

MINUTES  
THE WEST VIRGINIA UNIVERSITY FACULTY SENATE  
JANUARY 8, 2007

1. Professor Parviz Famouri, Faculty Senate Chair, called the meeting to order at 3:15 PM in Assembly Rooms A/B, NRCCE Building.

Member Present:

Ameri, S.	Cottrell, S.	Hornsby, G.	Mullett, C.	Shelton, E.
Atkins, C.	Culberson, J.	Howard, S.	Mutz, C.	Sherwood, L.
Bagby, M.	Cumming, J.	Iskander, W.	Napolitano, M.	Steranka, P.
Banta, L.	D'Souza, G.	Jackowitz, A.	Nath, C.	Stolzenberg, A.
Bergner, G.	Davari, A.	Jones, R.	Nestor, P.	Stuchell, R.
Bilgesu, I.	Dillis, C.	Kershner, R.	Nutter, R.	Tauger, M.
Bonner, D.	Dixon, S.	Kite, S.	Olson, K.	Temple, J.
Bowen, R.	Douglas, W.	Kleist, V.	Peace, G.	Townsend, C.
Brooks, R.	Etzel, E.	Kuhlman, J.	Petronis, J.	Valenti, M.
Brown, G.	Fitch, C.	LaGodna, B.	Price, S.	Verlinden, S.
Bryan, W.	Garbutt, K.	Lake, M.	Putman, H.	Vona-Davis, L.
Bryner, R.	Gladwin, M.	Lastinger, M.	Richards, A.	Weihman, L.
Buchanan, T.	Griffith, R.	Long, K.	Riley, W.	Wilcox, G.
Campbell, L.	Hartman, K.	Mancinelli, C.	Royall, B.	Woloshuk, J.
Clark, N.	Hill, R.	Mandich, M.	Sand-Jecklin, K.	
Cohen, S.	Hoey, J.	McGinley, P.	Sedgeman, J.	
Cottrell, L.	Hornak, L.	McNerney, K.	Selin, S.	

Members Absent:

Abbott, J.	Gerbo, R.	Lively, M.	Riemenschneider, S.	Valentine, S.
Almond, C.	Graeber, J.	Mays, M.	Robbins, J.	Walker, E.
Anderson, R.	Grose, K.	McDiarmid, M.	Shambaugh, N.	Wright, F.
Behling, R.	Hall, D.	Melton, P.	Siegrist, J.	
Branch, D.	Held, J.	Miller, M.	Simile, R.	
Cook, L.	Hurst, M.	Morgan, D.	Stockdale, T.	
Dehia, H.	Latimer, M.	Nuss, M.	Urbanski, J.	

2. President Hardesty spoke about athletics and its long tradition at WVU. He reiterated why we have athletics.

He said that athletics is still a way for young people to get an education. Not only do some of them get their tuition paid, but also in terms of an education on playing by the rules and competition and physical well being. Many are outstanding student leaders.

President Hardesty said that intercollegiate athletics has gained great entertainment value. Both men's football and basketball are recognized nationally. The messages we give and care about, such as excellence in academics, travel on this visibility. At this year's bowl game, WVU lifted up the work of Linda Carson to fight obesity among young people; CBS covered it, it was in the Jacksonville papers, and it's been all over West Virginia. Last year we lifted up forensics in the bowl game. Free ads are gotten in basketball games in the Big East, etc., ads that are put on television.

Economic enterprise is also developed around athletics. Jobs are created. Businesses may be located here because of the availability of the athletics, the Creative Arts Center, and the University itself.

The Athletic Department pays tuition for students. Waivers were cut out several years ago. The department functions as an auxiliary unit that generates its own funds. Tuition paid by the department to the University to support its academic enterprises has gone up from 3.1 to 5.7 million dollars a year in the past five years because of tuition and fee increases.

Funds come from student fees, ticket sales, prize money, donations, bowl proceeds, etc. WVU receives money from the conference. These monies are used for many expenses, including salaries, facilities, and tuition.

