

## **[2012-11] Consent Calendar**

Consent calendar is a useful parliamentary tool to dispose of large numbers of routine or non-controversial matters. The understanding is that motions listed in the consent calendar will be taken up in order without debate or amendment. If there are objections to an item or items being included therein, such items will then be placed in the regular agenda for more careful deliberation.

Items that are already targeted for discussion in the regular agenda are **highlighted in yellow**. Other objections can be sent by a senator to Steering and they may even be raised in the senate floor.

### **[2012\_11\_M01] Motion from the UCC 26 October 2012 Meeting**

The UCC recommends the approval of the following CAS Proposals:

1. Proposal for a new [Pre-Law minor](#)
2. Change in hours required for [CSC degrees](#)
  - a. 3 + 2 Program
  - b. CSC BS major
  - c. CSC minor
3. Change in hours required for BS in [Biochemistry](#)
4. Proposal for a new interdisciplinary minor in [Neuroscience](#)
5. Proposal for a new interdisciplinary minor in [Applied Behavior Analysis](#)
6. Proposal for a new minor in [International Studies](#)

Details for each of the proposals may be obtained by following the links provided above.

### **[2012\_11\_M02] Motion from the UCC 2 November 2012 virtual UCC Meeting**

**The UCC recommends approval for:**

1. Amending the Faculty Senate by-laws with respect to the timing for leadership transition for the UCC. The [relevant text](#) from the by-laws (p. 16) is:

“...At the initial Fall meeting the Committee shall elect a vice-chair who will normally assume the role of chair in the following year...”

The UCC proposes inserting the words “January of” after the words “chair in” so that the line would read:

“...At the initial Fall meeting, the Committee shall elect a vice-chair who will normally assume the role of chair in **January of** the following year...”

This change would ensure that future transitions occur during the Spring semester, when the UCC schedule is typically more relaxed. In addition, it provides explicit consent for the leadership transition schedule that is anticipated this year.

2. The following actions received through the CAS CC:
  1. Proposals for a change in the numbers of hours that is required by each the following degrees:
    1. [BS Oceanography degree](#)
    2. [BS Geology degree, Professional Option](#)
    3. [BA in Geoscience degree](#)
    4. [BA degree in Mathematics](#)
    5. [BS degree in Mathematics](#)
  2. A proposal for a new prefix for the [Womens' and Gender Studies minor](#)
  3. Proposals for CAS courses to implement its contribution to the [BS in Information Technology](#) (CIT) degree program, a joint program of CAS and CSB recently approved by the UNC System for UNCW.

### **[2012\_11\_M03] Motion from the USAC 2013-14 Catalogue Recommendations**

#### II. b. Historical and Philosophical Approaches

ANT 207: Archaeology

ENG 210: Mythology

PAR 211: Philosophy of Human Nature

PAR 213: Existentialism

PAR 231: Primitive and Classic Religion

#### II. c. Scientific Approaches to the Natural World

OCN 150: Introduction to Oceanography

OCNL 150: Introduction to Oceanography Lab

BIO 160: Genetics in Human Affairs

#### II. d. Understanding Human Institutions and Behaviors

ANT 205: Human Societies  
EBD 280: Entrepreneurship for Non-Business Majors  
EDN 203: Psychological Foundations of Teaching  
MGT 350: Principles of Management  
SOC 337: Medical Sociology  
SOC 433: Sociology of Mental Illness  
SWK 335: Social Welfare Policies

II. e. Living in Our Diverse Nation

COM 211: Introduction to Storytelling  
COM 246: Communication with Deaf and Hearing-Impaired Persons  
COM 316: Performance of Literature  
SOC 336: Sociology of Aging  
SWK 355: Studies in Diversity for General Practice

II. f. Living in a Global Society

BIO 160: Genetics in Human Affairs  
GLY 250: Beaches and Coasts  
HST 270: Global Issues in Historical Perspective  
OPS 377: International Operations Management

III. Thematic Transdisciplinary Clusters

Global Diversity

FNA 101: Cultures of the World through Music and Dance

Foundations in System Thinking

OPS 370: Principles of Operations Management

Immigration

ANT 330: The Immigrant Experience

Ancient Thought and Culture

The study of ancient Western thought and culture is a critical part of the human intellectual, cultural and historical heritage, both for Western countries formed by it and for all of modern global culture that has been influenced by it.

