

**UNCP Department of Music – Academic Plan 2004-2009
Executive Summary**

A. New Programs/Minors/Tracks/Courses/Other Initiatives

During the month of October, 2003, the full- and part-time faculty of the Department of Music were invited by the chair to submit (by an 11-3-03 deadline) ideas/suggestions for future goals and objectives. These various proposals were then the subject of discussions that took place at two subsequent meetings (November 7 and 19). In addition, at a faculty retreat on January 12, a number of other programs were approved for inclusion in this present document. Below is a summary of those ideas/suggestions that were approved for continuing study during the 2004-2009 timeframe covered by the present academic plan update. It should be noted that the programs/proposals that had been advocated in the 2002-2007 plan (a track in musical theatre, a master's program in music education, and the continuing development of the media integration program) had been underway for some time prior to their inclusion in that document, the programs/proposals cited below are in a much more tentative stage in their development. Each will need to be subject to intense scrutiny with regard to their feasibility before any concrete steps are taken.

The first, and perhaps the most significant of these proposals, involves a reassessment and continued development of a unified departmental philosophy with related mission and vision statements and methodology. This process, begun at a department-wide retreat on January 12, is intended to provide the basis, not only for the programs/proposals outlined in this present document, but also for the NASM Self-Study that is due to culminate in an April, 2007 accreditation visitation.

Secondly, it was deemed vastly significant that all existing programs be subject to continuing scrutiny to ensure that they remain academically and musically viable, this in regard to programs that have been "on the books" for a significant period of time (the Bachelor of Arts in Music; the Bachelor of Arts in Music with Elective Studies in Business [Music Industry]; and the Bachelor of Music in Music Education-including exploration of the possibility of changing it to a five-year degree program) as well as the two degree programs developed more recently (the Bachelor of Music in Musical Theatre and the Master of Arts in Music Education). Along these lines it is felt that the continuing implementation of a comprehensive assessment process, including a possible student portfolio requirement for all degree areas, is imperative.

Thirdly, the following degree programs were approved for continued study/consideration:

- A reworking of the present "Music Industry" degree to allow for a greater flexibility in course options with the possibility of creating a concentration in

music technology (recording and production and/or media integration) in addition to the existing music merchandizing option;

- Implementation of a MAT (Master of Arts in Teaching) program in music education;
- Establishment of a Jazz Studies program at the baccalaureate level;
- Establishment of a major in Electronic Media in collaboration with the UNCP Digital Academy; and
- Establishment of a degree in church music at the baccalaureate level.

It must be noted that if one or more of these programs were to be considered for possible development, NASM (National Association of Schools of Music) guidelines, standards, and competencies would need to be carefully followed.

Fourthly, in order to provide the support needed for both existing and possible new programs, the following four proposals are thought to be crucial:

- Continued expansion of the number of full-time faculty positions as warranted by the needs of existing programs and programs under development;
- Continued exploration of all possible revenue sources (state, student activity fee, foundation, etc.) in order to gain increased funding in support of our various programs;
- Exploration of funding sources for the construction of a new music facility.
- Exploration of the possibility of moving from a "Department of Music" to a "School of Music."

Lastly, a number of course offerings were approved for continuing consideration. These include:

- The creation of a "pre-MUS 114" theory course to reduce the current failure rate for students arriving with little or no theory background and/or to explore the possibility of offering MUS 114 during both the fall and spring semesters;
- The creation of an elective class in world music studies/ethnomusicology;
- The establishment of a steel band ensemble [it should be noted that funding for this undertaking has already been received];

- Focusing on the department's fledgling orchestra program for future growth and development, this to enhance recruitment possibilities; and
- The creation of a variety of courses specific to a particular major/performance medium that would include, but not be limited to: 1) courses for the voice major (vocal pedagogy, opera workshop, language/diction classes, vocal literature, history of opera, sight singing separate from the existing Music Theory Lab); courses for the instrumental major (orchestral repertory, orchestral techniques); and 3) a number of courses not specific to a major (advanced theory, eurhythmics, dance/movement, performance techniques/anxiety reduction).

B. Related “Theme(s)”

1) Viewing the Liberal Arts as the basis for critical thinking, ethical decision-making, and life-long learning skills.

Enriching the intellectual and cultural life of the region, including both knowledge of and an appreciation for the arts and UNC Pembroke’s unique Native American and southern heritage.

Promoting international exchanges of faculty, students, and administrators to enhance the cultural understanding of the University community and the region.

Preparing knowledgeable managers and professionals for the future to ensure business and economic development.

Improving the quality of life for a culturally diverse society by empowering students, teachers, and parents through grades P-K to 12 and including post-graduate Continuing Education.

Understanding the impact of science and its relationship to the environment, ethics, everyday life, public health, public policy, religion, and technology.

Adapting (and humanizing) emerging information technology to meet the intellectual, pedagogical, and creative needs of the society, with particular emphasis on the development of “information literacy,” the knowledge and skills necessary for accessing and applying information from multiple sources and media.

C. Resources Required to Implement (Faculty, Staff, Facilities, Equipment, etc.)

Given the tentative nature of the program proposals outlined above, no specificity with regard to needed resources is deemed warranted at this point in time. Should any of

the new programs be approved for development, additional resources would be required for full implementation.

D. New Departmental Structure or Organizational Change Proposed

N/A

E. Anticipated Student Demand

Considerable interest in a number of the degree programs cited previously in this document has already been observed. At a number of the "Information Fairs" sponsored by the Admissions Office, questions are frequently asked concerning whether or not the department offers programs in recording technology and/or jazz studies. As consideration of these programs continues, a more formal survey of anticipated student demand will be undertaken.

F. Interdisciplinary Collaboration Involved

It is anticipated that a number of the programs described above would involve a significant degree of interdisciplinary collaboration. For example, the establishment of a MAT degree in Music Education would involve the inclusion of a significant number of graduate courses offered by the School of Education. Furthermore, a major in Electronic Media would involve courses offered jointly by the Departments of Art and Mass Communications.

II. HISTORY

A. Accreditation:

The UNCP Department of Music has been an accredited member of the National Association of Schools of Music for almost thirty years. Associate membership was gained in 1971 and full membership in 1976. The next period of Self-Study will occur during the 2005-2007 academic years with the process culminating with a visitation already scheduled to take place during the month of April, 2007.