WVU's percentage of athletic expenditures as a percentage of the budget has remained in the same 4-4.5 percent range over the past several years. Because the University's budget is growing, because of student growth, the University is still in a range under five percent. He doesn't feel WVU is in a danger point. President Hardesty feels there are two dangers with the rise of intercollegiate athletics expenditures:

- 1) The danger to academic progress. WVU is not taking money from the academic budget in an imprudent way to support athletics. Should the revenues drop, athletics will be expected to maintain their budget.
- 2) The greater danger is the danger of commercialism that the amount of money put into athletics will impugn the values of the University. He doesn't think that WVU is at a danger point, but it is watched carefully.

President Hardesty said that there is an appropriate balance. WVU is highly competitive on the national scene, probably a top 25 program, a source of great pride, and getting the job done while being in compliance with the rules of the game.

3. It was moved and duly seconded to approve the minutes from the December 11, 2006 meeting. Motion carried.
4. Chair Famouri thanked President Hardesty for hosting the holiday reception at his Blaney House home. He also congratulated the student athletics for winning the Gator Bowl; as well as all the other athletic teams for their winning season.

Chair Famouri said that the presidential search is underway. To date, close to 70 applications have been received. Chair Famouri will begin reviewing applications within the next couple weeks. The search committee will meet on January 19, to touch base, and then on February 9 with the consultant firm.

Ken Gray, VP for Student Affairs, will speak to the Faculty Senate at its March meeting.

5. The following Curriculum Committee and General Education Oversight Committee Reports were approved from the consent agenda:

Curriculum Committee Reports:

- For Approval – New Courses and Course Changes – [Annex I](#)
- For Approval – Broadcast News Curriculum Update – [Annex II](#)
- For Approval – News Editorial Curriculum Update – [Annex III](#)
- For Information – Alteration Report – [Annex IV](#)

General Education Oversight Committee Report:

For Approval – Course Recommendations – [Annex V](#)

6. Professor Nutter, ACF representative, said that the Legislative session is beginning. LOCEA (Legislative Oversight Committee For Education Accountability) is meeting; ACF is trying to have a representative at these meetings. Professor Nutter has not been able to attend these meetings, but colleagues from WVU-Tech have been attending the meetings.
7. Nancy Lohmann, chair of the Transportation and Parking Committee, reported on the progress of a 5-year parking and transportation plan.
  - The committee is looking at both transportation and parking. The committee is looking at how transportation interacts with parking and what might be done to provide access to campus.
  - The committee is made up of representatives of faculty, staff, students, and administrators, representing constituencies and campuses.
  - The committee is planning in the context of other things going on in Morgantown. Representatives have attended MPO meetings to make certain that plans are not made in isolation, only to find that another governmental body is making plans to undercut committee efforts.
  - The committee is starting with planning assumptions rather than “how much should we charge for this lot”. They’re looking at the general principles that guide the decision about how much to charge to park in a particular lot.
  - The plan can be found at: <http://www.wvu.edu/~adminfin/WVUTrans-ParkAssum20AEDD.pdf> Comments and feedback are invited through January and can be sent to [planpark@mail.wvu.edu](mailto:planpark@mail.wvu.edu).
8. Chair Famouri said the Ad Hoc Committee on Curriculum Committees’ Procedures charge is:

The charge to the committee is to provide recommendations on all aspects of curriculum approval issues. Specific charges include the following:

  - Examine the current practices used by these committees and evaluate if they are transparent, efficient and effective.
  - If changes are warranted, recommend mechanisms to best utilize the time of all faculty involved in various application processes dealing with these committees. Explore new ways to streamline the process.
  - Make recommendations regarding ways in which the application process would be more transparent and efficient to the University as a whole. Explore the use of technology to achieve this goal.
  - Assess staff resources required to achieve the committee’s recommendations.

