COASTAL CAROLINA UNIVERSITY
FACULTY SENATE MINUTES
December 4, 2002
Wall Building, Room 317
4:00 - 4:12 PM

PRESENT: Bob Burney, Darla Domke-Damonte, Andy Hendrick, Tom Secrest, Alan Case, Sandra Nelson, Julia Orri, Maria Bachman, Lisa Barboun, Elsa Crites, Anne Denbow-Gilbert, Linda Kuykendall, Peter Lecouras, Charles Wright for Jo-Ann Morgan, Michael Ruse, Jose Sanjines, Philip Schneider, Linda Schwartz, Jill Sessoms, Susan Slavik, Gary Stegall, Olcay Akman, Steve Sheel, Dave Evans, Terry Fries, John Goodwin, Louis Keiner, Bill King, Rich Koesterer, Prashant Sansgiry, Sylvia Snyder, Keith Walters, Teresa Burns for Rob Young, Dennis Wiseman

ABSENT: Arlene Adams, Emory Helms, William Hamilton, Claudia McCollough, Jack Riley, Richard Dame, Peter Hart, Michael Lackey

APPROVAL OF MINUTES: A motion was made by Andy Hendrick to accept the November 6, 2002, minutes as mailed. Peter Lecouras corrected the third paragraph under OLD BUSINESS to read: "Olcay Akman, representing the Mathematics and Statistics Department." The minutes as corrected passed.

PROVOST AND OTHER ADMINISTRATIVE REPORTS: None

EXECUTIVE COMMITTEE REPORT: None

COMMITTEE REPORTS: A motion was made by Steve Sheel to accept the recommendation from the Student Retention and Assessment Committee as follows:

Membership: Four faculty (one from each of the four Colleges, elected to a two-year term with a staggered start to insure some continuity). One member elected from each of the following committees, for a one-year term: Academic Affairs Committee, Core Curriculum Committee, Long Range Planning Committee. Ex Officio: One representative from the Office of the Provost; one representative from the Office of Institutional Research and Assessment; one representative from the Office of Student Academic Support Services; one representative from the Office of Student Development. One student from pool of peer mentors. Assessment Coordinator provides support for assessment and retention activities. The membership will result in seven voting members and a total membership of twelve. Chair: The Chair shall be a faculty member and shall be elected from among those currently in their second year of service.

Purpose: The duty of the committee is to act as an oversight committee to assure that academic student outcomes assessment, contributing to the effective retention of students, is taking place. The committee will collect and disseminate technical information (1) from the various Colleges (through the Office of the Provost) regarding assessment and retention; (2) from the various Faculty Senate standing committees engaged in assessment (e.g., Core Committee's core assessment) and in retention. The committee will conduct analyses and make recommendations as to how the
assessment and other processes, such as advising, may be improved, in order to enhance the quality of assessment and the retention of students at Coastal. The motion passed.

OLD BUSINESS: None

NEW BUSINESS: A motion was made by Dave Evans to approve the recommendation from College of Natural and Applied Sciences as follows:

1. **Request for Change in a Course.** SOC 310, Social Demography (3). Proposed change in Catalog description to read: (Writing Intensive) (Prereq: SOC 101, MATH 130 or equivalent or permission of instructor) Study of the theories, methods, issues and data related to the characteristics and dynamics of population. Accessing and analyzing population data, calculating demographic measures, applying theories, and writing demographic reports are emphasized. Rationale for designating the course Writing Intensive: Writing activities throughout the semester culminate in a comprehensive paper at the term’s end. Instruction in writing formats (American Sociological Association style) and in library research, particularly as it relates to use of state, national, and international data sources, is part of the course. In addition to the ongoing project, frequent essays on readings and other shorter writing activities are required in the form of quizzes and homework assignments. The typical SOC 310 student generates in excess of 25 pages of writing in various formats. Writing activities combine for 65 percent of the course grade.

2. **Request for Addition of New Course.** CSCI 120, Introduction to Web Page Design (3). Course description: This course is an introductory course in web design that provides a foundation for using the imagery of a web page for communicating ideas across the internet. Topics include the utilization of graphic editing and web development software, basic HTML coding, simple graphic editing, web ethics including design and accessibility issues, and publishing WEB pages. Rationale for new course: This course is designed to provide students of many different majors with a needed background in web page design and development. It will also be used as an option for the proposed B.A. in Communication Studies in the College of Humanities & Fine Arts.

3. **Request for Addition of New Course.** PHYS 303, Quantum Mechanics (3). Course description: Principles of quantum mechanics, including operators in Hilbert space, matrix mechanics, angular momentum, spin, perturbation theory, and application. Three hour lecture per week. Rationale for new course: Course is in support of new minor requirements. The motion passed.

