

# MUSP 495/595 Entrepreneurship for Musicians

Spring 2026

W 3-4:50 p. m. in MIB 229

Instructor: Dr. Mihoko Watanabe

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Office: MIB 208

Office Hours: by appointment only

## Course Description

This course invites students to explore and develop an entrepreneurial mindset—grounded in self-awareness, creativity, and adaptability—as the foundation for designing a sustainable and meaningful career in music. Through guided reflection, interactive activities, applied projects, and guest lectures, students will explore diverse career pathways while addressing the realities of today’s artistic landscape. Emphasis is placed on portfolio development, auditions, interviews, financial literacy, copyright awareness, grant writing, and sustainable career design. Ultimately, students are encouraged to redefine success in the arts and articulate a flexible personal vision for a fulfilling and viable professional life.

## Student Learning Objectives

At the end of the semester, students will:

1. Improve their entrepreneurial mindset and knowledge of various career opportunities in music.
2. Be prepared for auditions, competitions, and interviews in performance, teaching, and arts administration.
3. Develop a personal website and/or professional social media presence related to their artistic identity.
4. Craft a professional cover letter for teaching, administration, or other arts careers.
5. Create a one-page performance résumé.
6. Create a professional curriculum vitae (CV) formatted for easy updating.
7. Demonstrate growth in public speaking, stage presence, and overall professional presentation.
8. Develop a private lesson policy, course of study for their instrument at various levels, and a lesson payment plan.
9. Interact with professionals in performance, music entrepreneurship, and arts administration to broaden their understanding of possible careers.
10. Develop a business plan for a marketable project related to their specialty or interest.
11. Establish a financial independence plan, including taxes, savings, and retirement planning.

## **Required Materials**

1. **Textbook:** *Beyond Talent: Creating a Successful Career in Music*, 3rd edition, by Angela Myles Beeching
2. **Technology:** Access to a computer or mobile device with internet, Canvas, podcast streaming, and video capabilities for online readings, videos, and listening assignments

## **Attendance Policy**

1. Students are expected to attend and actively participate in all class sessions, whether online or in person.
2. Excused absences require at least 24-hour notice via email.
3. Active participation in discussions, in-class exercises, and guest speaker sessions is essential for success.

## **Communication Policy**

- All course communication will be via email and/or Canvas.
- Responses are expected within 24 hours of receiving a message.
- If a response is required, it will be clearly indicated.

## **Grading Policies**

All submissions must reflect professional quality, thoughtful engagement with course materials, and adherence to deadlines. Late submissions may be penalized unless prior arrangements are made with the instructor.

## **Late Assignment Policy**

- Assignments submitted after the due date will incur a grade reduction for each day late.
- Technical or internet issues do not excuse late submission. Students are encouraged to submit work early and maintain a backup plan.
- ***“Deadlines are more than dates—they’re proof that you can be trusted.”***

*This course does not require a traditional business plan or business plan presentation. Instead, the Creative Opportunity Design Mini-Project and Project Pitch serve as the course’s applied entrepreneurship assessment, requiring students to identify an opportunity, articulate value and audience, and demonstrate feasibility without producing a formal business plan.*

## Grading Breakdown

Component	Weight
Reflection Journals (3 total)	25%
Career Pathway Exploration Project (Parts 1 & 2)	10–15%
Creative Opportunity Design Mini-Project & Project Pitch	10%
Audition & Interview Skills Reflection	5%
Financial Literacy Snapshot	5%
Portfolio (Bio, Résumé, CV, Website)	35%
Class Discussion & Participation (including attendance)	10%
<b>Total</b>	<b>100%</b>

### Grade Scale:

95 – 100 = A, 90 – 94 = A-, 87 – 89 = B+, 84 – 86 = B, 80 – 83 = B-, 77 – 79 = C+,  
74 – 76 = C, 70 – 73 = C-, 67 – 69 = D+, 65 – 66 = D, below 65 = F

## Weekly Schedule

(The instructor reserves the right to adjust topics and activities as the class progresses.)

