

ACAP  
9/14/17  
Agenda Item 3d

Name of Institution

University of South Carolina – Columbia

Name of Program (include concentrations, options, and tracks)

Bachelor of Music with concentrations in Music Technology, Music Entrepreneurship, and Chamber Music

Program Designation

- Associate's Degree
- Master's Degree
- Bachelor's Degree: 4 Year
- Specialist
- Bachelor's Degree: 5 Year
- Doctoral Degree: Research/Scholarship (e.g., Ph.D. and DMA)
- Doctoral Degree: Professional Practice (e.g., Ed.D., D.N.P., J.D., Pharm.D., and M.D.)

Does the program qualify for supplemental Palmetto Fellows and LIFE Scholarship awards?

- Yes
- No

Proposed Date of Implementation  
Fall 2017

CIP Code  
500901

Delivery Site(s)

University of South Carolina, Columbia campus

Delivery Mode

- Traditional/face-to-face\*     Distance Education
- \*select if less than 50% online
- 100% online
- Blended (more than 50% online)
- Other distance education

Program Contact Information (name, title, telephone number, and email address)

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Institutional Approvals and Dates of Approval

University of South Carolina Committee on Curricula and Courses: November 14, 2016  
University of South Carolina Faculty Senate: December 7, 2016

### **Background Information**

Provide a detailed description of the proposed modification, including its nature and purpose and centrality to institutional mission. (1500 characters)

This program modification consists of the addition of three areas of concentration to the existing Bachelor of Music (Performance Emphasis) degree. The areas of concentration (music technology, music entrepreneurship, and chamber music) are a response to new areas of faculty expertise, new courses and activities, and student interest.

Technology has permeated almost every area of our lives, and the music business is no exception. We use digital technology to create new sounds and modify the sounds of traditional instruments. Composers now input their ideas into computers instead of using pen and ink. Musicians can make their own recordings and market these recordings through the internet without ever leaving their home. Skills in music technology are quite useful today; tomorrow these skills may be required for survival in the professional music world.

Music entrepreneurial skills and knowledge help talented musicians find and create opportunities to earn a living through music. It may soon be normal for music schools to require a course in entrepreneurship in degree programs. Chamber music is receiving increased interest at the present time, while major symphony orchestras and opera companies are struggling to survive financially. Traditional ensembles like string quartets and new music ensembles like the Sympatico Percussion Group are finding enthusiastic audiences all over the world. Student interest in chamber music is strong.

Although music schools have been successful in providing students with an excellent musical education, schools have not always provided much guidance to help students learn how to earn a living with their music skills and knowledge. These new concentrations will allow students to pursue areas of interest and expand their skill sets so that they may be better prepared for 21<sup>st</sup> Century careers in music.

List the objectives of the modified program. (1500 characters)

The learning outcomes for these concentrations are congruent with the learning outcomes for the Bachelor of Music (Performance Emphasis) degree of which they are a part. These learning outcomes are stated in the USC *Undergraduate Studies Bulletin*:

1. All BA & BM candidates will perform a series of jury exams on their primary instrument or voice. Each exam will engage the candidate in performance of a wide array of musical styles reflective of undergraduate-level literature.
2. All BA & BM candidates will demonstrate fundamental piano skills, including performing, transposing, harmonizing, and sight-reading at levels appropriate for undergraduate music majors.
3. All BM candidates with a performance or jazz studies emphasis will perform one half-recital and one full recital on their primary instrument. Each recital will consist of a wide array of musical styles reflective of undergraduate-level repertoire.

ACAP  
9/14/17  
Agenda Item 3d

### **Assessment of Need**

Provide an assessment of the need for the program modification for the institution, the state, the region, and beyond, if applicable. (1500 characters)

The creation of these new concentrations within the Bachelor of Music (Performance Emphasis) degree is an effort to better meet students needs. The USC School of Music has been a leader in the creation of music entrepreneurship courses and activities for undergraduate and graduate music students. Likewise, the USC School of Music was an early adopter of music technology and has remained near the forefront with courses, and recent faculty hires have invigorated an already solid chamber music program.

However, students enrolled in the 128-credit Bachelor of Music (Performance Emphasis) degree often feel that they cannot complete multiple courses in entrepreneurship, or music technology, or chamber music and still graduate on time. Through the careful selection of concentration courses and slight revisions in the course requirements of the existing B.M. (Performance) degree program, we believe that we can provide interested students with pathways that better prepare them for 21<sup>st</sup> Century careers.

It should be noted that the existing Bachelor of Music with emphasis in performance degree will remain in place to serve students who prefer the traditional degree program.

Will the proposed modification impact any existing programs and services at the institution?

Yes

No

If yes, explain. (1000 characters)

ACAP

9/14/17

Agenda Item 3d

We believe that, in the early years, most of the students who will enroll in these concentrations will be current students in the traditional Bachelor of Music (Performance Emphasis) degree or incoming students who would have chosen the traditional B.M. (Performance) degree. Over time, we believe that these degree concentrations will attract a few more students, perhaps 10-20, to the B.M. (Performance) degree.