The Committee’s recommendations must be consistent with the policies, goals and objectives of the University as they relate to curriculum issues.
9. After much discussion on the issue of the last week of classes, or dead week, it was decided that:
  1. Policy in place needs to be clarified, understood and followed.
  2. When the policy is violated, consequences need to be applied.

3. This week is needed for lab classes.
4. Finals during dead week, except for evening classes, need to be discouraged.
5. A thorough review of the entire policy is in order.
6. Deans need to impress on chairs the importance of following the policy as it is. Administration needs to make sure the deans understand the importance of consequences.
7. Any email comments should be sent to Mark Tauger, Chair of the Student Instruction Committee.

It was moved and duly seconded to send the matter back to the Student Instruction Committee for further review. Motion carried. Comments/suggestions should be e-mailed to Mark Tauger, Committee Chair, at [mtauger@wvu.edu](mailto:mtauger@wvu.edu). It was moved and duly seconded that administration, through the deans, impress upon the chairs the need to have consequences for giving an exam in dead week until such time as we change the rules and regulations of dead week. Also, recommend that the Senate hear at some point the nature of those consequences that are dealt to faculty who have done this. Motion carried.

10. There was no new business.
11. The meeting adjourned at 4:37 p.m. to reconvene on Monday, February 12, 2007.
12. An executive session was held immediately after the meeting to discuss honorary degrees.

Mary Strife  
Faculty Secretary

To: Faculty Senate Executive Committee  
From: Gwen Bergner, Chair, Faculty Senate Curriculum Committee  
Date: December 18, 2006  
Re: New Courses and Course Changes

## **EBERLY COLLEGE OF ARTS AND SCIENCES**

### **Counseling Psychology**

#### **New Course:**

CPSY 750. Physiological Psychology. 3-Hr. PR: CPSY 701 and CPSY 760. Survey of neuroanatomical, neurophysiological and neuroendocrinological mechanisms underlying psychological and behavioral processes. Motor, sensory, perceptual, behavioral, cognitive and affective functional systems will be studied. Relevance to normal and pathological development will be reviewed. (Effective Term: Fall, 2006) CIP – 420601)

**Rationale:** The accreditation standards for Counseling Psychology are overseen by the American Psychological Association (APA) and published in the “Guidelines and Principles for Accreditation of Program in Professional Psychology” (APA, 2005). They write that certain values lie at the core of the profession including, “Broad and general preparation for practice at the entry level.” This is further defined to include developing and demonstrating competence in several substantive areas, one of which is the “biological aspects of behavior.” The course being proposed, *Physiological Psychology* is designed and intended to address this objective. As health care-based interventions, including such issues as prescribing privileges for psychologists, medical consultations for chronic disease management, work in hospital and medical settings, multidisciplinary teams, life-style management, life-time fitness and an aging population increasingly become the norm for professional psychologists, knowledge of basic biological and physiological processes that underlie behavior is obligatory. In addition the national licensing examination for professional psychology contains numerous questions drawn from this subfield for which students need to be prepared.

### **Physics**

#### **New Course:**

PHYS 225. Medical Imaging Physics. 3- Hr. Introduces the physics of medical imaging and is intended for non-physics majors. The fundamental concepts and clinical applications of the major imaging techniques are presented. The subject matter is ideal for pre-med majors. (Effective Term: Spring, 2007) (CIP-400801)

**Rationale:** This course provides an introduction to an important area of physics study and applies physics principles to the understanding of biological systems. This course is appropriate for a broad range of students who wish to gain insight into applications of physics in biology. The course has been taught several times as special topics course and is now required as part of the biophysics and medical physics areas of emphasis in physics.

## COLLEGE OF ENGINEERING AND MINERAL RESOURCES

### Civil Engineering

#### New Courses:

CE 201. Intro to Civil Engineering. 1-Hr. PR: ENGR 102. Overview of civil engineering disciplines and careers including structural, environmental, hydrotechnical, geotechnical and transportation engineering. Addresses the technical concepts and career opportunities in each area. Emphasis on providing guidance for success in completing undergraduate studies. (Effective Term: Fall, 2006) (CIP – 140801)

**Rationale:** This is a new course in the revised CE curriculum. The purpose of the course is to introduce students to the various options available to them, not only in the new curriculum, but in civil and environmental engineering in general.