The study of Western art, history, literature, philosophy and religion is highly appropriate for integrative disciplinary studies, which can only enhance one another. The study of ancient Athens is at once the study of the Parthenon, of Pericles and the history of the Peloponnesian War, of Socratic dialogue, of tragic and comic drama, and of the beginning of scientific and philosophical thought. The study of the Roman Empire and of medieval European culture is at once a study of art, politics, literature, philosophy and religion that all interact and mutually influence one another.

In content and in form, there are excellent reasons for encouraging students to study ancient thought and culture as a unique historical period from the vantage point of different humanities disciplines.

ENG 209: Classical Literature in Translation

ENG 210: Mythology  
HST 101: Western Civilization to 1650  
PAR 230: Judaism, Christianity, Islam

### Judaism and the Jewish People

Over the course of 3000 years, the Jews have made their way from their historic homeland in Israel to distant lands. Their customs and values have kept evolving to meet the needs of their new environments. The Jews have always developed dynamic and reciprocal relationships with the societies that have surrounded them—relationships that have fundamentally transformed the practice of Judaism and the landscape of Jewish culture. But of equal significance is the impact the Jews have had on their non-Jewish neighbors. From Christianity and Islam to capitalism and communism, from European philosophy to American humor and Soviet jazz music, the Jews have bequeathed a rich heritage to humanity. To experience Jewish culture in all its facets it to understand better the world in which we live.

HST 207: Jewish History to 1492  
HST 208: Jewish History from 1492-present  
HST 385: Zionism and Israel  
PAR 230: Judaism, Christianity, Islam  
PAR 376: Judaism

### Coastal Health and Environment

This Coastal Health cluster is designed to focus on the interplay between the environment and human health, and more specifically, on maintaining human health in a coastal environment. Because of the interaction between humans and their physical and social environments, the quality of these environments impact health. As a consequence, environment and health are interrelated. When analyzing relationships between environment and health, it is of vital importance to consider a broader definition of environment, which includes not only the quality of the air, water and ground, but also, indoor air quality, food and the living, working and social environments. It is also important to understand the growing body of scientific evidence revealing that the interaction of health and the environment is reciprocal- that is, the environment can affect human health and that human health care can affect the environment.

Due to the complexity of this reciprocal relationship, examination must occur from a multi-disciplinary, ecological, and multiple-system approach. One example is the social-ecological model of health. The first level of analysis focuses upon individual biology and other personal characteristics, such as age, education, income, and health history. The second level focuses on relationship, which includes an individual's social circle, such as friends, partners, and family members, all of whom influence human behavior and contribute to life experiences. The third level, community/environment, explores the characteristics of the physical settings in which people have social relationships, such as schools, workplaces, and neighborhoods, and examines how these settings affect health. Finally, the fourth level looks at the broad societal factors that favor or impair health. Examples include cultural and social norms and the health, economic, educational, and social policies that help to create, maintain, or lessen socioeconomic inequalities among groups (CDC, 2007; Krug et al., 2002). Insights from Environmental Science, Philosophy, and Biology enhance this model, creating a multi-

disciplinary approach to the issues at hand. Finally, we should also consider philosophical and artistic treatments of the reciprocal interactions between humans and the environment a part of human health.

There are many problems needing creative solutions that students can investigate through a multidisciplinary frame. A multidisciplinary approach can be taken to investigate related questions, such as how can coastal communities figure out how to reap the economic benefits of coastal resources while maintaining health and quality of life for humans? And, how does the coastal environment impact personal health influences such as body image, risk factors for skin cancer, peer pressure, and the generational gap between collage age students and our retirement and aging population? When understanding and addressing health and human services from the context of the coastal region, “place” is important to achieving balance.

