

New Course Proposal

Submit completed form electronically

1. **Course prefix and course number:** MUS 415/515
2. **Course title:** Introduction to the Music Industry
3. **Abbreviated title for class schedule** (30 characters or less): Introduction to Music Industry
4. **Credit hours:** 4
(note: if credits are variable, list range of credits (e.g. 1-8 credits))
5. **Catalog description:** Provides an in-depth introduction to key aspects of the Music Industry including music products – manufacturing, retail, and wholesale; broadcasting and film; business affairs; the recording industry; private studio teaching; concert production; artist management; and music and the Internet.
6. **Prerequisites (to add each additional prerequisite, start a new line):**
(See attached Note for samples)

A. (course prefix, (space) and number)	or	or	or	or
B. (course prefix, (space) and number)	or	or	or	or
C. (course prefix, (space) and number)	or	or	or	or
7. **Co-requisites (including labs, if any):**

A. (course prefix, (space) and number)	or	or	or	or
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8. **Major/Class restrictions:** Please indicate any class or major restrictions: None
9. **Is course repeatable?** Yes No X If Yes, list maximum credits:
10. **Labs requirements:** If course includes a lab: # of hours lecture: ; # of hours lab:
11. **Fees:** List any course fees: OCA Differential Tuition
12. **Grade Mode:** Graded only: X Pass/No Pass only: Option:
13. **CIP Code:** Six-digit CIP code (check with your Division Director): 50.1003
14. **Special qualifications; Is course proposed for (yes/no):**

A. University Studies? Yes If yes, list Strand(s) I

B. Honors? No

15. **Cross-listing:** List any cross-listing (and please complete the Cross-list proposal form at <https://inside.sou.edu/provost/curriculum.html>): and and and
and

16. Strategic justification for proposed course:

A. **Rationale:** What is the overall strategic rationale for offering this course? This course is proposed in order to expand and strengthen courses offered in the music industry, and to support the proposed Certificate in Music Industry. The existing MUS 315 Business of Music course has been a historically popular course, but in 10 weeks cannot cover topics with enough detail and rigor to adequately support a certificate. The topics of music products – manufacturing, retail, and wholesale; broadcasting and film; business affairs; the recording industry; private studio teaching; concert production; artist management; and music and the Internet had been introduced in that course, but offering in this format will allow for students to analyze and synthesize the material more meaningfully. (The topics of songwriting/composition, publishing, copyright, and licensing currently covered in MUS 315 have been split off into the MUS 416/516 course.)

B. **Alignment:**

1. How does this course align with the unit's mission plan?

The course directly supports the OCA's mission to re-imagine the Music Program's curriculum for the 21st century. It also supports the proposed position in Commercial Music, Music Industry, and Entrepreneurship.

2. How does the course fit into the rest of the unit's curriculum? The course supports the curriculum of the proposed Certificate in Music Industry as the first of the three-course core. It also provides a valuable upper-division elective for all Music students.

C. **Enrollment:** What is the new course's estimated enrollment each time it is offered over a three-year period? Year 1 25-35; Year 2 25-35; Year 3 25-35

D. **Resource evaluation:** What resources – faculty, equipment, lab space, etc. -- will be needed to offer this course and how will those resources be obtained?

1. *Faculty:*

- a. Who will teach the course? New hire for proposed Assistant Professor of Commercial Music, Music Industry, and Entrepreneurship
- b. Evaluate unit's faculty availability and/or needs and the impact on other teaching obligations. This course will be included in the position's regular loading.
- c. If additional faculty members are needed, how will that need be met?
The proposed position is replacing a current position whose contract is expiring.

2. *Facilities*: Cite any additional need for classrooms, equipment or lab space; explain how that need(s) will be met. Current facilities are adequate for this course.

3. *Other*:

- a. Are Hannon Library resources sufficient to meet the needs of this course?
Yes
- b. Are any other resources needed to support this course? No
If so, please explain how they will be obtained.

E. External impact:

1. What is the expected effect of this course on existing programs elsewhere in the university?

NOTE: Please document your contact with other academic programs which may be affected by this new course and the response you received.