CE 301. Engr. Professional Development. 1-Hr. Non-technical issues facing graduate engineers: career paths, job search, professional registration, legal issues, engineering ethics, professional societies, and life long learning. (Effective Term: Spring, 2007) (CIP – 140801)

**Rationale:** The Civil Engineering Department has developed a new curriculum to better meet the needs of the future engineer. A one hour course in professional development is a requirement under this curriculum.

## COLLEGE OF AGRICULTURE, FORESTRY AND CONSUMER SCIENCES

### Child Development and Family Studies

#### New Courses:

CDFS 420. The Art of Leadership in EC. 3-Hr. The course will prepare students to develop effective leadership skills in early childhood settings, advocate for children and families and develop collaborative partnerships. (Effective Term: Summer, 2007) (CIP – 190706)

**Rationale:** This is a course for students wanting to learn leadership skills in directing a child care or preschool facility. West Virginia is working towards various ways to help child care personnel gain skills in leadership and professionalism. West Virginia like other states is moving towards credentialing directors. The WV State Dept. of Ed and Dept of Human Services approve and commend WVU for providing these courses and making them available to students across the state.

CDFS 421. Child Care Center Admin. 3-Hr. Focuses on skills necessary for directing a high quality child care center. Participants will gain knowledge in program planning, development, and maintenance. (Effective Term: 2007) (CIP – 190706)

**Rationale:** The child care profession recognizes the importance of specific training and education for all child care center directors. The State of West Virginia is moving towards a director's credential for all child care administrators to demonstrate that they have the

capabilities necessary for the early childhood profession. This course will strengthen the knowledge and increase the skills of students desiring to enter the administrative aspects of the field. The WV State Education Department and Department of Human Services supports this course and endorses its availability to students across the state

CDFS 422. Business of Child Care. 3-Hr. This course is designed to provide essential business and management lessons in operating a high quality early child care center. (Effective Term: Summer, 2007) (CIP – 190706)

**Rationale:** This is a course for students wanting to learn about the business aspect of child care. The State of West Virginia is working towards various ways to help child care personnel gain skills in leadership and professionalism as well as business management. The state of WV like other states is moving towards credentialing directors. The WV State Department of Education and Department of Human Services approve and commend WVU for providing these courses and making them available to students across the state.

### **Resource Management**

RESM 330. Equine Facility Dev. & Mngmnt. 3-Hr. Offered for students wishing to gain knowledge of horsekeeping and the design of efficient private and public equine facilities. Course covers cost efficiency of construction materials and their application to arenas, barns, and outdoor facilities. (Effective Term: Spring, 2007) (CIP – 010103)

**Rationale:** This course will give students knowledge of the design and layout of functional equine facilities, both for public and private use. Students wishing to find employment in the equine industry will benefit from the material covered in this class. Regardless of the employment or recreational goal of the student, a knowledge of how to design facilities to best suit the horse and handler is advantageous and will make students very employable within the equine industry. The course will examine the basic needs of the horse, horse behavior and the ideal habitat for the working and leisure horse. Facility types, construction materials, cross country courses and jump design, paddock layout, stall barn design, and fencing options will be studied in detail. By requiring students to design their own facility and present their designs in class for discussion, the student will gain a unique perspective and attention to detail in designing equine-friendly facilities that will benefit them in any equine related pursuit. In addition to knowledge of construction materials and design, students will gain an appreciation of the importance of marketing, business management, insurance, and liability associated with operating a successful equine facility.