B. Courses/Degrees/Programs Offered:

The earliest records available for this study (the 1928 “Bulletin and Outlined Course of Study of the Cherokee Indian Normal School”), while listing no “music” faculty does indicate that “music” courses were a part of the two-year curriculum for both primary teachers and grammar grade teachers (Music 111, 122, and 133 - Public School Music and Music 211, 222, and 233 - Primary School Music).

The second (chronologically) document available was the 1935-1936 “Catalogue for the Cherokee Indian Normal School” wherein are listed seven courses in music. The introductory paragraph states that “interest in music is well-developed at Cherokee Indian Normal School. In addition to the instruction offered in the regular courses and in voice and piano, special attention is given to choruses and congregational singing. Assembly periods, literary societies, and class meetings offer opportunities for enjoyable participation by all students.” The seven courses listed are:

- Music 121 (Elementary-Elements of Musical Theory)
- Music 122 (Ear Training and Sight Singing)
- Music 123 (Ear Training and Sight Singing)
- Music 221P, 222P, and 223P (Primary Grade Materials and Methods in Music)
- Music 221G, 222G, and 223G (Grammar Methods and Materials for Grammar Grade Teachers)
- Music 321, 322, 323 (Music Appreciation)
- [no number] (Class Piano)

The third document available (the 1938 “Catalogue of Cherokee Indian Normal School”) lists Ira Pate Lowry as head of the “Department of Music” and states that “the importance of supplementing a liberal cultural education by a musical education is more and more being appreciated. The understanding and appreciation of music to a large extent governs one’s appreciation and understanding of life. A closed recital is given once very week during chapel period. All music students are expected to take part in the closed recitals when requested to do so. These appearances are of great assistance to the student in acquiring the ease and self confidence so essential to a successful performer.” The course listing had been expanded. Classes included:

Ear Training and Sight Singing (2 years)
Theory: Elementary Harmony
Harmony: Keyboard
Materials and Methods of Teaching Music in the Lower Grades; Materials
Methods of Teaching Music in the Higher Grades
Conducting
Music Appreciation
Applied Music (Voice, Violin Classes, Wind Instrument Classes, Piano, Glee Club,
Quartette, and Orchestra)

These same listings are maintained in the 1940-41 “Pembroke State College for Indians Catalog.”

By the publication of the 1941-43 Catalog, requirements for “a major in music” are listed for the first time as well as the following expanded “mission” statement:

The Department of Music believes: 1. That training in music should be accompanied by, or based upon, a broad and thorough general education. 2. That the mission of a Department of Music is to develop talent to the highest degree of capability, and to increase appreciation of music. 3. That instruction be offered, covering the field of musical study in voice and all the standard instruments: piano, string and wind orchestral instruments, theory, history of music, and public school music.

These requirements and the mission statement remained virtually unchanged through the 1953-54 “Pembroke State College Catalog.”

In the 1957-59 catalog, a new Music Department chair had been named (Melton Moore) and the mission statement had been expanded to state that “this department offers courses which are designed to meet the needs of the student who wishes to spend the major part of his time in the study of music with emphasis on voice, piano, band and orchestral instruments, or public school music. It also offers courses which may serve as a minor for liberal arts majors or as electives for the student who wishes to study music for its cultural benefits only. The department is equipped with excellent facilities which include practice rooms, instruments, audio-visual aids, records, and materials for performance or study. Students use these facilities without extra charge.” [Obviously a “PR” element had entered the picture!] Also of note was the first appearance of a catalog statement specifying that “a charge of \$11.00 per semester is made for individual piano lessons (Music 81, 82, 181, 182; etc.) A charge of \$4.00 per semester will be made for other applied music courses.”

By the 1959-60 catalog the music faculty had expanded to three with Mrs. Elma Ransom serving as “Acting Head” of the department and Ethelyn Livermore serving as “Director of Band”. 1960 brought a change whereby requirements are listed for both a major in “general music” and a major in “instrumental music.” Requirements are also listed for a minor in music. These programs remained virtually unchanged until the appearance of a “Minor in

Sacred Music” in the 1965-66 Catalog. Mrs. Elma Ransom remained chair of the department through this period.

The 1970-71 through 1976-78 Pembroke State University Catalogs indicate three degree programs (a BA in Music, a BS in Music Education-Vocal, and a BS in Music Education-Instrumental) were in place. This change coincided with both the hiring of a new departmental chair, Dr. Harold C. Slagle, and the department’s acquiring accreditation by the National Association of Schools of Music. A third (somewhat minor) change appears in the 1978-80 through 1982-83 catalogs wherein are listed three music education options (all BS degrees in Music Education with “Vocal,” “Instrumental,” and “Keyboard” Emphasis). In addition a third minor appears in the 1981-82 Catalog – a Minor in Jazz Studies. From 1983-84 through 1987-88 the “Keyboard Emphasis had evolved into two “Keyboard Concentrations,” one with a “Vocal Orientation,” the other with an “Instrumental Orientation.”

From 1989-90 through 1991-92 the BA degree was divided into two options, one “with a Concentration in Performance” and the other “with a Concentration in Music Industry.” An Academic Concentration in Music for a variety of Education majors appears for the first time in the 1990-91 Catalog. In 1992-93 through 1993-94 a third BA option was restored (a degree having a more typical “Liberal Arts” emphasis). Also of fairly major significance is the transformation of the BS music education options into Bachelor of Music degrees. This transformation occurs in the 1994-95 Catalog with regard to the two “professional” (by NASM standards) music programs. That year’s catalog lists a “BM with Emphasis in Performance” and a “BM with Elective Studies in Business.”

By the printing of the 1995-97 Catalog the former of these degrees had been dropped. The last title change occurred in the 1999-2001 catalog wherein the BM degree with Elective Hours in Business returned to its former BA status. This change came about as a result of a state mandated Program Productivity Review. It was determined that the BA served as a better “umbrella” for this degree program.

Planning for a track in Musical Theatre under the umbrella of the existing Bachelor of Music program began during the 2000-2001 academic year and received full approval by the various subcommittees and committees of the UNCP Faculty Senate during the spring semester, 2001 (final approval by the Senate occurred at its 5-2-01 meeting). Step 2 in this process involved seeking “Plan Approval” from the National Association of Schools of Music (NASM). The necessary documents were prepared and notification that Plan Approval had been granted in a letter from NASM Executive Director, Samuel Hope, dated 6-27-02. The first students were enrolled during the fall semester, 2002.

