

MINUTES  
THE WEST VIRGINIA UNIVERSITY FACULTY SENATE  
NOVEMBER 12, 2007

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

Member Present:

Atkins, C.	DiBartolomeo, L.	Jackowitz, A.	Peace, G.	Stack, S.
Behling, R.	Dillis, C.	Kleist, V.	Perone, M.	Steranka, P.
Bonner, D.	Etzel, E.	LaGodna, B.	Petronis, J.	Stolzenberg, A.
Bowen, E.	Fitch, C.	Lake, M.	Plein, C.	Stuchell, R.
Brooks, R.	Fredette, H.	Lastinger, V.	Richards, A.	Tallaksen, R.
Brown, G.	Frum, K.	Lively, M.	Riemenschneider, S.	Tauger, M.
Bryner, R.	Garbutt, K.	Long, K.	Riley, W.	Urbanski, J.
Clark, N.	Griffith, R.	Malarcher, J.	Robinson, C.	Walker, E.
Cohen, S.	Hall, D.	Mancinelli, C.	Ruscello, D.	Watson, J.
Comer, P.	Hartman, K.	McCombie, R.	Sand-Jecklin, K.	Webb-Dempsey, J.
Cottrell, L.	Hendrickson, J.	McDiarmid, M.	Sedgeman, J.	Wilcox, G.
Cottrell, S.	Hessl, A.	Mutz, C.	Selin, S.	Woloshuk, J.
Culberson, J.	Hornsby, G.	Napolitano, M.	Serafini, M.	
Cumming, J.	Howard, S.	Nath, C.	Shelton, E.	
Davari, A.	Huffman, V.	Nutter, R.	Sherwood, L.	
Davis, S.	Iskander, W.	Olson, K.	Spleth, J.	

Members Absent:

Almond, C.	Chetlin, R.	King, J.	Murthy, K.	Stockdale, T.
Ameri, S.	D'Souza, G.	Kirby, B.	Nestor, P.	Temple, J.
Anderson, R.	Dedhia, H.	Latimer, M.	Price, S.	Townsend, C.
Bagby, M.	Gerbo, R.	Mandich, M.	Rauch, H.	Turton, R.
Banta, L.	Hermosilla, P.	McClellan, A.	Robbins, J.	Valenti, M.
Blaydes, S.	Hornak, L.	McGinley, P.	Ryan, K.	Vona-Davis, L.
Brooks, J.	Hurst, M.	Miller, M.	Sherlock, L.	Walls, T.
Campbell, L.	Kershner, R.	Moffett, K.	Siegrist, J.	Weihman, L.

2. Chair Kite presented a resolution to President Emeritus Hardesty to thank him for his leadership, and for his 12 years of cooperation with the Faculty Senate. The Faculty Senate extended thanks to President Hardesty for his leadership and welcomed him to his new full time role of WVU's faculty. Professor Hardesty said he enjoyed being part of the Faculty Senate.
3. Lt. Danny Camden, Campus Police, Public Safety, gave a powerpoint presentation concerning WVU's new Emergency Response Plan (ERP). He said buildings will differ as far as emergency planning; Public Safety will work with the building supervisors to get their own internal structure put in place. The plan will include a hazard specific check list to help with emergencies. Phase I of the plan has been presented to the Sr. Executive Team, and training will take place with MECCA (Monongalia County Emergency System), directors/deans, resident life, student government, Faculty Senate, Staff Council, and regional campuses. Phase II will include helping the buildings get everything they need and Phase III

will include on-going training, table-top exercises, field exercises, role play and mock disasters.

Lt. Jackson, Supervisor, Campus Police, Public Safety, spoke on the WVU Message Alert System (MAS). He said a webpage has been set up for emergency information, which is located at [www.emergency.wvu.edu](http://www.emergency.wvu.edu). Two mobile devices can be registered at this web page as well as two e-mail addresses. One message can be sent out for cell phones and an e-mail address. The system will have three types of alerts that can be registered, which include: emergency, crime, and weather alerts, which includes state of emergency.