This course will be attractive to students in several programs including Music, Theatre Arts, Digital Film, Emerging Media Digital Arts, and the MBA in the Arts. Directors and Chairs of Business Administration, Communication, Creative Arts/EMDA, and Music have all been contacted and have responded with enthusiasm about the course and proposed Certificate in Music Industry.

2. Will any of your prerequisites affect other academic programs? No


NOTE: Please document your contact with other academic programs which may be affected by this new course and the response you received.

17. Syllabus (condensed)

*(Attach an accompanying, condensed syllabus, which should include the following items. Schedules and similar details are **not** required.)*

- A. Course description (same as Catalog description, above)
- B. Learning objectives of the course
- C. Required texts
- D. Course format
- E. Other – any other relevant materials needed to explain the goals and teaching methods of this course.

Approvals:

	<u>2-14-20</u>
Signature of Division Director	Date

4/29/16

Application for Approval as University Studies Integration Course

Strand I – Citizenship and Social Responsibility

Course Number	<u>MUS 415</u>	Course Title	<u>Introduction to the Music Industry</u>
Name(s) of Proposer(s)	<u>Terry Longshore</u>		
In what term/year will this course first be offered?	<u>Fall 2020</u>		
Instructional Delivery Method (check one):	<input type="checkbox"/> Classroom <input type="checkbox"/> Hybrid <input type="checkbox"/> Online <input checked="" type="checkbox"/> All		

The purpose of this application form is to allow the University Studies Committee to determine whether the proposed course meets the criteria for an Integrations course appropriate to this University Studies strand, and to understand how the course will align with TracDat levels of instruction (Introduce, Teach and Assess, Refine and Apply – see hints embedded with checkboxes below).

Strand Description: I – Citizenship and Social Responsibility

Understand and apply moral standards to individual conduct and citizenship through ethical inquiry, social awareness, and civic engagement.

Course Requirements

At least one goal must be a primary focus of the class, with all proficiencies clearly present in the assignments and design of the course. Addressed goals introduce students to proficiencies but receive less emphasis.

Please indicate which goals and proficiencies are primary and which are addressed. For each goal or proficiency, briefly explain what students will do to demonstrate understanding or mastery. Proficiencies should be developed through course assignments to optimize students' appreciation for the social sciences and their role in human experience.

Please also indicate the TracDat level of instruction for each goal.

Strand Goals and Proficiencies

Goal 1. Understand and apply the tools necessary for responsible participation in communities. Proficiencies - Students will be able to:

- Demonstrate knowledge of community issues, community assets, and community needs.
- Identify how individuals affect communities.
- Identify how communities affect individuals.
- Apply knowledge, information, and skills to community issues.

Emphasis on Goal 1 (check one): ☒ Primary ☐ Addressed

Level of Instruction for Goal 1 (check one): ☐ Introduce ☐ Teach & Assess ☒ Refine & Apply

List and briefly describe or explain the assignments that will be used to assess students' proficiency for each part of the goal. Please include one example assignment in full, either by pasting it into the text box below or by attaching hard copy. If appropriate, the same example assignment may be used for more than one goal.

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- Students will analyze how music and the music industry serves communities, from local to regional, as well as national and international markets. Students will focus on projects that enable them to interact with their local and regional communities in ways that foster support for the musical arts.
- Students will determine how they as individuals can affect their communities whether they be members of bands/ensembles, solo artists, members of boards of directors, educators, promoters, or other fields related to the music industry.
- Students work on projects in groups, negotiate contracts between groups, and give presentations on forming business plans/projects for engaging with their local and regional communities as they advance their careers.
- Assignment attached

Goal 2. Understand how ethical issues are embedded in citizenship and social responsibility.

Proficiencies - Students will be able to:

- Identify and analyze ethical problems or dilemmas.
- Articulate and acknowledge beliefs and assumptions as part of value system.
- Describe own and others' perceptions and ethical frameworks in decision-making.
- Consider diverse choices, beliefs, and ethical frameworks in responding to ethical dilemmas.

Emphasis on Goal 2 (check one): ☐ Primary ☒ Addressed

Level of Instruction for Goal 2 (check one): ☒ Introduce ☐ Teach & Assess ☐ Refine & Apply

List and briefly describe or explain the assignments that the instructor will use to assess students' proficiency for each part of the goal. Please include one example assignment in full, either by pasting it into the text box below or by attaching hard copy. If appropriate, the same example assignment may be used for more than one goal.