Week	Topic	Reading	Learning Outcomes	Assignments & Activities
1	Introduction: Entrepreneurial Mindset	None	Understand entrepreneurial mindset; explore personal assumptions about music careers	Reflection Journal #1 assigned (1–2 pages or 3–5 min recording)
2	Beyond Talent: Reframing Success	<i>Beyond Talent</i> , Intro & Ch. 1, pp. 1–20	Explain career ownership; reevaluate assumptions	Reflection Journal #1 due; Career Pathway Exploration Project Part 1 assigned (research 2–3 careers, 1 informational interview)
3	Self-Knowledge as Career Foundation	Ch. 2, pp. 21–40	Connect personal strengths and values to career planning	Begin website project: outline site content (bio, repertoire, media, contact)
4	Career Possibilities & Portfolio Paths	Ch. 3, pp. 41–63	Describe and compare portfolio vs. traditional career paths	Website project in-class hands-on: basic structure & template selection
5	Relationships & Networking	Ch. 4, pp. 64–86	Redefine networking; practice outreach	Career Pathway Exploration due; conduct informational interview; website project: upload draft content for peer/instructor feedback

<b>Week</b>	<b>Topic</b>	<b>Reading</b>	<b>Learning Outcomes</b>	<b>Assignments &amp; Activities</b>
6	Communicating Your Work Clearly	Ch. 5, pp. 87–108	Communicate work clearly and authentically	Portfolio Starter Assignment introduced (Bio + Résumé outline); website project: refine content & design, link social media
7	Professional Materials & Visibility	Ch. 6, pp. 109–132	Identify portfolio components and evaluate clarity	Portfolio Starter Assignment due; Reflection Journal #2 assigned (focus: personal brand & professional visibility); website project: peer review of draft sites in class
8	Auditions, Interviews & Opportunities	Ch. 7, pp. 133–154	Apply communication skills; reflect on feedback	Audition & Interview Skills Reflection due; website project: finalize website for submission
9	Money & Musicians	Ch. 8, pp. 155–176	Identify income streams; create basic budget	Financial Literacy Snapshot due
10	Initiative & Opportunity Creation	Ch. 9, pp. 177–198	Identify opportunities; articulate project ideas	5-min Project Pitch in class; Creative Opportunity Design Mini-Project assigned
11	Copyright for Musicians (Guest Speaker)	Ch. 10, pp. 199–218	Apply copyright knowledge	Creative Opportunity Design Mini-Project due
12	Grant Writing & Funding (Guest Speaker)	Ch. 11, pp. 219–238	Understand funding sources and grant proposals	Optional check-in / portfolio refinement; instructor support for final career vision
13	Long-Term Career Thinking	Ch. 12, pp. 239–258	Distinguish short- vs. long-term goals; map skills & support	Personal Career Vision Map draft
14	Articulating Career Vision & Reflection	Ch. 13 & Conclusion, pp. 259–285	Synthesize course concepts; create actionable plan	Final Career Vision Map & Reflection Journal #3 due; Showcase: each student presents completed website to class

## **Assignments & Descriptions**

### 1. Reflection Journals (3 total) — 25% of grade

Reflection journals allow students to connect readings, class discussions, guest lectures, and personal experiences to their professional and entrepreneurial development. Journals encourage self-awareness, critical thinking, and intentional career planning. Each journal may be submitted as a **1–2-page written document** or a **3–5-minute audio/video recording**.

- **Journal #1 (Weeks 1–2):** Reflect on personal assumptions about music careers and how they influence choices. Explore the concept of an entrepreneurial mindset and how it applies to your own career.
- **Journal #2 (Week 7):** Reflect on your personal brand, professional visibility, and progress on your portfolio and website development.
- **Journal #3 (Week 14):** Synthesize course concepts, evaluate your portfolio and website, and articulate an actionable career plan moving forward.

**Learning Outcomes:** Strengthen self-awareness, professional reflection, and the ability to apply entrepreneurial concepts to personal career goals.

### 2. Career Pathway Exploration Project (Parts 1 & 2) — 10–15% of grade

This project introduces students to the diversity of music careers while developing research and networking skills.