Koesterer reported items 1 – 7 from the College of Humanities and Fine Arts are for information only.

1. **Request for Change in a Course:** MUS 315, Piano Pedagogy Internship (1). Change in Course Number, Change MUS 315 to MUS 415. Rationale for change: A 400 designation more accurately reflects the content of the course.

2. **Request for Change in a Course:** MUS 316, Elementary Piano Pedagogy (3). Change in Course Number, Change MUS 316 to MUS 416. Rationale for change: 1) MUED designation matches the vocal series MUED 435-436, 2) A 400 designation more accurately reflects the course content.
3. Request for Change in a Course: MUS 335, Vocal Pedagogy Internship (1). Change in Course Number, Change MUS 335 to MUS 435. Rationale for change: A 400 level designation more accurately reflects the content of the course.
4. Request for Change in a Course: MUS 336, Elementary Voice Pedagogy (3). Change in Course Number, Change MUS 336 to MUS 436. Rationale for change: A 400 level designation more accurately reflects the course content.
5. Request for Change in a Course: MUS 353, History of Western Music I (3). Change in Course Number, Change MUS 353 to MUS 253. Rationale for change: A 200 level designation more appropriately reflects the material included in the curriculum.
6. Request for Change in a Course: MUS 354, History of Western Music II (3). Change in Course Number, Change MUS 354 to MUS 254. Rationale for change: A 200 level designation more appropriately reflects the material included in the curriculum.
7. Request for Change in a Course: MUED 454, Music for Young Children (3). Change in Course Number, Change MUED 454 to MUED 354. Rationale for change: After implementation of the MAT, the new course number more accurately reflects the target student population.

A motion was made by Dave Evans to approve items 8 – 20 from the College of Humanities and Fine Arts as follows:

9. Request for Addition of New Course. MUS 124D, Drumline (1). Course description: Examination of percussion performing techniques in an ensemble setting. Students participate in a drumline setting on percussion instruments. This is an ensemble experience designed to allow prospective teachers and performers to implement proper techniques used in school bands and professional performance. Rationale for new course: This is a new course designed to support the MAT in Music.
11. Request for Addition of New Course. MUED 391, Fundamentals of Brass Instruments (1). Course description: The primary objective of this class is to give students who will eventually be teaching brass players a general working knowledge of the brass family of instruments. Students will have hands-on experience playing each of the brass instruments and will be presented with concise information regarding every facet of brass playing. At the completion of this course, students should be able to perform competently at the beginner level on each of the brass instruments and will possess a strong working knowledge of the technical aspects of the brass playing. Ultimately, the goal of the course is to provide the knowledge necessary to enable the student to be an effective educator for his or her brass students. Rationale for new course: This is a new course required to support the MAT in Music.
12. Request for Addition of New Course. MUED 392, Fundamentals of Woodwind Instruments (1). Course description: The primary objective of this course is to give students who will eventually be teaching flute and single reed players a general working knowledge of the
woodwind family of instruments. Students will have hands-on experience playing each of the instruments and will be presented with concise information regarding every facet of woodwind playing. At the completion of this course, students should be able to perform competently at the beginner level on each of the woodwind instruments and will possess a strong working knowledge of the technical aspects of playing. Ultimately, the goal of the course is to provide the knowledge necessary to enable the student to be an effective educator to his or her woodwind students. Rationale for new course: This is a new course required to support the MAT in Music.

13. Request for Addition of New Course. MUED 491, Fundamentals of Percussion Instruments (1). Course description: The primary objective of this class is to give students who will eventually be teaching percussion players a general working knowledge of the percussion family of instruments. Rationale for new course: This is a new course required to support the MAT in Music.

14. Request for Addition of New Course. MUS 492, Fundamentals of String Instruments (1). Course description: The primary objective of this class is to give students who will eventually be teaching string players a general working knowledge of the string family of instruments. Students will have hands-on experience playing each of the string instruments and will be presented with concise information regarding every facet of string playing. Rationale for new course: This is a new course required to support the MAT in Music.

15. Request for Addition of New Course. MUS 385, Form and Analysis (3). Course description: This course is an introduction to concepts of design, or form, in music as found in standard tonal literature. The primary focus of the course will be to learn how to perceive and analyze music. The intent is to have the student understand how tonality shaped the thinking of composers regarding how music is constructed, and to see how melody, harmony, and rhythm interact to create designs starting with phrases, and going on ultimately to entire compositions. Rationale for new course: This will support the MAT in Music and bring the Music curriculum in line with NASM standards.

16. Request for Addition of New Course: MUS 386, 20th Century Music Theory (3). Course description: A survey course intended to acquaint the students with the changes in music's language and vocabulary that occurred during the twentieth century. Starting with the increased chromaticism of the later nineteenth century, the course will explore the changes in harmony, melody, rhythm, and form found in representative European and American composers. Rationale for new course: This will support the MAT in Music and bring the Music curriculum in line with NASM standards.

