

# REPORT: Added to Full Faculty Senate Agenda

## (Proposals under consideration as of 9/30/2020)

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### Total proposals: 4

1. 2 - Arts and Sciences
2. 2 - Music

Full proposal details can be found on the Academic Program Proposal System (APPS) available at [http://www.sc.edu/about/offices\\_and\\_divisions/provost/planning/academicprograms/proposals/index.php](http://www.sc.edu/about/offices_and_divisions/provost/planning/academicprograms/proposals/index.php).

### 1) Arts and Sciences (2 Proposals)

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Course	Title	College	Proposal Type	Change Description
<a href="#">BIOL-505</a>	Developmental Biology	Arts and Sciences	Change Course	<p><b>Description:</b></p> <p>An introduction to the descriptive and experimental embryology of animals. Living and preserved specimens will be used to demonstrate the basic processes of embryogenesis. Three lecture hours per week. Prerequisite or Corequisite: BIOL 302. CL: 2020.</p> <p><b>Justification:</b></p> <p>The requested pre-requisite change and course description revision will allow the course to be taught more effectively and will encompassed an enhanced curriculum in this <a href="#">course</a>.</p>
<p><b>Cross-Listing:</b> No Cross-listings have been entered</p> <p><b>Pre/Co-Requisites:</b></p> <p><b>Current:</b> No Pre/Co-requisites entered</p> <p><b>Proposed:</b> Prerequisite: completion of BIOL 302 with a grade of C or better</p>				
<a href="#">ZZAS-Minor</a>	Jewish Studies Minor	Arts and Sciences	Change Program	<p><b>Justification:</b></p> <p>This proposal seeks to add JSTU 492 - History of the Holocaust, as a elective option to the Jewish Studies minor.</p>

### 2) Music (2 Proposals)

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Course	Title	College	Proposal Type	Change Description
<a href="#">MUSC-Major/Degree</a>	BS in Music Industry Studies	Music	New Program	<p><b>Justification:</b></p> <p>In 2017-18, the School of Music introduced a minor in Music</p>

[Program](#)

Industry Studies. In three years, this minor has garnered a great deal of interest from students across campus. Many students have indicated they had hoped to major in something related to the music industry, but since U of SC did not offer such a degree, they chose another path (such as business, SPTE or media arts). Currently, there are 36 students enrolled in the Music Industry Studies minor, with the numbers steadily increasing. Current minors exhibit a wide range of interests in the music industry, including commercial music performance, songwriting, music production, audio recording, artist management, and electronic music composition. We have designed a well-balanced degree that enables students of all backgrounds to learn music industry skills within the context of a large, thriving music school.

The Music industry is a \$45.2 billion industry with a year over year growth of 13% from 2018 to 2019. The three largest sectors of the music industry are live performance (\$8.2 billion), recordings (\$8.7 billion), and musical instrument sales (\$7.4 billion), providing over \$24 billion of revenue in 2018 combined. Beyond the three largest sectors, there are over a dozen sectors that contribute to the music industry as a whole. The proposed degree does not intend to provide an all-encompassing education in the music industry as that is not possible. The intent of this degree is to give students a solid comprehensive grounding in basics of the aforementioned “big 3” of the music industry. What the University of South Carolina will be able to offer to prospective students is a degree that does not have the restriction of a musical audition, while still providing musical enrichment. By training musicians in crucial aspects of the music industry – such as recording, writing, publishing, contracts, and touring – we would be fulfilling our values of creating diversely skilled musicians. In the rapidly evolving Music Industry this translates into dynamic performers and composers who capitalize on opportunities and execute strategic planning while also being a skilled artist. We see this shift manifest in the number of successful artists who embrace the changes in audiences, customers, and performance venues. Modern musicians are more likely to find a receptive audience on Instagram or Facebook than they are in a traditional concert hall. With the training we will be able to offer at the [University of South Carolina](#), Music Industry students will be able to step into the leading roles of this evolving landscape.

An important aspect of this degree is that it will NOT require an audition. The audition process that is required for acceptance for a typical music degree can serve as a gatekeeping device for many students. There is an inherent expectation in the audition requirement of extra-curricular musical training during the student’s high school career – if not earlier. For many students this is not feasible from a time or economic standpoint. Factor in that the audition process favors a classical repertoire, and wide swaths of very talented and passionate students are intimidated out of a music degree before they even step foot on campus. By adopting the portfolio evaluation system used at schools such as University of Southern California, Drexler, Belmont, Loyola New Orleans, and Rowan University, the University of South Carolina will be able to draw in a larger pool of applicants and help bolster student

enrollment at a time when enrollment numbers are a chief concern.

The industry expands beyond the performers on stage, with billions of dollars in revenue generated annually by skilled audio, light, and staging technicians. National tours require a small army of experienced hands, led by production managers, tour heads, and general managers. The degree includes four courses offered by the School of Hospitality and two by the Darla Moore School of Business. Being able to draw upon the decades of business and management experience of faculty in these two schools, the BS in Music Industry will be able to provide degree seekers with a robust educational experience.

This, combined with Columbia’s geographic positioning to Atlanta, Charlotte, and Jacksonville (all emerging music industry hot spots) will combine to create an environment where students will be able to learn about the music industry through experiential opportunities from all possible avenues. This would include working with entities such as East Coast Entertainment, Live Nation, Tin Roof LLC, The Music Farm, The Fillmore, House of Blues, Danny Wimmer Productions, Spectrum Center, [Colonial Life Arena](#), Koger Center for the Arts, Peach Tree Music Group, Viacom and Netflix to name just a few.

<a href="#">MUSC-498</a>	Music Practicum	Music	Change Course (CCORE)
<p><b>Cross-Listing:</b> No Cross-listings have been entered</p> <p><b>Pre/Co-Requisites:</b>  <b>Current:</b> No Pre/Co-requisites entered  <b>Proposed:</b> No change in Pre/Coreqs.</p>			

**Description:**

Practicum in performance, teaching, management, and business operations in professional music environments. Can be taken three times for credit for a maximum of six [credit](#) hours. FS: 10/5/2016. CL: 2020.

**Justification:**

The School of Music has proposed a new degree (BS in Music Industry Studies) for which one semester (3 credits) of MUSC 498 will serve as the Integrative Course. This course meets the following Carolina Core Learning Outcomes: AIU

Students enrolled MUSC 498 will complete a capstone project approved by the professor that appeals to their interest in a given area of the music industry. As a result, every student will have a different experience in the course and meet a variety of goals. As a basis for the course, all students will be required to research their topic and present a proposal for their project. This research will need to be completed using resources ranging from blogs to trade journals. Students will need to analyze this information and data and determine which aspects pertain to their chosen project directly, meeting the Information Literacy Learning Objective. From there, the students will craft their own experience in the course and thus, meet their own learning objectives. For example, students who wish to write, record, or produce new music for an album or soundtrack will meet the AIU Learning Outcome of creating new musical works in their area of specialty. A student who helps organize a fundraiser concert with a local venue would meet the Persuasive Communication - Written/Oral Learning Outcomes of being able to effectively write persuasively to bring in sponsors and create press

releases, as well as speaking with donors and the press. A student who works with a Publisher or Agency will meet those same Persuasive Communication Learning Outcomes, but also have the additional aspect of interacting with the economics of the industry, achieving the ARP Learning objective. These objectives will be set between the teacher and the student before the student undertakes the project.

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