-Year Spanish I	100	1663	241	76%	72%	4%	21.6	24.1	77	10	30	29	29	28	30	30
LLMC	MASS	110	Mass Media:Impact/Hist-GTAH2	100	2009	362	85%	81%	4%	40.2	27.8	50	13	51	31	45	30	50	30
TED	EDUC	378	Tech for K-12 Educators	300	80	16	98%	94%	4%	13.3	8	6	2	23	10	25	25	25	25
BUSI	BUGB	211	Business Communications	200	1143	161	90%	87%	3%	24.3	23	47	7	29	33	25	28	25	35
BUSI	MARK	231	Principles of Marketing	200	1320	126	92%	89%	3%	52.8	25.2	25	5	66	32	53	25	65	25
KINE	KINE	100	Health and Wellness	100	5126	2636	82%	78%	3%	72.2	85	71	31	112	109	88	110	110	110
KINE	KINE	342	Sport Law & Risk Management	300	167	109	97%	94%	3%	41.8	15.6	4	7	47	31	50	50	50	50
LLMC	ENGL	471	British Romanticism	400	8	19	88%	84%	3%	8	19	1	1	8	19	20	25	20	25
SBS	CRMJ	328	American Court Systems	300	311	145	88%	86%	3%	25.9	29	12	5	33	30	27	30	30	30
SBS	PSYC	416	Memory And Cognition	400	229	29	93%	90%	3%	32.7	29	7	1	38	29	30	40	30	40
BIOL	BIOL	496	Topics	400	242	212	97%	95%	2%	16.1	23.6	15	9	45	33	26	35	50	40
BUSI	BUGB	349	Legal Env of Business	300	847	137	94%	91%	2%	28.2	34.3	30	4	34	41	29	34	30	40
BUSI	MANG	491	Business Strategy	400	473	116	98%	97%	2%	24.9	29	19	4	32	34	24	26	25	30
HSCI	NURS	415	Business of Health Care	400	244	41	100%	98%	2%	34.9	8.2	7	5	40	12	40	27	40	30
KINE	KINA	130	Fitness	100	190	315	93%	90%	2%	12.7	28.6	15	11	22	41	26	35	40	40
KINE	KINE	405	Sports Nutrition	400	170	354	96%	94%	2%	42.5	29.5	4	12	48	57	44	43	45	60