17. Request for Addition of New Course: MUS 420, Orchestration & Arranging (Technology Intensive) (2). Course description: To be able to write functional arrangements using current technology, with emphasis on the needs of the typical public school choral and instrumental ensemble. This course will introduce students to the instrument and vocal families and basic arranging and compositional concepts for a variety of ensembles. Both classical orchestration and jazz and commercial arranging will be covered as will the practical rearranging which is always required of school and church music directors (i.e., the CCU choir has no tenors at present). The aim is to give students the practical musical skill and technical knowledge needed to produce clean and correct scores and parts for performances by wind, brass, string, vocal, jazz, rock and mixed ensembles. Rationale for new course: This will support the MAT in Music.
18. **Request for Addition of New Course**: MUS 453, Music and Musicians Since 1900 (3). Course description: A study of the impact of western music and musicians on contemporary American and European Life. Special attention will be paid to the increasing role of women in composition and performance of music. Rationale for new course: This is a new course required to support the MAT in Music.

19. **Request for Change in a Course**: MUS 175, Class Piano (2). Proposed change in Catalog description to read: The first course in a two-course sequence that leads to successful completion of the music departmental piano proficiency requirement. Offered in a multi-keyboard lab for: 1) BA candidates with a major or minor in music; and 2) BA candidates in musical theater. Emphasis on the development of reading skills, performance from memory, accompaniment of simple melodies using I-IV-17-V7 chords with various accompanimental patterns, and the performance of major/harmonic minor scales and arpeggios. Prerequisite; Permission of Department Chair, and Title: MUS 175 – Piano Proficiency Lab I. Rationale for proposed change: As presently described in the university catalog, MUS 175 and 176 were created when the CCU department of music was preparing students for: 1) the College of Education’s BA degree (with certification in music); and 2) a minor in music. At that time, CCU had no BA with a music major. Presently, CCU has a BA in music and supports the MAT in music and the BA in Musical Theater. At that time, the requirements for the piano proficiency were not outlined in the catalog description, only in the departmental student handbook. The piano proficiency exam was originally devised as a barrier exam whereby students would demonstrate the required proficiency at one sitting before: 1) entry into upper-level courses; and/or 2) student teaching internship. The proposed model is more “student-friendly.” Many CCU non-music students have mistakenly registered for this course as presently described under the assumption that the course is provided as an elective. The curriculum for this course is designed to meet the skill development needs of BA music majors and minors; it is not designed for the recreational piano student.

20. **Request for Change in a Course**: MUS 176, Class Piano II (2). Proposed change in Catalog description to read: A continuation of MUS 175, MUS 176 culminates in the successful completion of the music department piano proficiency requirement. Offered in a multi-keyboard lab setting for: 1) the BA candidate with a major or minor in music (MUS 176 is NOT REQUIRED for the BA in Musical Theater). Emphasis on the continued development of reading skills and performance from memory, reading of open instrumental and choral scores, reading of various combinations of clefs and transposing/non-transposing instruments, performance of dominant 7th and diminished 7th arpeggios, performance of vocal/instructional accompaniments, and the transposition of grand staff notation to different keys. Restricted to Music and Musical Theatre majors; and Title: MUS 176 – Piano Proficiency Lab II. Rationale for proposed change: As presently described in the university catalog, MUS 175 and 176 were created when the CCU department of music was preparing students for: 1) the College of Education’s BA degree (with certification in music); and 2) a minor in music. At that time, CCU had no BA with a music major. Presently, CCU has a BA in music and supports the MAT in music and the BA in Musical Theater. At that time, the requirements for the piano proficiency were not outlined in the catalog description, only in the departmental student handbook. The piano proficiency exam was originally devised as a barrier exam whereby students would demonstrate the required proficiency at one sitting before: 1) entry into upper-level courses; and/or 2) student teaching internship. The proposed model is more “student-friendly.” Many CCU non-music students have mistakenly registered for this course as
presently described under the assumption that the course is provided as an elective. The curriculum for this course is designed to meet the skill development needs of BA music majors and minors; it is not designed for the recreational piano student. After correction of a typo in item 19, “patters to patterns” the motion passed.

OTHER: None

ANNOUNCEMENTS: Michael Ruse reminded the Senate that the Sabbaticals/Reassignment Leave applications for next Fall semester and full year 2003/2004 are due by January 2, 2003, to the appropriate Department Chair/Supervisor.

GOOD OF THE ORDER:

ADJOURNMENT: The meeting adjourned at 4:12 PM.

Respectfully submitted,

Approved by Peter Lecouras
Faculty Senate Secretary on January 6, 2003

Janet Straub
Faculty Senate Recorder