A second new program that was described in 2002-2007 Academic Plan was a Master’s degree program in Music Education. This program was discussed with the Provost and the then Dean of the College of Arts and Sciences during the fall semester of 2000. Full approval was granted by the various subcommittees and committees of the UNCP Faculty Senate during the spring semester of 2002. During the following academic year (2002-

2003) the various documents needed for approval by the UNC Office of the President (OP) and NASM were prepared and submitted. It was learned via a letter dated, July 15, 2003, that Plan Approval had been granted by NASM. Shortly thereafter, in a letter dated August 12, 2003 from UNC Senior Vice President for Academic Affairs, Gretchen M. Bataille to UNCP Chancellor Allen C. Meadors, it was learned that our request to establish a Master of Arts in Music Education had been approved by the UNC Board of Governor's at its meeting on August 8, 2003. Cadre I consisting initially of eight students were accepted into the degree program for the fall of 2003.

The third of the new initiatives cited in the 2002-2007 Academic Plan was the continued development of a media integration program in collaboration with the Departments of Art and Mass Communications. This initiative began with the creation of MUS/ART/MCM 380 (Media Integration) during the 2000-2001 academic year. Subsequently two additional courses were added, MUS/ART/MCM 458 (Media Integration Production) and MUS/ART/MCM 480 (Projects in Media Integration). During the fall semester, 2003, approval was sought and received for the creation of a UNCP Digital Academy

C. Number of Majors:

Information with regard to the number of music majors was gleaned from the annual HEADS (Higher Education Arts Data Services) reports that are required by the department's NASM affiliation. During the membership period (1971-present) the number of majors reported has remained fairly constant with a peak of 54 declared majors in both 1979 and 1982 and a low of 31 in both 1996 and 1997. During the academic year (2001-02) the number of declared majors stood at 65. In 2002-2003 that number rose to 72 and in 2003-2004 enrollment was 102 (this number includes 8 students enrolled in the new graduate program. Thus within the past seven years the department has experienced a 229% growth in the number of declared majors.

D. Number of Faculty:

The number of full- and part-time faculty during this same period of time (1971-2003) ranges from a low of 5 (in 1996 and 1997) to a high of ten (presently-one of these also serves as the UNCP Director of Retention and Advisement). Beginning in the 1979-80 academic year, part-time faculty were hired in increasing numbers to a maximum of sixteen during the present academic year (2003-2004).

III. Process

The development of the academic plan (2004-2009) for the Department of Music began in early in the fall semester, 2003 when it appeared as an agenda item for the 8-20-03 departmental faculty meeting. Additional instructions were awaited through mid-October when the department chair asked for the scrutiny of Dr. Janita Byars who had been hired to oversee the new graduate program in music education. At that time (10-10-03), Dr. Walter asked all faculty (full- and part-time) to submit ideas concerning possible new programs, courses, etc. The deadline for submission of these ideas was November 3. Subsequently a compilation of all suggestions and recommendations was distributed and extensive discussion took place at both the 11-7 and the 11-19 meeting. The various items appearing below were approved for inclusion in the update departmental plan.

It should also be noted that running parallel with this process described were two related and quite significant developments. On 11-12-03 an assessment workshop was held for faculty. This workshop was conducted by Dr. Byars who had had significant experience in this area. In addition, a department retreat, sponsored by funding by the Office of Academic Affairs, took place on 1-12-04. This retreat was for all full- and part-time faculty and matters of departmental philosophy, mission, methodology were key areas of discussion. It is felt that this retreat was of great value to the department in general and served to give adjunct faculty a greater sense of empowerment.

IV. Assumptions

- A. The UNCP Department of Music will continue its accreditation by the National Association of Schools of Music.
- B. The Department of Music will, through its intense recruitment program, attract an ever-increasing number of qualified students that will continue to equal, if not actually surpass (percentage-wise), the growth of the institution in general.
- C. The Department of Music will continue to receive administrative support for its programs.
- D. The Department of Music will continue to implement self-regulating systems to ensure continuous review and improvement of its programs and its faculty.
- E. The Department of Music will continue to offer musical experiences, programs, and activities that will enrich and develop the cultural sensitivity of the university and surrounding community and that reflect the cultural diversity of those same constituents.
- F. The Department of Music will continue to not only meet the needs of the “traditional” college student, but also the needs of an ever-increasing number of non-traditional students.
- G. The Department of Music will continue exploration of funding opportunities for its various programs via external sources, e.g., the University Music Society.
- H. The Department of Music will continue to explore avenues for the use of technological initiatives to make its program relevant in the 21st century.

V. Vision and Mission

The **vision** of the Department of Music is to be recognized as a center for both cultural and educational opportunities for the region and beyond. As such, we are committed to providing quality programs that enhance not only the lives of our students, faculty, and staff, but also the lives of those in the areas surrounding Pembroke and beyond.

The **mission** of the Department of Music is to offer all students who have demonstrated interest and ability in music the opportunity to continue further study either for a profession or an avocation, and to educate students in such a way that they understand and appreciate music not only as an art form with a rich historical and cultural heritage, but as an ongoing, contemporary endeavor that incorporates traditional and technological advancements through individual and group participation.

VI. Proposed Goals and Objectives

Seven Planning Themes for Academic Units and Programs

We are dedicated to:

Theme 1: Viewing the Liberal Arts as the basis for both critical thinking and life-long learning skills.

Goal 1.1: The department will provide a well-rounded course of study for those students wishing to pursue a professional career by continuing in graduate work.

Objective 1.1.1: The department will offer curricula that enable students to continue studies at the graduate level.

Objective 1.1.2: The department will endeavor to maintain music resource holdings and technology that enables students to apply and to be accepted in graduate school.

Goal 1.2: The Department of Music will encourage both professional awareness and excellence of communication.

Objective 1.2.1: The department will provide opportunities for students to speak in public forum within the classroom setting.

Objective 1.2.2: The department will provide venues for students to develop communication skills outside the classroom setting.

Goal 1.3: The Department of Music will promote musical literacy among all students with whom it comes in contact.

Objective 1.3.1: The department will strive to provide quality General Education courses that promote the musical literacy of the students enroll therein.

Goal 1.4: The Department of Music will encourage students to continue their study in the field of music after graduation.

Objective 1.4.1: The department will offer workshops and master classes to students, alumni, and area teachers in order to encourage ongoing professional development.

Goal 1.5: Recognizing the proven benefits of music/music appreciation to both life in general and one's learning potential, the Department of Music will encourage a

desire for continued learning in the field of music and the ability to form and defend evaluative judgments about music.

Objective 1.5.1: The department will provide opportunities for its student to formulate evaluative judgments about music.