- **Part 1 (Week 2):** Research 2–3 potential music careers, examining responsibilities, required skills, and professional pathways.
- **Part 2 (Week 5):** Conduct at least one informational interview with a professional in the field and integrate insights into a comparative reflection.

**Learning Outcomes:** Understand multiple career pathways, practice professional networking, and make informed career decisions.

### 3. Portfolio Assignments — 35% of grade

The portfolio represents each student's **professional identity and entrepreneurial readiness**. Materials are developed progressively and revised based on feedback.

**Required Components (Due Week 7):**

- **Professional Bio** – Written in third person; suitable for programs, websites, and professional use

- **One-Page Performance Résumé** – Focused on performance experience and skills
- **Professional CV** – Organized and formatted for ongoing updates
- **Personal Website or Professional Online Presence** – A centralized platform presenting professional materials clearly and effectively

**Assessment Criteria:**

- Professional clarity and accuracy
- Organization and formatting appropriate to the music profession
- Consistency across materials
- Evidence of revision and responsiveness to feedback

**Website Assignment (Embedded within Portfolio)**

The website serves as the **primary entrepreneurial communication tool** in the course. Students design an online presence that clearly communicates artistic identity, professional focus, and accessibility.

**Minimum Website Requirements:**

- Clear navigation and professional layout
- Bio
- Performance résumé or CV
- Media (audio/video when available)
- Contact information
- Optional integration of social media or external links

**Development Timeline:**

- **Weeks 3–4:** Content planning and platform selection
- **Week 5:** Draft website shared for peer and instructor feedback
- **Weeks 6–7:** Design refinement, branding consistency, and revisions
- **Week 8:** Final website submission
- **Week 14:** In-class website showcase and presentation

**Website Showcase (Week 14):**

Students present their completed websites, explaining their intended audience, design choices, and how the site supports their professional and entrepreneurial goals.

#### 4. Audition & Interview Skills Reflection — 5%

Students reflect on communication skills demonstrated in simulated or real auditions/interviews, analyzing preparation, performance, feedback, and areas for growth.

**Learning Outcomes:** Improve professional communication, stage presence, and self-assessment skills.

#### 5. Financial Literacy Snapshot — 5%

Students create a basic financial snapshot addressing income streams, budgeting, taxes, savings, and long-term sustainability.

**Learning Outcomes:** Develop awareness of financial planning as part of a sustainable music career.

#### 6. Creative Opportunity Design Mini-Project & Project Pitch — 10%

Students design a creative, marketable project related to their musical interests (e.g., ensemble, teaching initiative, recital series, digital project).

- **Week 10:** 5-minute in-class pitch
- **Weeks 10–12:** Project refinement and final submission

**Learning Outcomes:** Apply entrepreneurial thinking, articulate value, and demonstrate initiative through creative project design.

#### 7. Personal Career Vision Map & Reflection — 5–10%

Students synthesize course learning into a **visual Career Vision Map** and final reflection integrating goals, portfolio materials, financial awareness, and next steps.

**Due Week 14 (with Reflection Journal #3)**

**Learning Outcomes:** Demonstrate long-term planning, strategic thinking, and clarity of professional direction.

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## Freedom of Expression

In this course, we are committed to fostering a learning environment that values intellectual diversity, encourages free expression, and promotes open inquiry. As members of the Ball State Community, we treat each person in the Ball State community with civility, courtesy, compassion, and dignity and respect and learn from differences in people, ideas, and opinions. Please review Ball State University's [Statement on Freedom of Expression](#), the resources on Ball State's [Freedom of Expression webpage](#), and [Ball State's Beneficence Pledge](#).

## Title IX

Ball State University is committed to providing a safe and inclusive learning environment for all students. If you or someone you know has experienced sexual harassment—including sexual assault, dating violence, domestic violence, or stalking, please know that you are not alone. The University offers support services and resources. For more information or to report an incident, please visit [bsu.edu/titleix](https://www.bsu.edu/titleix) or contact the Title IX Coordinator at 765-285-1545 or at [titleix@bsu.edu](mailto:titleix@bsu.edu)

**As your instructor, I am a mandatory reporter under the Title IX policy and required to report any information I receive about possible sexual harassment.** This includes information shared in class discussions, assignments, or private conversations.