4. It was moved and duly seconded to approve the [minutes](#) from the October 8, 2007 meeting. Motion carried.
5. Chair Kite discussed the following issues:
  - Last Monday, November 5<sup>th</sup>, the Chair and Chair-elect Virginia Kleist visited Potomac State College. They met with senators Wilcox and Huffman as well as Professors Hoey, ACF representative and Phillip Douthitt, Faculty Assembly Chair, and campus president Kerry Odell. The Chair and Chair-elect will meet with senators from Parkersburg on December 3<sup>rd</sup> and WVU-Tech early next semester.
  - The Faculty Senate Executive Committee said the “Survey of Faculty Issues and Priorities” continues to formulate.
  - An ad hoc committee has been formulated to review “writing requirements” and volunteers are still needed; anyone who would like to volunteer can e-mail Chair Kite at [jkite@wvu.edu](mailto:jkite@wvu.edu)
  - Tom McCutcheon, WVU Extension agent, died unexpectedly on September 17, 2007, and a fund has been set up to support his five children’s education. Donations can be sent to the Tom McCutcheon Memorial Fund, c/o Janie Nehlen, Centra Bank, 990 Elmer Prince Drive, Morgantown, WV, 26505.
  - The 10-member Workgroup on Faculty Shared Governance has been formulated; it will be chaired by Virginia Kleist, B&E, and faculty representatives include: Donald Hall, A&S, Larry Hornak, CEMR, Art Jackowitz, Pharmacy, Marjorie McDiarmid, Law, and Kim Horn, Medicine. The Board of Governor’s representatives include Robert Wells and Perry Petroplus, and administrative representatives include Russ Dean, Associate Provost and Patricia Chase, Dean of Pharmacy. Professor Kleist will be scheduling individual meetings with group members by November 19th and a telephone conference is scheduled for November 28th.
  - Senior management team member, Alex Macia, VP for Legal Affairs/General Council, has requested input for the upcoming Legislative agenda; any requests can be e-mailed to Chair Kite, and he will forward them to VP Macia or they can be sent directly to VP Macia.
  - The BOG held a telephone conference on October 25th, and approved a report submitted by WVU Institute of Technology to the Higher Education Policy Commission. The Board also held meetings in Morgantown on November 1-2, 2007. The Board will hold another telephone conference on December 14, 2007.

- A holiday reception will be held for all senators, spouses and partners at Blaney House on December 10<sup>th</sup> from 5:00 p.m. to 7:00 p.m. after the Faculty Senate meeting; a special invitation has been extended to all senators from regional campuses.
  - An Executive Session will be held immediately following the December 10<sup>th</sup> Faculty Senate meeting to vote on honorary degrees.
  - Chancellor Noland will attend the December 10<sup>th</sup> Faculty Senate meeting to discuss “HEPC Legislative Priorities” and Kristina Olson will clarify issues concerning the “Code of Conduct.”
  - In January, Edward Pastilong, Director of Athletics, will give a report to the Faculty Senate concerning WVU athletics, Narvell Weese, VP Administration & Finance, will give a financial report, and Provost Lang will give a report about WVU enrollment.
6. Professor Cottrell, Chair, Curriculum Committee, moved for approval of [Annex I](#), New Courses and Course Changes. Motion carried. The Alteration Report was presented for information in [Annex II](#).
  7. Professor Garbutt, Chair, General Education Committee, moved for approval of [Annex III](#), Course Recommendations. Motion carried.
  8. Professor Chris Plein, Co-Chair of Task Force on Technology-Based Learning and Academic Programs, gave a powerpoint presentation. He said the plan for 2010 is built around five goals. The presentation can be reviewed at: [www.wvu.edu/%7E2010plan/technology.htm](http://www.wvu.edu/%7E2010plan/technology.htm).
  9. Associate Provost Torsney gave a [powerpoint](#) presentation on the “Foundations of Excellence.” She said it is important for freshman to learn about other people during their first year at WVU. The Foundations of Excellence team met to discuss various issues, and a strategic plan was implemented that included the following 4 action items:
    - Revise the structure of the first year experience to support both students and faculty more effectively.
    - Re-examine UNIV 101 to add academic content.
    - Establish the importance of excellent advising for students and faculty.
    - Increase student success in academic, social, and civic domains.