**List of Similar Programs in South Carolina**

<b>Program Name</b>	<b>Institution</b>	<b>Similarities</b>	<b>Differences</b>
Bachelor of Music in Performance	Anderson University	Requires public recital(s)	No concentrations in music technology, music entrepreneurship, or chamber music
Bachelor of Music in Performance	Converse College	Requires public recital(s)	No concentrations in music technology, music entrepreneurship, or chamber music
Bachelor of Music in Performance	Furman University	Requires public recital(s)	No concentrations in music technology, music entrepreneurship, or chamber music
Bachelor of Music in Performance	Newberry College	Requires public recital(s)	No concentrations in music technology, music entrepreneurship, or chamber music
Bachelor of Music in Performance	Winthrop University	Requires public recital(s)	No concentrations in music technology, music entrepreneurship, or chamber music

**Description of the Program**

<b>Projected New Enrollment</b>						
<b>Year</b>	<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2017-2018	1	17	1	17	0	0
2018-2019	2	34	2	34	0	0
2019-2020	3	51	3	51	0	0
2020-2021	4	68	4	68	0	0
2021-2022	6	102	6	102	0	0

**Curriculum**

Attach a curriculum sheet identifying the courses required for the program.

**Curriculum Changes**

**Note: Complete this table only if there are changes to the curriculum.**

<b>Courses Eliminated from Program</b>	<b>Courses Added to Program</b>
Fine Arts other than music (3)  Note: Students pursuing this concentration will be permitted to use MUSC 115—Music Theory I in the Aesthetic and Interpretive Understanding area of the Carolina Core.	<b>Music Technology Concentration (12)</b>
MUSC 518—Form and Analysis (3) or MUSC 525—Post-Tonal Theory (3)	MUSC 336--Introduction to Computer Music (3)
Music Theory and Music Literature electives (6)	Concentration electives chosen from: (9) MUSC 580--Entrepreneurship in Music (3) MUSC 365--Intro to Audio Recording Techniques (3) MUSC 565--Advanced Audio Recording Techniques (3) MUSC 540--Projects in Computer Music (3)
Same courses eliminated	<b>Music Entrepreneurship Concentration (12)</b>
	MUSC 580--Entrepreneurship in Music (3)
	MUSC 582--Music and Money (3)
	MUSC 591--Music Leadership Practicum (3)
	Concentration elective chosen from: (3)

Same courses eliminated	<p>3        MUSC 592--21<sup>st</sup> Century Musician (3)        MUSC 594--Independent Music Teaching Business (3)        MUSC 593—Arts Marketing (3)  <b>Chamber Music Concentration (12)</b></p>
	<p>MUSC 130--Chamber Music (in addition to the current chamber music requirement) (3-6) 3-6</p>
	<p>MUSC 592--21<sup>st</sup> Century Musician (3)</p>
	<p>Music Theory elective chosen from: (3)        MUSC 319—Jazz Theory I (3)        MUSC 518—Form and Analysis (3)        MUSC 525—Post-Tonal Theory (3)</p>
	<p>Concentration elective chosen from:0-3        MUSC 580--Entrepreneurship in Music (3)        MUSC 591--Music Leadership Practicum (3)        MUSC 593--Arts Marketing (3)        MUSC 594--Independent Music Teaching Business (3)</p>



### **Faculty**

Provide a brief explanation of any additional institutional changes in faculty and/or administrative assignment that may result from implementing the proposed program modification. (1000 characters)

There are no additional faculty or administrative assignments required for the implementation of these concentrations.

We believe that, in the early years, most of the students who will enroll in these concentrations will be current students in the traditional Bachelor of Music (Performance Emphasis) degree or incoming students who would have chosen the traditional BM (Performance) degree. Over time, we believe that these degree concentrations will attract a few more students, perhaps 10-15, to the BM (Performance) degree.

### **Resources**

Identify any new library/learning resources, new instructional equipment, and new facilities or modifications to existing facilities needed to support the modified program. (2000 characters)

ACAP  
9/14/17  
Agenda Item 3d

No new resources are required.

**Financial Support**

Estimated New Costs by Year						
Category	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	Total
Program Administration						0
Faculty and Staff Salaries						0
Graduate Assistants						0
Equipment						0
Facilities						0
Supplies and Materials						0
Library Resources						0
Other*						0
<b>Total</b>						0
Sources of Financing						
Category	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	Total
Tuition Funding						0
Program-Specific Fees						0
State Funding (i.e., Special State Appropriation)*						0
Reallocation of Existing Funds*						0
Federal Funding*						0
Other Funding*						0
<b>Total</b>						0
<b>Net Total</b> (i.e., Sources of Financing Minus Estimated New Costs)						0

ACAP  
9/14/17  
Agenda Item 3d

\*Provide an explanation for these costs and sources of financing in the budget justification.

ACAP  
9/14/17  
Agenda Item 3d

### **Budget Justification**

Provide a brief explanation for the other new costs and any special sources of financing (state funding, reallocation of existing funds, federal funding, or other funding) identified in the Financial Support table. (1000 characters)

**Note: Institutions need to complete this budget justification *only* if any other new costs, state funding, reallocation of existing funds, federal funding, or other funding are included in the Financial Support table.**

### **Evaluation and Assessment**

Will any the proposed modification impact the way the program is evaluated and assessed?

Yes

No

If yes, explain. (1000 characters)

ACAP  
9/14/17  
Agenda Item 3d

Will the proposed modification affect or result in program-specific accreditation?

Yes

No

If yes, explain; if the modification will result in the program seeking program-specific accreditation, provide the institution's plans to seek accreditation, including the expected timeline for accreditation. (500 characters)

Will the proposed modification affect or lead to licensure or certification?

Yes

No

If yes, explain how the program will prepare students for licensure or certification. (500 characters)

ACAP  
9/14/17  
Agenda Item 3d

ACAP  
9/14/17  
Agenda Item 3d

**Teacher or School Professional Preparation Programs**

Is the proposed modified program a teacher or school professional preparation program?

Yes

No

If yes, complete the following components.

Area of Certification

Attach a document addressing the South Carolina Department of Education Requirements and SPA or Other National Specialized and/or Professional Association Standards.