Theme 2: Enriching the intellectual and cultural life of the region, including both knowledge of and an appreciation for the fine arts and UNCP Pembroke's unique Native American and southern heritage. These natural and cultural resources are vital to both our social and economic development.

Goal 2.1: The department will provide music students and the general university population with experiences and opportunities to develop their cultural sensitivity.

Objective 2.1.1: The department will offer musical experiences and activities that will enrich and develop the cultural sensitivity of music students and the university community in general.

Objective 2.1.2: The department will explore ways of offering programs to the university and surrounding community that reflect the cultural diversity of the region.

Goal 2.2: The department will provide public programs and concerts to enrich the cultural life of the university and the community at large.

Objective 2.2.1: The department will provide programs and concerts that are open to the public.

Objective 2.2.2: The department will explore ways of offering programs to the university and surrounding community that reflect the cultural diversity of the region.

Goal 2.3: The department will provide outreach, support, and encouragement to area public school teachers and students in the form of workshops, festivals, and clinics.

Objective 2.3.1: The department will offer appropriate workshops, festivals, and clinics to area schools.

Objective 2.3.2: The department will explore ways of offering programs to the university and surrounding community that reflect the cultural diversity of the region.

Objective 2.3.3: The department's faculty will actively explore opportunities to serve as adjudicators for festivals and workshops throughout the region and state.

Goal 2.4: The department will seek ways to understand and document the varied musical heritages of the region through scholarship, performance and collaboration with nearby communities and institutions.

Objective 2.4.1: The department will seek ways to provide opportunities for faculty and/or students to 1) research the musical activities of the African American 'Institutes' of the area particularly the Laurinburg Institute and its alumni, Dizzy Gillespie and Woody Shaw and 2) research and document territory bands by making connections with area musicians.

Objective 2.4.2: The department will seek ways of 1) providing opportunities for faculty and/or students to research the revival of Powwow drumming and other music in the rebuilding of Native American identity in the region and 2) exploring collaboration with the Native American Resource Center on these and related topics.

Objective 2.4.3: The department will seek ways of providing opportunities for faculty and/or students to 1) digitally record historical music in authentic places, 2) locate structures where music of African American, Native American and Scottish American origins has been made, and 3) research and reconstruct examples through collaboration with area individuals and groups.

Theme 3: Promoting international exchanges of faculty, students, and administrators to enhance the cultural understanding of the University community and the region.

To date, no departmental goals or objectives have been developed with regard to this theme.

Theme 4: Preparing knowledgeable managers and professionals for the future to ensure economic development.

Goal 4.1: The Department of Music will provide comprehensive musical training at the undergraduate level for all students desiring to earn a degree in music.¹

Objective 4.1.1: The department will provide a comprehensive musical curriculum for all music students regardless of specific major.

¹ Also see Section IX.A of this document (Intended Student Learning Outcomes for the Bachelor of Arts Degree in Music (Liberal Arts)).

Objective 4.1.2: The department will strengthen its present student recruitment plan to draw an ever-increasing number of qualified students and will strengthen its present retention plan to retain students and maintain high quality, viable programs.

Objective 4.1.3: The department will compile grade point averages, SAT scores, and class standing data on entering freshman and transfer students, and monitor each student's academic progress throughout his/her undergraduate career.

Objective 4.1.4: The department will continue its audition requirement to be used as a guide for monitoring the individual student's musical development in the area of Applied Music.

Objective 4.1.5: The department will maintain its facilities and holdings in an acceptable manner with the most modern and up-to-date equipment possible.

Objective 4.1.6: The department will provide a well-qualified, experienced faculty to meet the needs of students majoring in music.

Objective 4.1.7: All Department of Music faculty will manifest excellence in teaching and continued professional development through scholarly and creative endeavors and attendance at professional development activities.

Objective 4.1.8: All Department of Music faculty will participate in the decision-making process within the department and will be encouraged to become involved in the university community decision-making process by membership in university-wide committees.

Goal 4.2: The Department of Music will provide comprehensive musical training for pre-service teachers of vocal and instrumental music thereby providing competent music teachers for the area and beyond through an understanding and application of the National Standards in Music and the Standards for Teachers of Music that have been adopted by the North Carolina State Board of Education².

Objective 4.2.1: The department will provide a comprehensive curriculum necessary to fulfill essential music education training and certification requirements for pre-service teachers.

² Also see Section IX.B of this document (Intended Student Learning Outcomes Common to All Professional Baccalaureate Degrees in Music) and Section IX.C (Intended Student Learning Outcomes Specific to the Bachelor of Music Degree in Music Education).

Objective 4.2.2: The department will maintain its facilities and holdings in an acceptable manner with the most modern and up-to-date equipment possible.

Objective 4.2.3: The department will provide sufficient pre-service experiences (field experiences, tutoring opportunities, praxis sessions, and workshop activities) for prospective teachers.

Objective 4.2.4: The department will provide sufficient numbers and types of fine arts "professional" experiences for pre-service teachers.

Objective 4.2.5: The department will provide a well-qualified, experienced faculty to meet the academic and music needs of pre-service teachers.

Goal 4.3: The Department of Music will provide comprehensive musical training for in-service teachers of vocal and instrumental music thereby providing "master music teachers" for the area and beyond through a broadened understanding and application of the National Standards in Music and the Standards for Teachers of Music that have been adopted by the North Carolina State Board of Education.

Objective 4.3.1: The department will provide a curriculum sufficient to fulfill the needs of students wishing to pursue a master's degree in music education.

Objective 4.3.2: The department will maintain its facilities and holdings in an acceptable manner with the most modern and up-to-date equipment possible.

Objective 4.3.3: The department will provide a well-qualified, experienced faculty to meet the academic and music needs of graduate students in music education.

Goal 4.4: The Department of Music will provide comprehensive training for students wishing to seek employment in music business and thereby provide competent professionals for the area and beyond³.

Objective 4.4.1: The department will provide a comprehensive curriculum sufficient to fulfill the needs of students wishing to seek employment in music business (music industry).

Objective 4.4.2: The department will maintain its facilities and holdings in an acceptable manner with the most modern and up-to-date equipment possible.

³ Also see Section IX.E of this document (Intended Student Learning Outcomes Specific to the Bachelor of Arts Degree with Elective Studies in Business).

Objective 4.4.3: The department will provide sufficient training in the form of field experiences and intern programs for prospective graduates in the music industry degree program.

Objective 4.4.4: The department will provide sufficient numbers and types of fine arts "professional" experiences for music industry students.