Associate Provost Torsney said a position has been created for an assistant dean for academic transition to college. She said to date, no one has been appointed, but there are applicants; thus the following goals will be implemented:

- The assistant dean for academic transition will work specifically with the 100-level courses taught in large lecture halls for first-year students. He/she will work with faculty to teach students more effectively in large classes.
- A “common reading” will be implemented to give a common experience for students taking UNIV 101.
- Student advising will be increased in all levels, and awards will be provided for excellence in advising as a special dimension of the teaching mission.

- Adding supplemental instruction will be added for first year students particularly taking STEM courses and increasing support for programming such as Adventure West Virginia, which has worked in retaining students from the first to second year.
  - Plans continue for the progress of the Foundations in Excellence for 2007-2008 and the work team co-chairs will give progress updates twice per semester and teams will interface with other institutional student successes.
10. Professor Comer, Retired Faculty Representative, said the retired faculty will meet at Heritage Point on Thursday, November 15th from 3:00 – 5:00 p.m. to hear a presentation concerning, “Home Health Care”, and on Wednesday, December 5<sup>th</sup> an estate planning conference will be held.
11. The meeting adjourned at 4:20 p.m. to reconvene on Monday, December 10, 2007.

Mary Strife  
Faculty Secretary

To: Faculty Senate Executive Committee  
From: Lesley Cottrell, Chair, Faculty Senate Curriculum Committee  
Date: October 22, 2007  
Re: New Courses and Course Changes

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

### **New Courses:**

#### **Communication Studies**

COMM 509. Health Comm Dissemination. 1-3 Hr. PR: COMM 409. Focus on effective dissemination of health messages. Students communicate outcomes of health communication campaigns conducted in previous classes to diverse external publics; could include presentations to conferences, community groups, schools, workshops. (Effective Term: Spring, 2008) (CIP-090101)

**Rationale:** Creation of this class is fundamental to the progression of departmental coursework in health communication, building on the curriculum accomplished in 1) a basic health communication course (Comm. 309), 2) a more advanced health communication course (Comm. 409), and leading to 3) the dissemination step. This class facilitates student behavior and action in communicating health and safety outcomes (i.e., results of their influential health communication campaigns) to diverse external audiences. Students build communication, organizational, and presentational skills as they develop, practice, and deliver speeches and other messages about their project outcomes. Students will gain out-of-class, real-world experience by actively engaging in presentation of their professional results to a variety of audiences. Contexts are diverse allowing for maximum adaptation by students and reception/ processing by receivers (e.g., health fairs, public schools, community groups, professional conferences). Students learn to take the initiative in developing and following up with viable contacts for their health communication presentations. The course is also a central component of the McConnell Project, an Eberly College of Arts and Sciences endowed Chair. The sequence flows from cognition, to enactment of theory-based influential health projects, to communication of outcomes.

#### **Religious Studies**

RELG 305. Biblical History/Archaeology. 3-Hr. Explores development of the biblical world from 2,000 BCE through the first century CE. Various cultures will be examined socially, historically, and religiously. How biblical archaeology impacts understanding of the Bible will also be discussed. (Effective Term: Fall, 2007) (CIP 380201)

**Rationale:** This course enhances the upper-level offerings within the revised religious studies major curriculum. In addition, the offering of biblical history/archaeology enhances the breadth of courses available for religious studies majors and minors. This course will count as an upper-level requirement for both the religious studies major and minor.