- HEA 207: Nutrition and Behavior
- NSG 405: Community Health Nursing
- PED 345: Children’s Health and Fitness
- PSY 352: Health Psychology
- REC 265: Leisure and Society
- REC 351: Introduction to Travel and Tourism
- SWK 235: Introduction to Social Work and the Social Welfare System
- SWK 335: Social Welfare Policies

#### IV. a. Writing Intensive

- ANT 449: Anthropology Three-Field Seminar
- BIO 362: Marine Biology
- BIOL 325: Cellular and Molecular Lab
- ENG 317: Writing about Film
- EDNL 300: Program and Practices Field Experience
- CLR 310: Scientific Writing
- CLR 410: Advanced Scientific Writing
- COM 232: Writing as Strategic Communication
- COM 300: Applied Quantitative Research
- COM 420: Interpersonal Communication II
- FST 363: Producing the Undergraduate Film Magazine
- FST 368: Studies in Film Styles and Genres
- INT 300: Interdisciplinary and International Studies
- MGT 450: Governance and Leadership
- NSG 316: Expanding Roles in Professional Nursing Practice
- NSG 330: Maternal-Infant Nursing
- OPS 372: Service Operations Management
- OPS 377: International Operations Management
- OPS 472: Project Management
- PHY 300: Analog Circuits
- PHY 400: Advanced Lab
- PLS 401: Senior Seminar
- PLS 424: International Security
- RTH 480: Senior Seminar in Recreation Therapy

SPN 305: Spanish Composition  
SPN 405: Advanced Conversation and Composition  
STT 490: Case Studies in Statistical Consulting  
STT 498: Internship in Statistics

IV. b. Information Literacy

ANT 449: Anthropology Three-Field Seminar  
CHM 495: Senior Seminar  
CLR 320: Scientific Literature Seminar  
COM 420: Interpersonal Communication II  
CSC 105: Introduction to Computing and Computer Applications  
EDN 303: Instructional Technology  
FST 370: Early Cinema  
GGY 495: Senior Seminar  
GLY 337: Invertebrate Paleontology  
GLY 495: Senior Seminar  
INT 300: Interdisciplinary and International Studies  
MIS 213: Introduction to Information Systems  
MUS 110: Introduction to Music Technology  
MUS 285: Conducting I  
NSG 316: Expanding Roles in Professional Nursing Practice  
NSG 330: Maternal-Infant Nursing  
PED 415: Advanced Physical Activity  
PHY 315: Computational Physics  
PHY 335: Modern Physics  
REC 380: Marketing for Recreation Services  
RTH 468: Program Planning and Evaluation in Recreation Therapy  
SPN 405: Advanced Conversation and Composition  
SPN 490: Service Learning and Research  
STT 490: Case Studies in Statistical Consulting  
STT 498: Internship in Statistics

IV. c. Quantitative and Logical Reasoning

ENG 303: Reading and Writing Arguments  
EXS 359: Research and Evaluation in Health, Physical Education and Health  
COM 300: Applied Quantitative Research  
CSC 131: Introduction to Computer Science  
HEA 359: Research and Evaluation in Health, Physical Education, and Recreation  
PED 387: Teaching Physical Education in Grades 6-12  
REC 359: Research and Evaluation in Recreation  
RTH 359: Research and Evaluation in Recreation Therapy  
SWK 406: Research in Clinical Practice II

V. Explorations Beyond the Classroom

CLR 498-1: Senior Internship I  
CLR 498-2: Senior Internship II

COM 431: Integrated Marketing Communication II  
COM 434: Public Relations II  
FRH 498: Internship in French  
FST 201: Introduction to Film Production  
INB 294: International Study Abroad  
INB 394: International Study Abroad  
INB 491: Directed Individual Study  
INB 494: International Study Abroad  
INB 498: Internship  
NSE 294: National Student Exchange  
NSG 405: Community Health Nursing  
PED 294: International Study Abroad  
SPN 294: Spanish Study Abroad  
THR: 241: Painting and Properties Studio  
THR 242: Technical Production Studio  
THR 243: Costume and Make-up Studio

#### VI. Capstone

CHM 495: Senior Seminar  
CLR 498-1: Senior Internship I  
CLR 498-2: Senior Internship II  
COM 400: Communication Studies Capstone  
FRH 491: Directed Individual Study  
PLS 401: Senior Seminar  
RTH 498: Internship in Recreation Therapy

\*\*\*ADDITION\*\*\*

#### IV. a. Writing Intensive

COM 431: Integrated Marketing Communication II

III. Thematic Transdisciplinary Clusters  
Foundations for Systems Thinking  
ECN 222: Principles of Economics--Macro