Objective 4.4.5: The department will provide a well-qualified, experienced faculty able to meet the needs of music business/industry students.

Goal 4.5: The Department of Music will provide comprehensive training for students wishing to seek employment in musical theatre⁴.

Objective 4.5.1: The music and theatre departments will work closely to provide an integrated and comprehensive curriculum necessary to fulfill the needs of students wishing to seek employment in musical theatre.

Objective 4.5.2: The music and theatre departments will work in tandem to provide students with suitable campus performance opportunities to further their education and musical theatre skills.

Objective 4.5.3: The departments will actively seek out further liaisons/internships with community theatre groups for performance opportunities and technical learning experiences to enhance the students' education and to provide them with work experience which can be cited on their resumes.

Objective 4.5.4: The departments will sponsor performances by professional theatre organizations to supplement their learning experience.

Goal 4.6: The Department of Music will provide a quality program of study for students wishing to pursue an Academic Concentration in Music or a Minor in Music, Sacred Music, or Jazz Studies.

Objective 4.6.1: The department will provide the necessary curricula for students wishing to pursue an Academic Concentration in Music or a Minor in Music, Sacred Music, or Jazz Studies.

Objective 4.6.2: The department will maintain its facilities and holdings in an acceptable manner with the most modern and up-to-date equipment possible.

⁴ Also see Section IX.D of this document (Intended Student Learning Outcomes Specific to the Bachelor of Music Degree in Musical Theatre).

Objective 4.6.3: The department will provide a well-qualified, experienced faculty able to meet the needs of such students.

Theme 5: Improving the quality of life for a culturally diverse society by empowering students, teachers, and parents through education.⁵

Goal 5.1: The department will pursue programs that will increase the community out-reach of UNCP.

Objective 5.1.1: The department will explore ways of offering programs to the university and surrounding community that reflect the cultural diversity of the region.

Theme 6: Understanding the impact of science and its relationship to ethics, the environment, everyday life, public health, public policy, religion, and technology.

No departmental goals or objectives have been developed with regard to this theme.

Theme 7: Adapting (and humanizing) emerging information technology to meet the intellectual, pedagogical, and creative needs of the society.

Goal 7.1: The department will explore the use of digital technology to document performances for broadcast, student portfolios, and faculty research.

Objective 7.1.1: The department will ensure that students and faculty learn to use digital technology to document professional activities, and improve skills.

Objective 7.1.2: The department will work to provide creative content for University and department outreach efforts.

Goal 7.2: The department will improve use of and facility for classroom presentations.

Objective 7.2.1: The department will strive to provide opportunities to increase student and faculty skills in visualizing and communicating musical concepts and content in new media formats.

Objective 7.2.2: The department will strive to increase student awareness of Internet and other digital resources available for the study and appreciation of music.

⁵ Also see Theme 6 below (Goal 6.2).

Goal 7.3: The department will support and explore the development of new areas of knowledge and expertise through collaboration with the Art and Mass Communication Departments in the Media Integration program.

Objective 7.3.1: Direct experience with collaborative new media production will increase and update student and faculty skills and knowledge.

Objective 7.3.2: Such productions will provide pedagogical and creative content for distance and web-based learning, documentation of scholarship and research, and content for other University and department outreach efforts.

VII. Proposed Actions

Action Step 1: Continue scrutiny of all degree programs, academic concentrations, and minors to guarantee continued accreditation by the National Association of Schools of Music (NASM). As noted in Part I of this document, the department will undergo its next Self Study during 2005-2007 academic years.

Timetable for Implementation

Ongoing

Assessment Measure(s)

The department chair will continue to monitor changes in NASM “competencies, standards, guidelines, and recommendations” relevant to UNCP degree offerings, bring them to the faculty’s attention, and work to implement any changes that are deemed warranted. Notification of such changes is usually received on an annual basis.

Action Step 2: Continue scrutiny of all other aspects of the music program (operating budget, facilities, faculty, etc.) to guarantee continued accreditation by NASM.

Timetable for Implementation

Ongoing

Assessment Measure(s)

The department chair will continue to assess the needs of the various music programs and make requests for additional funding as warranted. Sources of such funding could include the Office of Academic Affairs for additional state resources, the Office of Student Affairs for increases involving the Student Activity Fee, the Office of the Chancellor for increases in funding for recruitment purposes, and the Office of Advancement for solicitation of external funding sources. It is expected that such assessment will be made on a biannual basis (at the beginning and end of the academic year).

Action Step 3: Continue the development of the new track in musical theatre.

Timetable for Implementation

To be written by musical theatre coordinator and advisory committee.

Assessment Measures

As with Action Steps 1 and 2, the department chair will oversee measures needed to 1) meet NASM competencies, standards, guidelines, and recommendations and 2) secure the needed funding from appropriate sources.

Action Step 4: Continue the development of the new Master of Arts in Music Education degree program.

Timetable for Implementation

April, 2004: Formal introduction of program at UNCP Music Education In-service Conference. Recruitment strategy designed.

Spring, 2004-Summer, 2005: All syllabi written; all coursework offered at least one time. Review for possible modifications. Recruitment strategy implemented.

Fall, 2004: Cadre II enrolls.

Fall, 2005-Spring, 2006: Cadre III enrolls. Begin program assessment. Continue recruitment. Projected completion dates for Cadre I. Conduct exit interviews; review responses for possible program modifications. Continue recruitment.

Fall, 2006-Spring 2007: Cadre IV enrolls. Formulate suggested program modifications; seek committee approvals, if needed. Evaluate recruitment and retention.

Fall, 2007-Spring, 2008: Cadre V enrolls. Implement first program modifications

Fall, 2008-Spring, 2009: Cadre VI enrolls. Continue implementation of program modifications.

Assessment Measures

As with Action Steps 1 and 2, the department chair will oversee measures needed to 1) meet NASM competencies, standards, guidelines, and recommendations and 2) secure the needed funding from appropriate sources. In addition, the UNCP Music Education Coordinator will monitor the program to ensure that it meets all guidelines/regulations established for such programs internally (UNCP School of Education and Graduate School) and externally (NCATE and NCDPI).

Action Step 5: Begin investigation of the feasibility of reworking the present "Music Industry" degree to allow for a greater flexibility in course options with the possibility of creating a concentration in music technology (recording and production and/or media integration) in addition to the existing music merchandizing option. It must be recognized that such an undertaking would create the need for additional faculty, staff, funding, and facilities.