TED	EDUC	442	Integrate Literacy:Sec/K12 Art	400	40	84	98%	95%	2%	10	16.8	4	5	13	23	25	22	25	30
KINE	KINE	333	Community Health	300	118	197	88%	87%	1%	29.5	28.1	4	7	37	45	40	42	40	45
PES	GEOL	103	Weather and Climate-GTSC2	100	1081	26	82%	81%	1%	77.2	26	14	1	102	26	104	40	110	40
SBS	SOCO	260	General Sociology-GTSS3	200	726	326	73%	73%	1%	48.4	40.8	15	8	51	49	50	48	50	50
TED	EDUC	343	Teaching to Diversity	300	138	95	99%	98%	1%	19.7	13.6	7	7	22	21	30	30	30	30
BUSI	MANG	300	Small Business Management	300	126	66	87%	86%	0%	31.5	22	4	3	43	28	31	27	45	30
CSMS	MATH	205	Elements of Math II-GTMA1	200	156	40	87%	88%	0%	15.6	13.3	10	3	23	15	25	25	25	25
HSCI	NURS	407	Nursing Research	400	250	16	100%	100%	0%	35.7	8	7	2	39	9	40	28	40	30
HSCI	NURS	496	Topics	400	59	17	100%	100%	0%	19.7	17	3	1	23	17	21	20	24	20
KINE	KINE	252	Prin Eval and Assessment	200	64	17	100%	100%	0%	12.8	8.5	5	2	18	14	25	25	25	25
KINE	KINE	253	Clin Exp Athletic Training I	200	59	17	100%	100%	0%	11.8	8.5	5	2	15	13	25	25	25	25
SBS	CRMJ	302	Ethics in Criminal Justice	300	66	348	82%	81%	0%	33	29	2	12	34	36	35	33	35	35
WCCC	ABUS	128	Workplace Behavior	100	48	14	100%	100%	0%	48	14	1	1	48	14	0	30	0	30
PES	GEOL	305	Cartography for GIS	300	61	34	87%	88%	-1%	15.3	11.3	4	3	20	13	24	20	25	25
SBS	PSYC	233	Human Growth and Dev-GTSS3	200	643	1090	73%	74%	-1%	37.8	68.1	17	16	73	87	48	85	75	90
SBS	SOCO	264	Social Problems-GTSS3	200	588	105	76%	76%	-1%	49	35	12	3	51	50	50	43	50	50
SBS	SOWK	350	Legal Aspects of Social Work	300	24	28	92%	93%	-1%	24	14	1	2	24	14	25	25	25	25
THEA	DANC	115	Dance Appreciation-GTAH1	100	670	347	85%	86%	-1%	47.9	31.5	14	11	57	49	52	46	55	50
WCCC	EDEC	113	Infant/Toddler Theory/Practice	100	80	35	88%	89%	-1%	11.4	8.8	7	4	32	12	20	16	30	20
WCCC	EDEC	238	Early Child Dev 0-8 Years	200	42	40	74%	75%	-1%	14	13.3	3	3	20	16	30	15	30	15
BIOL	BIOL	241	Pathophysiology	200	713	670	77%	79%	-2%	39.6	39.4	18	17	88	50	61	44	85	52
BIOL	BIOL	442	Pharmacology	400	147	65	95%	97%	-2%	36.8	32.5	4	2	44	38	45	40	45	40
BUSI	HRMA	372	Employment Assessment	300	105	32	98%	100%	-2%	26.3	32	4	1	28	32	25	25	25	25
LLMC	ENGL	245	Imaginative Writing	200	61	71	95%	97%	-2%	20.3	17.8	3	4	21	20	20	20	20	20
BUSI	MANG	471	Operations Management	400	555	80	96%	99%	-3%	27.8	26.7	20	3	35	27	25	25	25	25
KINE	KINE	494A	Sport Mgmt Senior Seminar	400	80	14	98%	100%	-3%	26.7	3.5	3	4	28	6	37	50	50	50
SBS	PSYC	330	Psych/Adoles & Emerging Adults	300	30	21	97%	100%	-3%	30	21	1	1	30	21	30	40	30	40
ART	ARTH	316	20th Century Art to 1950	300	9	54	89%	93%	-4%	9	27	1	2	9	29	40	40	40	40
ART	ARTH	324	History of Graphic Design	300	40	50	90%	94%	-4%	20	50	2	1	25	50	30	50	30	50
BUSI	BUGB	401	International Business	400	445	220	93%	97%	-4%	29.7	36.7	15	6	38	66	25	32	25	50
BUSI	MANG	371	Human Resource Management	300	232	24	96%	100%	-4%	25.8	24	9	1	29	24	25	25	25	25
KINE	KINA	126	Fitness Walking	100	1182	165	89%	93%	-4%	26.3	41.3	45	4	44	51	45	39	50	45
KINE	KINE	411	Worksite Health Promotion	400	155	108	88%	93%	-4%	31	18	5	6	39	41	40	35	40	40
SBS	PSYC	414	History of Psychology	400	30	16	90%	94%	-4%	30	16	1	1	30	16	30	30	30	30
TED	EDUC	461	Methods Tchg SCI/SS: Elementar	400	73	32	96%	100%	-4%	12.2	8	6	4	20	14	27	25	29	25
WCCC	ABUS	160	Intro to Customer Service	100	7	8	71%	75%	-4%	7	8	1	1	7	8	20	30	20	30
WCCC	AGRS	100	Practical Crop Production	100	49	28	71%	75%	-4%	16.3	9.3	3	3	17	14	25	22	25	25
WCCC	EDEC	241	Early Child Admin:Human Rel	200	25	12	88%	92%	-4%	12.5	12	2	1	16	12	25	15	25	15
TED	EDUC	471	Ed Assessment/K-12 Educator	400	82	20	95%	100%	-5%	11.7	5	7	4	20	9	22	25	25	25
KINE	KINE	303	Physiology of Exercise	300	579	7	94%	100%	-6%	38.6	7	15	1	53	7	39	50	40	50
SBS	PADM	442	Public Budgeting	400	7	25	86%	92%	-6%	7	12.5	1	2	7	18	25	25	25	25
TED	EDUC	441	Meth Tchg Lang/Lit: EL	400	84	24	94%	100%	-6%	12	6	7	4	20	10	25	25	25	25
ART	ARTE	115	Art Appreciation-GTAH1	100	59	1148	78%	86%	-8%	29.5	63.8	2	18	48	96	37	100	50	100
PES	CHEM	100	Chemistry & Society-GTSC2	100	155	86	77%	87%	-10%	31	21.5	5	4	58	27	38	48	60	70
TED	EDUC	451	Meth Tchg Math: EC/EL	400	84	21	90%	100%	-10%	12	5.3	7	4	20	10	30	30	30	30
PES	GEOL	100	Survey of Earth Science-GTSC2	100	409	606	63%	75%	-12%	40.9	55.1	10	11	50	92	86	86	100	120
WCCC	EDEC	103	Guidance Strategies	100	116	28	84%	96%	-12%	19.3	14	6	2	31	19	27	20	40	20
SBS	CRMJ	490	Comparative Criminal Justice	400	8	133	63%	93%	-31%	8	33.3	1	4	8	44	35	39	35	50

**Phase-In plan for online course capacities of 40**  
**and \$2000/Credit Hour**

**Spring 2019**

- course caps 70
- courses under the limit continue to match in-person caps
- courses under the limit continue to match in-person caps
- new sections create should have a limit of 40

**Fall 2019**

- Course caps 60
- courses under the limit continue to match in-person caps
- courses under the limit continue to match in-person caps
- new sections create should have a limit of 40

**Fall 2020**

- course caps 50
- courses under the limit continue to match in-person caps
- courses under the limit continue to match in-person caps
- new sections create should have a limit of 40

**Fall 2021**

- Course caps 40
- cap of \$2000/Credit Hour
- new sections create should have a limit of 40
- courses under the limit continue to match in-person caps