## **SCHOOL OF MEDICINE**

### **Public Health**

#### **New Courses:**

PUBH 705. Injury Control Res. Methods. 3- Hr. PR: PUBH 660 or equivalent and PUBH 611 or equivalent. Evidence-based approach to increasing the knowledge and methodological skills

necessary for basic injury (unintentional and intentional) control research. (Effective Term: Summer 2008) (CIP-512201)

**Rationale:** This new course will constitute an elective course in the Population Health and Epidemiology track of the new PhD program in the Public Health Sciences. It will be the first injury research methods course within the WVU Health Sciences Center. This course will provide a foundation for students interested in pursuing a career in injury research and will be an integral part of the education and training requirements of the CDC-funded WV Injury Control Research Center. This course will also serve as an elective for students in the Master of Public Health program and will be open for other qualified students.

### **Pathology**

PATH 520. Seminars in Molecular Diag. 1-Hr. This course provides an overview of molecular diagnostic theory and procedures. (Effective Term: Spring, 2007) (CIP-510811).

**Rationale:** This course will be required as part of a new M.S. degree Pathologists' Assistant program in the Department of Pathology, School of Medicine. A pathologists' assistant is a healthcare professional who is qualified through academic and practical education to provide services in anatomic pathology under the direction of a qualified pathologist. Pathologists' Assistants will use molecular diagnostic techniques to assist in the identification cellular elements in tissue specimens.

PATH 603. Human Anatomy for Path. Asst. 5-Hr. This course will cover gross and microscopic human anatomy including embryology and microanatomy. (Effective Term: Spring, 2007) (CIP-510811).

**Rationale:** This course will be required as part of a new M.S. degree Pathologists' Assistant program in the Department of Pathology, School of Medicine. A pathologists' assistant is a healthcare professional who is qualified through academic and practical education to provide services in anatomic pathology under the direction of a qualified pathologist. Human anatomy to include embryology and microanatomy are curricular components required by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS.) NAACLS is the agency which accredits Pathologists' Assistant programs.

PATH 629. Path Assistant Practicum III. 7-Hr. PR: PATH 628. This course is a continuation of PATH 628 and advanced procedures and application of advanced techniques in surgical and autopsy pathology. (Effective Term: Spring, 2007) (CIP-510811).

**Rationale:** This course will be required as part of a new M.S. degree Pathologists' Assistant program in the Department of Pathology, School of Medicine. A pathologists' assistant is a healthcare professional who is qualified through academic and practical education to provide services in anatomic pathology under the direction of a qualified pathologist. This course will provide students with the skills necessary for these professional requirements. Credit hours were calculated based on the convention of the SOM Professional Programs where 1 credit hour = 80 internship hours.



PATH 630. Pathology Review I. 2-Hr. This course includes an intense review of clinical and anatomical pathology theory and techniques, and presentation of scientific journal articles and clinical cases. (Effective Term: Spring, 2007) (CIP-510811).

**Rationale:** This course will be required as part of a new M.S. degree Pathologists' Assistant program in the Department of Pathology, School of Medicine. A pathologists' assistant is a healthcare professional who is qualified through academic and practical education to provide services in anatomic pathology under the direction of a qualified pathologist. Graduates must participate in presenting grand rounds and other scientific presentations and must pass a national certification examination. This course will provide students with the skills necessary for these professional requirements.

PATH 631. Pathology Review II. 2-Hr. PR: PATH 630. This course is a continuation of PATH 630 and includes an intense review of clinical and anatomical pathology theory and techniques, and presentation of journal articles and clinical cases. (Effective Term: Spring, 2007) (CIP-510811).

**Rationale:** This course will be required as part of a new M.S. degree Pathologists' Assistant program in the Department of Pathology, School of Medicine. A pathologists' assistant is a healthcare professional who is qualified through academic and practical education to provide services in anatomic pathology under the direction of a qualified pathologist. Graduates must participate in presenting grand rounds and other scientific presentations and must pass a national certification examination. This course will provide students with the skills necessary for these professional requirements.

**Course Changes:**

**From:**

PATH 620, Clinical Pathology Practicum, 3 hours. Rotation through the clinical laboratories – hematology, chemistry, microbiology, immunology, immunohematology and blood banking, and management.