Timetable for Implementation

Investigation to begin during the fall semester, 2004.

Assessment Measures

The department chair or his representative will ascertain that NASM “competencies, standards, guidelines, and recommendations” relevant to the existing/proposed degree offering are strictly followed so that "Plan Approval" will be granted.

Action Step 6: Begin implementation of MAT (Master of Arts in Teaching) program in music education.

Timetable for Implementation

Spring semester, 2004

Assessment Measures

The department chair or his representative will ascertain that NASM “competencies, standards, guidelines, and recommendations” relevant to the proposed degree offering are strictly followed so that "Plan Approval" will be granted.

Action Step 7: Begin investigation of the feasibility of establishing a Jazz Studies program at the baccalaureate level. It must be recognized that such an undertaking would create the need for additional faculty, staff, funding, and facilities.

Timetable for Implementation

Fall, 2006

Assessment Measures

The department chair or his representative will ascertain that NASM “competencies, standards, guidelines, and recommendations” relevant to the proposed degree offering are strictly followed so that "Plan Approval" will be granted.

Action Step 8: Begin investigation of the feasibility of establishing a major in Electronic Media in collaboration with the UNCP Digital Academy. It must be recognized that such an undertaking would create the need for additional faculty, staff, funding, and facilities.

Timetable for Implementation

Fall, 2006

Assessment Measures

The department chair or his representative will ascertain that NASM “competencies, standards, guidelines, and recommendations” relevant to the proposed degree offering are strictly followed so that "Plan Approval" will be granted.

Action Step 9: Begin investigation of the feasibility of establishing a major in church music. It must be recognized that such an undertaking would create the need for additional faculty, staff, funding, and facilities.

Timetable for Implementation

Fall, 2006

Assessment Measures

The department chair or his representative will ascertain that NASM “competencies, standards, guidelines, and recommendations” relevant to the proposed degree offering are strictly followed so that "Plan Approval" will be granted.

Action Step 10: Begin the process of developing portfolio requirements for the various degree programs in order to better assess, not only the progress of students enrolled in those programs, but also the programs themselves.

Timetable for Implementation

It is expected that preliminary discussions will occur during the 2003-2004 academic year with possible implementation taking place no later than the fall semester of 2004.

Assessment Measure(s)

It is felt that the development of portfolio requirements for our various degree programs would be in itself an excellent assessment measure of those programs. The responsibility of evaluating these portfolios and the inherent value thereof will be entrusted to the various program coordinators and will be conducted on an annual basis.

Action Step 11: Ensure that funding (\$2.6 million) appropriated by the 2000 N. C. Bond Referendum for renovations to Moore Hall be spent in a manner that best

upholds the department's mission, goals, and objectives (also see Action Step 14 below).

Timetable for Implementation

The timetable for the renovations of Moore Hall has been established by UNCP administration. These renovations are scheduled to begin in April, 2004 and be completed by April of 2005.

Assessment Measure(s)

N/A

Action Step 12: Ensure that recruitment efforts are maintained/strengthened so that numbers of majors, minors, and concentrations continue to grow in an appropriate manner.

Timetable for Implementation

Ongoing

Assessment Measure(s)

Assessment of the department's recruitment efforts will be conducted on a semiannual basis (shortly after the start of each semester) by the department chair. Percentage increases will be communicated to all music faculty both in terms of total growth/loss as well as in terms of growth/loss in numbers of majors in each performance area (voice, brass, woodwinds, percussion, bowed strings, guitar, and keyboard).

Action Step 13: Undertake a reassessment of the department's technology plan.

Timetable for Implementation

Spring, 2004

Assessment Measure(s)

On an annual basis the department's technology coordinator will query faculty and students to assess the technology needs of the department. Such needs will then be recommended to the Office of the Associate Vice Chancellor for Information Resources and Chief Information Officer.

Action Step 14: Continue to 1) enrich the intellectual and cultural life as well as the musical literacy of our students and region through musical/lecture offerings of

the Moore Hall Recital Series and 2) enhance this programming through the addition of student learning activities, master classes, and links with other campus activities and departments that are related to the programming, such as art exhibits, dramatic presentations, etc.

Timetable for Implementation

Ongoing

Assessment Measure(s)

During the spring semester of each academic year, the department's program/publicity coordinator will assess the previous year's offerings in terms of overall quality of the performance, perceived value of the workshop/master class, numbers in attendance, etc., and make recommendations to the full-time faculty with regard to possible changes needed for the following year.

Action Step 15: Implement a plan by which a music major's progress is better monitored in order to more effectively provide the mentoring necessary to ensure the student's continuing success.

Timetable for Implementation

Fall semester, 2004

Assessment Measure(s)

Both at mid-term and at the close of each semester, the full-time faculty will meet to discuss the perceived strengths/weaknesses of various students in order to be better able to monitor their progress.

Action Step 16: Continue exploration, in conjunction with the UNCP Office of Advancement, of securing external funding for significant departmental needs that might include, but not be restricted to, ensemble tours, scholarship grants, and capital building requests.

Timetable for Implementation

Ongoing

Assessment Measure(s)

Assessment of this action step will be measured by the success rate experienced in acquiring external support.

VIII. Evaluation

A. Brief Statement Concerning the Important Role of Planning and Evaluation

The UNCP Department of Music recognizes the importance of planning and evaluation in the assessment of, not only its stated goals and objectives, but all aspects of its curricula and programs. The ensuing discussion focuses on 1) evaluative processes that are presently in place and 2) additional processes that are being considered for future implementation.

B. Present Assessment Processes – Non-Departmental

Two important assessment surveys are conducted campus-wide by the UNCP Office of Institutional Research and Planning (IR&P) and by the UNC Office of the President (OP). One of these is the Graduating Senior Survey that asks questions about both instruction and advising in the major area. This survey is conducted by the OP on an every other year basis, the last survey having taken place during the spring of 2002, the next scheduled for the spring of 2004. A similar survey is conducted campus-wide in the “off” years (1999, 2001, etc.) by IR&P. In addition, an OP Alumni Survey is conducted on an every other year basis. It is next scheduled for the summer of 2005 for students who graduated during the 2003-2004 academic year. Information gleaned from these surveys is scrutinized to determine if any appropriate changes might be warranted.

C. Present Assessment Processes – Departmental

The Department of Music is presently in the process of developing a survey to be sent its alumni during the spring semester, 2004.