Students will analyze case studies from the Music Industry, evaluating ethical problems and how those were handled in them. Ethical problems in Music Industry subject areas will include, but not be limited to:

- Songwriting and Publication: the use of copyrighted material through sampling, copying of lyrics and/or melodies, the developing gray area of what is copyright-eligible, etc.
- Music Products: use of endangered materials in instrument manufacturing, ecological practices (recycling, water use, etc.) in instrument manufacturing, wholesale/retail pricing practices (online vs. physical), etc.

-Assignment attached.

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Building on Foundational Strands

Because Explorations Strands build on the skills and knowledge developed in the Foundational Strands, it is important that students continue to have opportunities to develop these areas. Briefly describe specific assignments or classroom activities that will allow students to hone their skills in each Foundational Strand.

Foundational Strand A - Communication. Students will be able to communicate effectively in various ways: written, oral, and visual.

Students communicate in the following ways:

Written: Essay exams, and written projects (contract negotiations, business plan, project).

Oral: Students participate in every class, presenting material assigned. Students present two projects during the term.

Foundational Strand B - Critical Thinking. Students will be able to use appropriate modes of inquiry, including identifying and framing problems, investigating and supplying evidence, and conceptualizing.

Students are constantly engaged in identifying the rapidly evolving music business industry, and framing their career development and how to present themselves professionally in that arena. Students evaluate current best practices used in music marketing, publishing, copyright, artist development, management, retail, and other industry topics, and put those practices to use in their own projects.

Foundational Strand C - Information Literacy. Students will be able to access and use information resources effectively and ethically.

Print and online resources are used daily in class, and students utilize those resources actively in their homework assignments, research, and projects.

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Foundational Strand D - Quantitative Reasoning. Students will be able to effectively formulate and use mathematical models and procedures to address abstract and applied problems.

Students examine the industry using statistical and financial models, following trends, and identifying methods by which to best further their own career goals, whether they be artistically or monetarily driven.

Condensed Syllabus

A condensed version of the syllabus should contain the following elements. Specific class schedule and similar details are not required, but may be included if you wish.

- Course description (same as catalog copy or longer, as needed)
- Learning objectives of the course
- Required texts or other media
- Other – please add any other relevant materials needed to explain the goals and teaching methods of this course to the University Studies Committee.

Please attach a condensed syllabus.

Complete Syllabus

Please attach a complete course syllabus, as it will be provided to the students.

Signatures

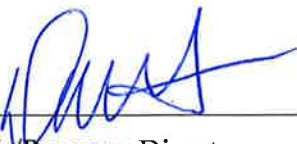


2-14-20

Instructor

Date

Reviewed and approval signatures



2-14-20

Chair/Program Director

Date

University Studies Director

Date

MUS 415/515 – Introduction to the Music Industry
Proposed Condensed Syllabus (Modified from MUS 315)

A. Course description

Provides an in-depth introduction to key aspects of the Music Industry including music products – manufacturing, retail, and wholesale; broadcasting and film; business affairs; the recording industry; private studio teaching; concert production; artist management; and music and the Internet. Approved for University Studies Integration (Strand I).

Graded (A-F) only

B. Learning objectives of the course

Students will:

1. Recognize the history the of the music industry
2. Identify various career paths in the music industry
3. Identify and differentiate between revenue streams available in the music industry
4. Develop strategies for keeping pace with the ever-evolving recording industry
5. Identify important organizations for gathering data about multiple aspects of the industry
6. Analyze and construct goals to plotting a successful career

C. Required texts

Music Business Handbook and Career Guide (2019 - 12th edition), by David Baskerville and Tim Baskerville

D. Course format

Face-to-face, seminar-style, twice weekly over 10 weeks.