**To:**

PATH 620, Clinical Pathology Seminar, 1-Hr. This course presents a review of clinical pathology, including pertinent forensic toxicology and diagnostic radiology. (Effective Term: Spring, 2007) (CIP-510811).

**Rationale:** This course was designed to be a required course in the MS degree Pathologist's Assistant Program. Now under new leadership, the curriculum is being revised to better reflect the modern practice of the Pathologist's Assistant profession. The content of this course is required by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS.) NAACLS is the agency which accredits Pathologists' Assistant programs.

**From:**

PATH 625, Anatomical Path Techniques, 2-Hr. Techniques utilized in surgical and autopsy pathology.

**To:**

PATH 625. Anatomical Pathology Techniques, 4-Hr. This course will cover standard techniques in surgical and autopsy dissection, preparation of reports, basic forensic investigation techniques, basic histological and immunological staining techniques. (Effective Term: Spring, 2007) (CIP-510811).

**Rationale:** This course was designed to be a required course in the MS degree Pathologist's Assistant Program. Now under new leadership, the curriculum is being revised to better reflect the modern practice of the Pathologist's Assistant profession. This request to increase the credit hours is required to cover additional content in forensic investigation and basic histological and immunological staining techniques.

**Broadcast News Curriculum Update  
October 30, 2006**

Please find below the School of Journalism's proposed revision to the Broadcast News curriculum. It incorporates proposed visual journalism survey course and replaces a 300-level reporting course with a 400-level course; and simplifies the process of choosing courses within the major. It does not affect any outside programs. The changes raise the minimum number of hours required in the major from 30 to 33, but it does not change the number of hours required for graduation, which remains at 128.

Ralph E. Hanson  
Chair, School of Journalism Curriculum Committee  
Ph. 288-5620  
Ralph.hanson@mail.wvu.edu

**Proposed Broadcast News curriculum**

- 1) JRL 101 – Introduction to Mass Communication
- 2) JRL 210 – Visual Journalism & New Media (NEW – proposed course)
- 3) JRL 215 – Media Writing
- 4) JRL 489 – Media Issues and Ethics
- 5) NE 426 – Public Affairs Reporting (This replaces JRL 318 – Reporting for Print Media)
- 6) NE 428 – Media Law
- 7) BN 215 – Electronic Media & Society
- 8) BN 319 – Broadcast News Writing
- 9) BN 386 – Beginning Television Reporting
- 10) BN 487 – Advanced TV Reporting & Production

In addition, Broadcast News students would be required to choose at least one course from the following lineup:

- BN 486 Broadcast Bureau Reporting
- JRL 431 – Multimedia Reporting
- Or any 400-level JRL, NE or BN class

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Ralph E. Hanson, Chair,  
P.I. Reed School of Journalism Curriculum Committee

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Maryanne Reed, Dean,  
P.I. Reed School of Journalism

## **News Editorial Curriculum Update October 30, 2006**

Please find below the School of Journalism's proposed revision to the News Editorial curriculum. It incorporates proposed visual journalism survey course and creates two Areas of Emphasis for students to choose between. It does not affect any outside programs. The changes raise the minimum number of hours required in the major from 30 to 33, but they do not change the number of hours required for graduation, which remains at 128. The new Areas of Emphasis do not involve creating new classes. Instead, they give students a more focused set of major electives to take to emphasize either news reporting or visual journalism.

Ralph E. Hanson  
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### **Proposed News Editorial Core Curriculum**

JRL 101 – Introduction to Mass Communication  
JRL 210 – Visual Journalism & New Media (NEW – proposed course)  
JRL 215 – Media Writing  
JRL 318 – Reporting for Print Media  
JRL 319 – Copy Editing and Make-up  
JRL 489 – Media Issues and Ethics  
NE 428 – Media Law  
NE 459 – News Bureau Reporting

News Editorial students would then complete one of the two Areas of Emphasis.