In addition, the Department of Music has a number of evaluative processes in place whereby its students’ progress is assessed on an ongoing basis. In the area of Applied Music, this process begins with the department’s requirement (initiated as a result of the 1995-1996 NASM Self-Study) that all prospective music majors audition prior to being accepted into the music program. It is felt that this audition provides a basis for judging the student’s eventual progress in his/her Applied Music study.

After the successful completion of this audition, the student is accepted into the Bachelor of Arts degree program, the one non-professional (by NASM standards) degree offered by the department. The student’s Applied Music progress is then monitored at the conclusion of each semester of study via the end-of-semester jury examination. This exam involves a panel of faculty in the appropriate area of study. Furthermore, at the conclusion of the third semester of study, all music majors must appear before a panel comprised of all full-time music faculty plus their Applied Music instructor for the department’s Evaluation Forum process. At this point in time the student is evaluated for possible acceptance into one of the department’s “professional” degree programs if they so choose. This Forum consists of a short recital (approximately fifteen minutes) and a colloquy with the faculty reviewing the student’s academic accomplishments and professionalism. At the conclusion of the

Forum the student receives written notification that he/she 1) was successful in gaining entry into the professional degree program sought or 2) is advised that he/she was not successful in which case a number of options are presented the student.⁶

In addition, the department requires that all music majors must perform at least once each semester on a student recital. In attendance at these recitals are not only music faculty, but also other music majors, general university students, and, on occasion, other faculty and staff. Tapes (both video and audio) of these performances are made available for review by both the student and the instructor.

Students of voice and piano are provided a bi-monthly opportunity of performing in a performance seminar before their peers and instructors. This venue gives an opportunity for immediate feedback on one's performance both from one's peers and members of the music faculty.

A final assessment opportunity occurs during the student's senior year in the guise of MUS 404 (Senior Recital). Again judged by a panel of faculty, this thirty-minute public performance occurs during the semester just prior to the internship and is viewed by the music faculty to be the culmination of the student's preparation as a professional musician. It is considered to be the final demonstration of the musical abilities that have been in the process of development throughout the student's entire college career and the goal of this performance is a presentation that is "technically sound, stylistically correct, and musically inspired."⁷

Yet another important evaluative process that is accomplished in conjunction with the Applied Music sequence is the department's requirement that all music majors 1) attend four recitals/concerts each semester, 2) write a review thereof, and 3) post that review to the student/faculty listserv (musforum). A large number of cognitive issues (basic writing skills, developing understanding of important theoretical concepts, musical style, historical concepts, etc.) are hereby addressed. As stated in the department's *Student Handbook*, it is expected that such critiques written by a senior music major show considerably greater musical insight than those posted by a freshman.⁸

In addition to the Applied Music sequence, another area subject to evaluation by a panel of music faculty is the Piano Proficiency Examination required of all music majors. Generally coming at the conclusion of the student's third semester of study, the successful completion of this exam attests that the student has acquired piano skills sufficient to the degree sought.⁹

⁶ For full details with regard to this Evaluation Forum, see the Department of Music's *Student Handbook 2003-2004*, pp. 5-6.

⁷ Department of Music *Student Handbook 2003-2004*, pp. 9-10.

⁸ See the Department of Music's *Student Handbook, 2003-2004*, pp. 8-9.

⁹ For the various requirements of this exam, see the Department of Music's *Student Handbook, 2003-2004*, pp. 6-7.

It should be noted that the various events cited previously provide the opportunity of not only assessing student progress, but also faculty instruction. Failure to properly prepare students for these important steps in their academic career as a music major would certainly impact negatively on the faculty member's end-of-year evaluation as well as on peer evaluations. The same can be said of performances by the various ensembles sponsored by the department. Such events provide an opportunity for assessing the director's ability to mold performances that are of appropriate quality.

Yet another evaluative process currently in place involves the Music Theory Placement Test given to all entering freshmen. Success on this exam might result in the student bypassing the first semester of theory. A poor result would serve to indicate to the instructor that the student might need special tutoring to successfully complete the course.

Since licensure is of concern in regards to one of the department's professional degrees (the Bachelor of Music in Music Education), an additional assessment opportunity presents itself for that degree. Of importance to the department is the success rate of its students with regard to the Praxis II specialty area exam. Contact has been made recently with a faculty member in the School of Education to provide these results on a regular basis.

D. Future Plans

1. An area of assessment that is to be studied for possible future implementation involves the development of a student portfolio requirement at a variety of levels. As noted above in Action Step 3, the department plans to begin the process of developing portfolio requirements for our various degree programs in order to better assess, not only the progress of students enrolled in those programs, but also the programs themselves.
2. In order to gain more "music specific" information than is possible from either the UNCP or UNC surveys of graduates and alumni, the department plans to develop a questionnaire that will be sent to its recent graduates. This type of survey was last conducted during the 1994-1995 academic year. As a result of feedback from that survey, a number of significant changes were made in the department's curricula.
3. The department plans to study the possibility of requiring barrier exams in music theory and music history and literature as an additional assessment criterion. These tests would be similar to the placement tests presently given entering transfer students and would serve as an aid in evaluating, not only the individual student, but also these components of the music curriculum as well.

IX. Statement of Intended Student Learning Outcomes

A. Intended Student Learning Outcomes for the Bachelor of Arts Degree in Music (Liberal Arts)

As defined by the National Association of Schools of Music (NASM), the Bachelor of Arts in Music degree is a liberal arts degree that provides a “broad coverage of music rather than a heavy concentration on any single segment.” Furthermore it is stated that students enrolled therein should “develop musicianship, capabilities in the use of principles and procedures that lead to an intellectual grasp of the art, and the ability to perform.” The degree requires a minimum of 128 credits, distributed as follows: Freshman Seminar, 1 credit; General Education, 44 credits; Major Requirements, 33-36 credits; Applied Music, 7 or 14 credits; Music Electives, 9-12 credits; and Academic Electives, 27-28 credits.

Students graduating from UNCP with a Bachelor of Arts degree in Music should demonstrate the following competencies:

1. A fundamental level of musicianship demonstrating aural and analytical skills to include:

- An understanding of music theory, including the ability to analyze the elements of a musical work – harmony, melody, rhythm, texture, and form;
- An understanding of compositional processes, aesthetic properties of style, and the ways these shape and are shaped by artistic and cultural forces; and
- The ability to hear, identify, and work conceptually with the elements of music - rhythm, melody, harmony, and structure culminating in the ability to create an original work.