**What happens after I report?** The Title IX Coordinator will email the person who experienced sexual harassment (complainant) and invite them to schedule a meeting. If the complainant **chooses** to meet with the Title IX Coordinator,

- Title IX Coordinator will offer supportive measures (e.g., counseling, extensions on deadlines, course-related adjustments, changes to work or class schedules, and/or referrals to campus offices), review the policy, and discuss options to move forward.
- If a complaint is filed by the complainant or the University, an investigation will begin following University policy.

## University Grade Appeal Policy

If you believe you received a final course grade that does not reflect your performance due to fairness or a procedural issue, you have the right to file an appeal within 5 school days after final grades are posted by the Office of the Registrar. Review the [University Grade Appeal Policy and Process.](#)]

## Student Academic Ethics Policy

Honesty, trust, and personal responsibility are fundamental attributes of the university community. Academic dishonesty and other forms of academic misconduct threaten the foundation of an institution dedicated to the pursuit of knowledge and will not be tolerated. To maintain its credibility and reputation, and to equitably assign evaluations of scholastic and creative performance, Ball State University is committed to maintaining a climate that upholds and values the highest standards of academic integrity. Visit the VPAA's [academic integrity website](#) (Students tab) for resources on understanding academic integrity, citing sources properly, and avoiding inadvertent academic dishonesty. To learn about BSU's academic

integrity expectations and students' rights, please read the University [Student Academic Ethics Policy](#).

Academic integrity violations include giving or receiving an unfair academic advantage (cheating), presenting someone else's ideas or work as your own (plagiarism), and falsifying academic records. Unless otherwise indicated, you must work independently by yourself. Check with me if you are unsure whether something constitutes academic dishonesty. Examples of academic integrity violations include but are not limited to:

- Using resources not authorized by the faculty member (including devices, AI tools, hidden notes, and open books)
- Using commercial study websites to find answers to graded assignments (Chegg, Course Hero, StudyPool, OneClass, etc.).
- Without the instructor's written permission, giving away, buying, or selling graded assignments class notes, exams, study guides, or other course materials to other students or to third-party vendors (Course Hero, Chegg, 24HourAnswers, etc.).
- Working with another person on any assignment other than authorized group projects.
- Sharing or allowing others to access your files, whether done with permission or not.
- Reusing your own work from another semester, course, or section.
- Sharing answers with others during exams (passing notes, texting, whispering, gesturing)
- Discussing exam questions and answers with students who have not taken the exam.
- Soliciting others to complete work for you.

### **No Generative AI Use**

All work conducted and/or submitted in this course should reflect your own ideas and demonstrate your current knowledge, abilities, and skills. Therefore, generative AI should not be used to complete any portion of the assignment(s). Doing so constitutes a violation of Ball State University's [Student Academic Ethics Policy](#).

### **Some Use of Generative AI Permitted Under Some Circumstances or With Explicit Permission**

You may use generative AI applications for some work submitted in this course. You will be informed as to when, where, and how these tools are permitted to be used, along with guidance for attribution. Any use outside of this permission constitutes a violation of Ball State University's [Student Academic Ethics Policy](#).

### **Full Use of Generative AI Permitted/Encouraged Within Specified Guidelines**

You are encouraged to use generative AI applications for all work submitted in this course. However, you must cite any AI-generated material that informed your work. Using an AI tool to generate content without proper attribution constitutes a violation of Ball State University's [Student Academic Ethics Policy](#).]

## **The Learning Center**

The Learning Center offers free Tutoring and Academic Coaching for many courses at Ball State. Students can make appointments for online (Zoom) or in-person (NQ 350) appointments. To make an appointment, visit [myballstate.bsu.edu](http://myballstate.bsu.edu) and click on "Navigate" in the Academic Tools section, or just go directly to [bsu.navigate.eab.com](http://bsu.navigate.eab.com).

Testing accommodations for students with disabilities are available for students who have received the appropriate documentation from Disability Services. Tests may be administered in the Learning Center.