## Geology

GEOL 511. Sedimentary Geology in Ireland. 2 Hrs. PR: GEOL 311. Field course to study the sedimentary rocks of Dingle, Ireland- their origin, classification, and economic importance. (Course is an extended field trip during spring break. Student is responsible for all expenses.) (Effective Term: Spring, 2007) (CIP-400601)

**Rationale:** The rationale for this course is that the students will gain valuable field experience in geological techniques and will better their understanding of topics within the area of sedimentary geology. Most disciplines of geology involve outdoor/ field studies of sediments and sedimentary rocks, and experience developed in this course should prove important to their professional career, whether petroleum geologist, hydrogeologist, or environmental geologist.

GEOL 619. Advanced Petroleum Geology. 3 Hrs. Petroleum source rocks, thermal and biogenic maturity, primary and secondary migration of oil, porosity development in reservoirs, permeability. (Required weekend field trip. (Effective Term: Fall, 2007) (CIP-400601)

**Rationale:** The petroleum industry employs more than half of all geologists in the country, and historically one-third to one-half of the graduate students in the Geology Program seek employment in the field of petroleum exploration and development. A second course in petroleum geology (beyond the introductory GEOL 472 for undergraduates) complements those in stratigraphy, structure, geophysics, and paleontology in strengthening our graduate research track in Energy Exploration. In addition, students that have taken this course improve their marketability when interviewing for permanent employment in the petroleum industry.

## COLLEGE OF ENGINEERING AND MINERAL RESOURCES

### New Courses:

#### Mechanical and Aerospace Engineering

MAE 415. Balloon Satellite Project I. 1-Hr. Student teams propose, design, construct, and test experimental packages, launched as payloads via a weather balloon that is tracked and recovered. Data acquired by the experimental payloads is analyzed. (Effective Term: Spring, 2008) (CIP-140201)

**Rationale:** This course has been taught for four years as an experimental one-credit course under the special topics course number, MAE 493. It provides students an opportunity for an applications-oriented, hands-on project course experience in the field of aerospace engineering, that parallels existing project courses available to students in the area of mechanical engineering. It is time for this course to become a regularly-scheduled, numbered course in the MAE Department.

This course is prerequisite to MAE 417; the two courses together may be combined to count as one MAE technical elective. Both courses are taught concurrently every spring semester; no fall sections are taught because of the bad weather at the end of the fall semester. The second course, MAE 417, differs from MAE 415 in that the projects are more complex, and are developed by

the students. All experiments for MAE 415 are selected by the student teams from an approved list provided by the course instructors.

MAE 417. Balloon Satellite Project II. 2-Hr. PR: MAE 415. Student teams propose, design, construct, and test complex experimental packages, launched as payloads via a weather balloon that is tracked and recovered. Data acquired by the experimental payloads is analyzed. (Effective Term: Spring, 2008) (CIP- 140201)

**Rationale:** This course has been taught for four years as an experimental course under the special topics course number, MAE 493. It provides students with the opportunity for an applications-oriented, hands-on project course experience in the field of aerospace engineering, that parallels existing project courses available to students in the area of mechanical engineering. It is time for this course to become a regularly-scheduled, numbered course in the MAE Department. This new course, MAE 417 (2 credits) may be combined with the 1-credit MAE 415 to fulfill a senior technical elective requirement.

MAE 415 is prerequisite to MAE 417. Both courses are taught concurrently every spring semester; no fall sections are taught because of the bad weather at the end of the fall semester. The first course, MAE 415, differs from MAE 417 in that all experiments for MAE 415 are selected by the student teams from an approved list provided by the course instructors. In MAE 417, the projects are more complex, and they are developed by the students.