2. A proficiency in performance skills inclusive of:

- The ability to sight read musical notation (both pitch and rhythm) to the level of successfully performing a melody;
- Keyboard skills so that he/she can accompany or transpose a simple melody, play scales and chord progressions in any given key, and perform a piano solo effectively;
- An understanding of procedures for realizing a variety of musical styles;
- The discipline to practice on his/her instrument; and
- The ability to communicate effectively through live performance on an instrument or voice as a soloist or in an ensemble.

3. A fundamental level of knowledge in music history and literature inclusive of:

- Listening skills to appreciate a performance from an historical, stylistic, and formal perspective;
- An understanding of various musical cultures and historical periods;
- An acquaintance with a wide selection of musical literature, the principal eras, genres, and cultural sources;
- An understanding of musical terminology and the ability to use it correctly;
- An open mind, an appreciation, and a positive attitude toward music of all kinds; and
- The ability to develop and defend musical judgments.

B. Intended Student Learning Outcomes Common to All Professional Baccalaureate Degrees in Music

As an accredited institutional member of NASM, the UNCP Department of Music must adhere to a set of competencies regarding its “professional baccalaureate degrees in music” as laid out by that organization. These standards are applicable to the Bachelor of Arts degree with Elective Studies in Business, the Bachelor of Music degree in Music Education, and the Bachelor of Music degree in Musical Theatre. As enumerated in the *Associations 2001-2002 Handbook*, students are expected (**MUST**) to acquire competencies in the areas of “Performance, Aural Skills and Analysis, Composition and Improvisation, History and Repertory, and Technology.” In addition, the student must show evidence of having acquired a “Synthesis” of the aforementioned skills. The following student learning goals are therefore laid out in accord with these competencies.

1. In the area of Performance, students must demonstrate:

- Technical skills in at least one performance medium that allow for an appropriate level of artistic self-expression;
- Both a knowledge of, and the ability to perform, appropriate repertoire in a major performance area;
- An appropriate level of sight-reading ability;
- The ability to work independently, and in collaboration with others, in matters of musical interpretation; and
- An adequate level of keyboard proficiency.

Furthermore, these various performance skills should be reinforced through regular participation in a variety of ensembles.

2. In the area of Aural Skills and Analysis, students must gain:

- The ability to demonstrate through aural, verbal, and visual analysis an understanding of the basic elements of which all music is comprised;
- An understanding of musical forms, processes, and structures, and the ability to use this knowledge in a variety of contexts appropriate to their specific area of specialization; and
- The ability to place music into its proper historical, cultural, and stylistic context.

3. In the area of Composition and Improvisation, students must demonstrate:

- The ability to create (compose and improvise) derivative or original music at a level appropriate to the area of specialization and
- The ability to create (compose and/or improvise) at a basic level in one or more musical languages.

4. In the area of History and Repertory, students must demonstrate:

- A basic knowledge of the history of music from its origins to the present and
- A familiarity with literature beyond the area of specialization via attendance at recitals, concerts, and other performance venues.

5. In the area of Technology, the student must demonstrate:

- An understanding of the important role played by technology in music today and
- The ability to use this technology as deemed appropriate to their area of specialization.

6. In the area of Synthesis, students must demonstrate:

- The ability to work independently in appropriate situations requiring the use of the skills outlined above;
- The ability to formulate and defend value judgments about music;
- The ability to work with a comprehensive repertoire including music from a variety of world cultures as well as of the present time; and
- An understanding of basic interrelationships and interdependencies among the various professions and activities that constitute the music enterprise.

C. Intended Student Learning Outcomes Specific to the Bachelor of Music Degree in Music Education

In addition to the goals common to all professional degrees in music, students pursuing a Bachelor of Music degree in Music Education must also demonstrate:

- A mastery of adequate conducting and rehearsal skills to facilitate the creation of accurate and musically expressive performances with various types of performing groups and in general classroom situations;
- An ability to analyze musical scores and compositions;
- Compositional and arranging skills to meet the needs and ability levels of school performing groups and classroom situations;
- Functional ability in keyboard and other classroom instruments appropriate to the student's future teaching needs as well as a functional knowledge of wind, string, percussion instruments and the voice;
- The ability to discern pitch and intonation in individual and group settings;
- The ability to audiate written music (to demonstrate the ability to hear what a score/composition reflects);
- An adequate knowledge of music literature of both Western and non-Western origin and the ability to apply such knowledge to curriculum development, lesson planning, and daily classroom and performance activities;
- A knowledge of how technology is used in the field of music education;
- A thorough knowledge of the North Carolina Standard Course of Study across the K-12 spectrum;
- An understanding of child growth and development and an understanding of the principles of learning as they relate to music;
- The ability to use comprehensive assessment to meet the needs of specific individuals and groups;
- The ability to create and foster dynamic learning environments;
- The ability to use diversity as a strength in the classroom;
- The ability to model attitudes and behaviors that reflect professional and ethical standards;
- The ability to interact effectively with others in the school, community, and beyond;
- An understanding of the need to seek opportunities to enhance professional growth; and
- An understanding of the need to become advocates for quality music education programs.

D. Intended Student Learning Outcomes Specific to the Bachelor of Music Degree in Musical Theatre

In addition to the goals common to all professional degrees in music, students pursuing a Bachelor of Music degree in Music Theatre must also demonstrate:

- Achievement of the highest possible level of performance as a singer-actor;
- Achievement of a high level of skill in sight-singing;
- A thorough development in basic theatrical skills including acting, mime, stage combat, and make-up;
- A basic development of dance and movement skills appropriate to musical theatre;
- The ability to perform a significant role in at least one full production; and
- A knowledge of appropriate repertory and techniques for auditions.

E. Intended Student Learning Outcomes Specific to the Bachelor of Arts Degree with Elective Studies in Business

In addition to the goals common to all professional degrees in music, students pursuing a Bachelor of Arts degree with Elective Studies in Business must also demonstrate:

- A fundamental knowledge of financial accounting including the basic accounting equation, transaction analysis, and financial statements;
- A fundamental knowledge of basic economic issues such as the nature of an economic system, supply and demand, monopolies, pollution and public good, ethics and law, unemployment, inflation, the Federal Reserve System, and money;
- A fundamental ability in the area of oral and written communication skills as needed within a business context;
- A fundamental knowledge of the principles of management as it impacts on the decision-making process tied to the planning, organizing, leading, and controlling of profit and non-profit organizations;
- A fundamental understanding of basic marketing principles;
- A fundamental knowledge of advertising planning and strategy; and
- A working knowledge of the basics of good business practice as encountered in an appropriate internship setting.