Students will complete weekly assignments including:

- What is the Music Industry? How do we engage with it on a regular basis?
- Musical careers analysis
- Self-reflection on interest/engagement with music industry
- Interviews with industry participants
- Analysis of current events and projection of outcomes
- Analysis of local and regional performing arts presenters
- Analysis of musical products industry – locally, regionally, nationally, internationally
- The music industry and music education – private teaching, K-12, college/university teaching

Graduate students (enrolled in MUS 515), in addition to the above, will:

1. Facilitate a class session in which they research a topic of their choice related to the class unit, articulate their own findings and insights on the topic, facilitate a discussion with the class members, and summarize and evaluate the exercise.
2. Complete a community-based project, partnering with a local music industry entity, performing ensemble, or related organization. Entities may include professional organizations, emerging performing ensembles, start-ups, etc. Graduate students will develop a project that identifies a problem or need facing the entity, and researches and proposes an action plan toward solving that problem/need.

MUS 415 – Introduction to the Music Industry

Sample Group Project

The final project is a Business Plan and presentation for a fictitious business you will design. This is a group project, formed with like-minded students from the class. You will be given some limited time in class to meet with your group, but time out of class will be required.

There are 4 components to the project:

1. Business Plan

Using the U.S. Small Business Administration (SBA) website and guidelines, you will write a business plan that includes the following areas. The SBA website (you will have to create an account with SBA) will give you a thorough guide to what to include in the business plan. It also includes a step-by-step generation system which will complete your plan:

<https://www.sba.gov/tools/business-plan/1>

SBA "Write Your Business Plan" page for a good primer:

<https://www.sba.gov/business-guide/plan/write-your-business-plan-template>

Your business plan should include a brief (1-3 paragraphs) section for each of the following:

1. Executive Summary - Write this last, or at least revisit it often.

- a. What product or service will your business provide?"
- b. Who are your community (target customers, co-workers, staff, students, supporters, etc.)?
- c. What goals do you have for your company?

2. Company Description:

- a. What is your mission statement?
The mission statement briefly explains the thrust of your business. It could be two words, two sentences, or at most a paragraph. It should be as direct and focused as possible, and it should leave the reader with a clear picture of what your business is all about.
- b. Who are the principal members of your company and what are their roles?
- c. What is the legal structure of your company?
Partnership, or corporation (which type)?

3. Market Research:

- a. Describe your industry
- b. Describe your customers
- c. Who are your competitors?
- d. What advantages do you have over your competition?
- e. What regulations apply to your company? (If you know this. If not, leave blank)

4. Product/Service Line:

- a. What product or service will your company provide, and how will your community support it and work with it?
 - b. Describe your pricing structure
 - c. In which life cycle stage is your product or service?
 - d. What intellectual property rights do you have for your product or service?
 - e. What research and development (R&D) activities are you performing or planning?
- 5. Marketing & Sales Management:**
- a. What is your plan to grow your company?
 - b. How will you communicate with your customers?
 - c. How will you sell your product or service?
- 6. Financial Projections:**
- a. Profit & Loss
Take a stab at some estimates here. Project what first, second, and third years' finances will look like.
 - b. The other tabs under Financial Projections are not required.
- 7. Finish Up**
- a. Click the Preview button, then select PDF and save the file as follows:
groupname-business-plan.pdf

2. Funding Request:

If you're asking for funding, this is where you'll outline your funding requirements. Your goal is to clearly explain how much funding you'll need over the next five years and what you'll use it for. Specify whether you want debt or equity, the terms you'd like applied, and the length of time your request will cover. Give a detailed description of how you'll use your funds. Specify if you need funds to buy equipment or materials, pay salaries, or cover specific bills until revenue increases. Always include a description of your future strategic financial plans, like paying off debt or selling your business.

Each of these sections does not need to be lengthy, just make sure to address the key areas of each. Your purpose is to request start-up funds from me, so your business plan needs to convince me of the successful potential your company has.

3. In-class Presentation

Following the model given by Guy Kawasaki, develop a 10-slide PowerPoint or Keynote Presentation that includes the following 10 slides:

https://guykawasaki.com/the_102030_rule/

- 1. The problem that exists
- 2. Your solution to the problem
- 3. Business model; i.e. a brief description of the type of firm you will operate
- 4. Underlying magic/technology; this is crucial. Basically, it explains how you will solve the problem. It illustrates your competitive advantage.