MAE 430. Microgravity Research I. 3-Hr. Student team conceives and proposes a unique research experiment, to be flown on NASA microgravity research aircraft. Team also begins design, construction, and testing of apparatus. (Effective Term: Fall, 2007) (CIP-140201)

**Rationale:** This course provides students an applications-oriented, hands-on project course experience in the field of aerospace engineering that parallels existing project courses available to students in the area of mechanical engineering. The course provides students an opportunity to synthesize knowledge from their undergraduate education to develop and design an experiment that will satisfy specific design constraints, such as size, cost, safety, strength, weight, accuracy, efficiency, or other pertinent measures as determined by the project and the instructor. As an aside, this course has been taught for seven years as a three-credit course under the special topics course number, MAE 493. It is time for this course to become a regularly-scheduled, numbered, senior Aerospace Engineering technical elective course in the MAE Department. The regularly-scheduled class meeting time will facilitate team collaboration.

MAE 431. Microgravity Research II. 3-Hr. PR: MAE 430. Student team completes design, construction, and testing of research experiment; that is then flown on NASA microgravity research aircraft. Data required from experiment is analyzed and reported. (Effective Term: Spring, 2008) (CIP-140201)

**Rationale:** This course provides students an applications-oriented, hands-on project course experience in the field of aerospace engineering that parallels existing project courses available to students in the areas of mechanical engineering. The course provides students an opportunity to synthesize knowledge from their undergraduate education to design construct and conduct a

microgravity experiment that will satisfy specific design constraints, such as size, cost, safety, strength, weight, accuracy, efficiency, or other pertinent measures as determined by the project and the instructor. Students also analyze their experimental results and submit a report that discusses their results. As an aside, this course has been taught for seven years as a three-credit course under the special topics course number, MAE 493. It is time for this course to become a regularly-scheduled, numbered, senior Aerospace Engineering technical elective course in the MAE Department. The regularly-scheduled class meeting time will facilitate team collaboration.

## **COLLEGE OF LAW**

### **New Course:**

LAW 689D. Sem: Environmental Law. 2-Hr. This seminar provides a practical setting for environmental law in a litigation context that uses a case study method. (Effective Term: Fall, 2007) (CIP- 220101)

**Rationale:** This seminar provides students with the opportunity to probe deeply into the complex litigation of environmental law issues, and to practice and develop procedural litigation skills. Environmental law is universally recognized as an important part of legal education and is commonly offered at the majority of law schools. It also serves to enhance student skills in legal analysis, research, and writing.

## **SCHOOL OF PHARMACY**

### **New Courses:**

#### **Pharmacology**

PCOL 745. Advanced Pharmacology I. 1-4 Hr. This course contains three modules and addresses general pharmacological principles and contemporary topics in integrative, cellular and molecular aspects of cardiovascular, inflammatory, endocrine and pulmonary pharmacology, and toxicology. (Effective Term: Fall, 2007) (CIP- 261007)

**Rationale:** Graduate students preparing for a Ph.D. in Pharmaceutical and Pharmacological Sciences are/will be enrolled in the Pharmacy 743/744, two-semester sequence to obtain introductory information in the discipline of pharmacology. Graduate student preparing for a degree in other programs will be enrolled in one to three of the course modules. Currently, there are no courses available to such students that reach beyond this introductory material. Addressing pharmacological knowledge at an advanced level is needed to prepare graduate students for their research, and to equip them with the knowledge needed to succeed in careers in academic, pharmaceutical and government settings. This course will fill that gap.

PCOL 746. Advanced Pharmacology II. 1-3 Hr. This course contains three modules and addresses contemporary topics in integrative, cellular and molecular aspects of neuropharmacology (first two modules) and cancer pharmacology (third module). (Effective Term: Spring, 2008) (CIP- 261007)

**Rationale:** Graduate students preparing for a Ph.D. in Pharmaceutical and Pharmacological Sciences are/will be enrolled in the Pharmacy 743/744, two-semester sequence to obtain



introductory information in the discipline of pharmacology. Graduate students preparing for a degree in other programs will be enrolled in one to three of the course modules. Currently, there are no courses available to such students that reach beyond this introductory material. Addressing this pharmacological knowledge at an advanced level is needed to prepare graduate students for their research, and to equip them with the knowledge needed to succeed in careers in academic, pharmaceutical and government settings. This course will fill that gap.