### **News Area of Emphasis**

All students in the News AOE are required to take:

- NE 426 – Public Affairs Reporting

They must then take at least two electives from the following list:

- NE 418 – Advanced Reporting
- NE 420 – Feature Writing
- NE 427 – Journalism History
- NE 430 – Editorial & Critical Writing
- JRL 220 – Introduction to Photojournalism
- JRL 320 – Advanced Photojournalism
- JRL 431 – Multimedia Reporting
- JRL 440 – Visual Storytelling
- Other upper division courses NE, JRL or BN may be included with approval of NE sequence head.

NOTE: This is the same as the old News Editorial major.

### **Visual Journalism Area of Emphasis**

All students in the Visual Journalism AOE are required to take:

- JRL220 – Introduction to Photojournalism
- JRL 431 Multimedia Reporting

They must then take at least one elective from the following list:

- JRL 320 – Advanced Photojournalism
- JRL 440 Visual Storytelling

NOTE: These are all existing courses that have been taught multiple times. There have been numerous requests that we formalize our visual journalism electives into an Area of Emphasis.

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Ralph E. Hanson, Chair,  
P.I. Reed School of Journalism Curriculum Committee

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Maryanne Reed, Dean,  
P.I. Reed School of Journalism

## Memorandum

To: Faculty Senate Executive Committee

From: Lesley Cottrell, Chair-Elect,  
Senate Curriculum Committee

Date: December 13, 2006

Re: Administrative Changes

The following alterations (minor changes) have received administrative approval:

### ALTERATIONS (Minor Changes):

Subject Code	Course Code	CIP	Alteration Request	Reason for Change	Effective Date
PET	167	131314	<p><b>Action:</b> Increase total course credit from 2 to 3 credit hours.</p> <p><b>Old:</b> PET 167: Intro to Physical Education, 2 hr: Historical and philosophical bases, major issues, and professional practices in physical education teaching.</p> <p><b>New:</b> PET 167: Intro to Physical Education, 3 hr: Historical and philosophical bases, major issues, and professional practices in physical education teaching.</p>	<p><b>Rationale:</b> PET 167 has been offered as a MWF class from 8:30-9:20 since Spring 2004. The contact hours required to teach the course content warrant an increase from 2- 3 credit hours.</p>	200708
<p><b>Action: Course Drops</b></p>					
<p><b><u>MDS 230</u></b> 54.0103</p> <p><b>Old:</b> Introduction to Celtic Studies. 3 hr. PR: ENGL 101. A team-taught, multi-disciplinary course focusing on ancient and contemporary Celtic cultures (Britany, Cornwall, Ireland, Isle of Man, Scotland, Wales). Course topics include history, religion, myth, literature, language, politics, art, and music.</p>					

**Memorandum**

13 December 2006

To: Senate Executive Committee

Fr: J. Steven Kite, Chair, General Education Curriculum Oversight Committee

Re: **GEC Actions**

The GECO Committee met on 11 December and recommends the following items for Faculty Senate approval.

**GEC-LSP Course Actions:**

New Course Approvals

Approved New GEC Course Additions (Alterations passed Curriculum Committee Nov '06):

**USAF 131** Foundations of US Air Force 1 (GEC OBJ 4 & 6)

**USAF 132** Foundations of US Air Force 2 (GEC OBJ 4 & 6)

**USAF 251** USAF Air and Space Power 1 (GEC OBJ 3 & 6)

**USAF 252** USAF Air and Space Power 2 (GEC OBJ 3 & 6)

Successful GEC Audit

**GEOL 102** Planet Earth Lab (GEC Obj 2B + Lab, LSP Cluster C)

Deletions from LSP by request of Foreign Languages

**FLIT 226** Latin Lit. In Trans. 2 (LSP Cluster A, FM&G)

**FLIT 231** German Lit. In Trans. 1 (LSP Cluster A, FM&G)

**FLIT 242** Spanish Lit. In Trans. 2 (LSP Cluster A, FM&G)