5. Marketing and sales; how you will make people aware of your product/service, and sell it.
6. Competition; anyone who claims that there is no competition for a business idea has not done their homework.
7. Team; who—if anyone—will be working with you.
8. Projections and milestones; what are the key goals that you plan on hitting.
9. Status and timeline; where you currently are with your venture, and how long until you start hitting those goals.
10. Summary and call to action; if this is a presentation to investors, here's where you tell them how much you need.

On each of the slides the text size must be no smaller than 30pt.; You must be able to present the presentation in no more than 20 minutes.

Each group member must take part in the presentation. The presentations will take place during [list of presentation dates/times]

Please be on time! Please bring your PowerPoint/Keynote on a flash usb drive. Please upload your files to the Moodle site (Week 11) no later than [date/time].

Expected dress - this is a business presentation. Please dress for success. Please be on time. You will be graded on this!

4. Group Summary:

Short description of how each group member contributed to the project, preparation, presentation, etc.

Format:

Your final project will include four files (upload to Moodle under "Group Project Assignment - TURN IN HERE" link in Moodle by [date/time]):

1. Business Plan - generated by the SBA website form generator. (PDF)
2. Funding Request - One-page document (PDF, DOC, etc.)
3. Presentation - As outlined above. Upload .ppt, keynote, prezi, etc.
4. Group summary - (PDF, DOC, etc.)

This project is worth 25% of your final grade. Grading will be based on the following:

Executive Summary	10 points
Company Description	10
Market Research	10
Product/Service Line	10
Marketing & Sales Management	10
Financial Projections	10
Funding Request	10

Presentation (including PPT/Dress)	30
Total points	100

MUS 415 – Introduction to the Music Industry

Sample Individual Project

Proposal:

Moodle Assignment - Detail your chosen project (see below) and the resources you will use to complete it.

Project:

Select one of the following options as a project. Please note the following requirements and follow exactly. Projects which do not follow these instructions will be penalized:

- Length: 750–1,000 words (3–4 pages)
- Format: Typed, double-spaced, Arial regular font (NOT BOLD), size 12
- One-inch margins
- Please type your first and last name in the upper right hand corner.
- Please proofread your papers carefully for spelling and grammar.
- Late papers will be accepted, but given a 10% penalty for each day late.

Choose one:

1. Career Review: Research a career in the music industry that interests you (Chapters 11 & 12 in the Weissman text are a good resource, as well as Chapter 28 in Baskerville, "Career Options"). What is the history of the chosen career? How has it changed or is it changing? What are the current outlooks/trends? Why are you interested in this career? What are important aspects of the chosen career area: location, organizations, skills, contacts, etc.? How do you see yourself becoming ready to pursue this career – goals, skills, etc.? How does one in this chosen career deal with, or have an impact on ethical considerations/challenges in their industry? Find as many sources of information as possible and document them in a bibliography.

2. Interview: Interview someone who is working in some way in the music industry. This could include any aspect: performing, composing, recording, managing, teaching, sales, presenting, etc. The person selected should be supporting themselves at least partially by their musical activities. Prepare yourself for the interview by having a set of questions prepared, but be open to letting the conversation move into unexpected directions. Make sure your questions include some pertinent to the interviewees community (partners, constituents, customers, fans, etc.) and how their works impacts and/or serves their community. How does their community support the interviewee? What ethical considerations does the interviewee encounter in their work, and how do they deal with them? For your written paper, do not simply chronicle the interview, but in your own words summarize, analyze, and interpret the results. Quotations are fine, but avoid just a written transcript. Recording the interview is a good idea so you may access it later while writing.

3. Biographical Study: Have you produced work in or related to the musical realm that you are passionate about? Document your work thoroughly and your processes, challenges, successes,

goals, ethical problems or situations, etc. Who is/was your community (co-workers, fans, customers, etc.) and how do/did you interact with it? What have been the results of your work and how do you see yourself developing in the future? Prepare a 1-, 2-, 5-, and 10-year plan to set goals for the short and long term. Include this to help develop your future plans based on your past work. Include examples of your work (scores, recordings, etc.) as supporting material.

4. Other: If you have an idea for another project, please email me with a brief proposal, or discuss with me in person, for my approval.