## Memorandum

**To:** Faculty Senate Executive Committee

**From:** Alan Stolzenberg, Chair-Elect,  
Senate Curriculum Committee

**Date:** October 11, 2007

**RE:** Monthly Alterations Report

**ALTERATIONS (Minor Changes).** The following alterations (minor changes) have received administrative approval:

<b>CMJS</b>	<b>133</b>	451101	<p><b>Action:</b> Change subject code, course number and description.  <b>Old:</b> SOCI 223. Juvenile Justice. 3 hr. The history, philosophy, and process are studied. Students are familiarized with the juvenile facilities utilized by the State of West Virginia. The differences between adult and juvenile offenders is emphasized along with the differences in the roles of correctional officers and staff in these locations. Current court cases and juvenile laws are examined in depth.  <b>New:</b> CMJS 133. Juvenile Justice. 3 hr. Examination of the history, philosophy, and process of the juvenile court system, including current court cases and juvenile legislation.</p>	<p><b>Rationale:</b> Course is being moved from Sociology at WVU Tech to the new Criminal Justice Degree program. It is an introductory level course in CMJS so should be at 100 level, even though had been taught at 200 level as a SOCI course. Course description altered to fit 35 word limit.</p>	200801
<b>CMJS</b>	<b>240</b>	451101	<p><b>Action:</b> Change subject code  <b>Old:</b> SOCI 240. Correctional Counseling. 3 hr. A survey of contemporary counseling interventions for juvenile and adult offenders with an emphasis on cognitive and behavior modification strategies. Other counseling models will also be examined.  <b>New:</b> CMJS 240. Correctional Counseling. 3 hr. A survey of contemporary counseling interventions for juvenile and adult offenders with an emphasis on cognitive and behavior modification strategies. Other counseling models will also be examined.</p>	<p><b>Rationale:</b> same as above for subject code change</p>	200801
<b>CMJS</b>	<b>250</b>	451101	<p><b>Action:</b> Change subject code and course description  <b>Old:</b> SOCI 250. Community Based Corrections. 3 hr. The history, philosophy, types and current trends in community based corrections is studied and field trips to local facilities are utilized. The role of the correctional officer in this setting is examined. The function and operation of the parole and pardon boards as well as the statutory limitations and authorization of the court system are studied in depth.  <b>New:</b> CMJS 250. Community Based Corrections. 3 hr. History, philosophy, types, and current trends in community based corrections</p>	<p><b>Rationale:</b> same as above for subject code. Course description truncated to fit 35 word limit.</p>	200801
<b>DS&amp;M</b>	<b>101</b>	190101	<p><b>Action:</b> Change subject code  <b>Old:</b> F&amp;CS 101. Introduction to Family Resources. 1 hr. (no further description given in catalog  <b>New:</b> DS&amp;M 101. Intro Design &amp; Merchandising. 1 hr. Provides an introduction to the</p>	<p><b>Rationale:</b> The Division of Family and Consumer Sciences has been reorganized. Two programs have moved to other divisions. The</p>	200801

			educational culture in the Division of Design & Merchandising.	remaining two programs have been realigned and renamed the Division of Design & Merchandising. This course will now serve that Division.	
<b>FDM</b>	<b>360</b>	190901	<p><b>Action:</b> Change subject code, course number, title, description and prerequisites.</p> <p><b>Old:</b> TA&amp;M 320. Merchandise Buying and Management I. 3 Hr. PR or CONC: TA&amp;M 230 and TA&amp;M 231. This course serves an introduction to the role and responsibilities of the buyer in relation to merchandise planning and control. Sourcing, negotiation strategies and current merchandising practices are explored via the case study method.</p> <p><b>New:</b> FDM 360. Fashion Merchandising. 3 hrs. PR: FDM 230 or 260, FDM 261, and ECON 201. Surveys the structure of retail organization, location and growth strategies to distribute merchandise to consumers. .</p>	<p><b>Rationale:</b> The code change reflects that the TA&amp;M program is being replaced with FDM. The new title better reflects the content of the course. Change in prerequisites partially reflects numbering changes. Econ 201 had been program requirement (informal) in past. Now made formal for this course. ECON department signed off on this change.</p>	200801
<b>HN&amp;F</b>	<b>126</b>	190501	<p><b>Action:</b> Change subject code.</p> <p><b>Old:</b> MDS 126. Society and Food. I, II. 3 hr. (May be credited to University LSP Cluster B or C.) Exploration on a global basis of interactions of man and environment as reflected in food production systems. Relation of food supply and use to development or maintenance of social and political institutions.</p> <p><b>New:</b> HN&amp;F 126. Society and Food. I, II. 3 hr. Exploration on a global basis of interactions of man and environment as reflected in food production systems. Relation of food supply and use to development or maintenance of social and political institutions.</p>	<p><b>Rationale:</b> The alteration in course prefix reflects the recent change of moving courses out of MDS into departments. Course will continue to satisfy objectives 4 and 8 of GEC.</p>	200801
<b>HIST</b>	<b>225</b>	540101	<p><b>Action:</b> Change course number and description.</p> <p><b>Old:</b> HIST 124. Modern South Asia. 3 Hr. Survey of South Asia from the early modern period to the present; traditional background, Mughal conquest and decline, British Raj, nationalist and independence movements, partitions, independent states, and current issues.</p> <p><b>New:</b> HIST 225. Modern South Asia. 3 hr. History of India, Pakistan, and Bangladesh from the Medieval period to the present; traditional background, Muslim conquests, British Raj, nationalist and independence movements, partitions, independent states, and current issues.</p>	<p><b>Rationale:</b> The History curriculum committee concluded this course would more appropriately be placed at the 200 level. 100-level courses survey the history of large regions (western civ, world history). 200-level courses narrow the focus to smaller regions, as in this course. Small description changes better specify course content. Course continues to meet the same GEC requirements as it did at the 100-level.</p>	200808

**Action: Course Drops**

**FC&S 101 190101**

**Old:** FCS 101. Introduction to Family Resources. 1 Hr. (no further description is given in the catalog).

**MDS 126 190501**

**Old:** MDS 126. Society and Food. I, II. 3 hr. (May be credited to University LSP Cluster B or C.) Exploration on a global basis of interactions of man and environment as reflected in food production systems. Relation of food supply and use to development or maintenance of social and political institutions.

**Memorandum**

16 October 2007

To: Senate Executive Committee

Fr: Keith Garbutt, Chair, General Education Curriculum Oversight Committee

Re: GEC Actions

The GEC Oversight Committee met on October 9<sup>th</sup> 2007 and recommended the following items for Faculty Senate approval:

**Approved New GEC Course Additions**

**FDM 220** Fashion, Body and Culture (**GEC 4 & 9**)

**GEC Objectives** (for information only).

1. Communication (ENGL 101 & 102, or ENGL 103 only; W courses evaluated separately)
2. Basic Math & Scientific Inquiry (Total: 13+ hr, including 1 Lab) [Note 2A = Math & Stats (3+ hr required); 2B = Natural & Physical Sciences (7+ hr required); 2C = Natural Resources & Environment (may be used toward Total)]
3. The Past and Its Traditions (3+ hr)
4. Contemporary Society (UNIV 101 & 3+ hr)
5. Artistic Expression (3+ hr)
6. The Individual in Society (3+ hr)
7. American Culture (3+ hr)
8. Western Culture (3+ hr)
9. Non-Western Culture (3+ hr)
- W. Writing (1 course, audit/application requires separate “W” form)