Supplemental Instruction is available in select courses. If you have an SI leader for your course, that person will provide students with information the first week of school regarding weekly study sessions. For more information about Learning Center programming, visit [bsu.edu/learningcenter](https://bsu.edu/learningcenter) or call 765-285-1006. Follow us on Instagram: [BallStateLC](https://www.instagram.com/BallStateLC).

## **The Writing Center**

All writers improve with practice and feedback, so as a student in this course, you are encouraged to use the Writing Center (in Robert Bell 295 during weekdays, Bracken Library First Floor West in the evenings, or online during any of our regularly scheduled hours) to get additional feedback on your writing.

The Writing Center offers free planning, feedback, and accountability sessions (in person and online) to all students composing essays, reports, reflections, research projects, web content, lesson plans, slideshows, poster presentations, resumes, and other digital or print texts. To schedule a free appointment to discuss your writing, go to [bsu.edu/writingcenter](https://bsu.edu/writingcenter). Online and in-person appointments are available; however, plan ahead because appointments book quickly!

## **The Basic Needs Hub**

If you are having difficulty affording enough food, do not have a safe and reliable place to sleep, and/or experiencing an emergency or crisis, help is available through the [Basic Needs Hub](#). The Basic Needs Hub has information, resources, and provides individualized support to students. To talk with a supportive staff member about your experience, receive one on one assistance, or learn more about resources, you can submit a [Basic Needs Assistance Form](#).

## **The Counseling Center**

The Ball State University Counseling Center offers free and confidential services to all students. The Counseling Center is located in Lucina Hall, Room 320. To schedule an appointment, you can contact us at 765-285-1736. Ball State also offers a 24/7 Crisis Line, which can be reached at 765-285-HOPE (4673). The Crisis Line is a mental health resource for those who are struggling with any mental health concerns, including thoughts of self-harm and/or suicide.

At the Ball State Counseling Center, we see students for a variety of reasons, some of which include homesickness, relationship concerns, anxiety, and depression. At your first appointment, you will work with a therapist to create a plan that will connect you with resources that best fit your needs. We assist students with getting connected to therapy at our Center as well as connecting students to self-help resources, other on-campus resources, and community-based resources. All Ball State students also have access to several on-demand, self-help resources through a variety of different platforms. All of these resources, including a direct link to our website, can be found [here](#).

## **The Speaking Center**

The [Speaking Center](#) is a free resource available to all members of the BSU community wanting to improve their public speaking abilities. We offer personalized coaching designed to help you become a more confident and effective speaker. Our trained coaches provide constructive feedback and support throughout the entire speech preparation process, whether you are in the

early stages of brainstorming ideas and organizing your thoughts, or you need to practice your delivery and refine your message.

The Center is in the David Letterman Communication and Media Building, room 302. To schedule an appointment, please access us through your Navigate app or use this [direct link](#) to sign up for a time. Appointments are available both in person and on Zoom. Appointments are available in person, on Zoom, and in virtual reality (VR) for those interested in practicing in an immersive speaking environment.

## **Canvas Accessibility**

Canvas provides a user experience that is easy, simple, and intuitive. Special attention has been paid to making Canvas screen-readable. The Rich Content Editor encourages users to create accessible content pages (i.e. text formatting is accomplished using styles). Canvas is designed to allow limited customization of colors and schemes to be accessible for all users. The National Federation of the Blind granted Canvas the Gold Level Web Certification in 2010. **Find more information by visiting the [Canvas Voluntary Product Accessibility Template \(VPAT\)](#).**

## **FERPA and Privacy**

As a student, your educational records are considered confidential. Under FERPA (Family Educational Rights and Privacy Act), your records are confidential and protected. Under most circumstances, your records will not be released without your written and signed consent. However, some directory information may be released to third parties without your prior consent unless a written request to restrict this is on file. You can learn more about student rights to privacy by reading [Ball State's FERPA and Privacy and Protection](#).

## **Video Conferencing Recording**

In this class, software may be used to record live class discussions. As a student in this class, your participation in live class discussions may be recorded. These recordings typically will be made available only to students enrolled in the class, to assist those who cannot attend the live session or to serve as a resource for those who would like to review content that was presented. Students who prefer to participate via audio only will be allowed to disable their video camera so only audio will be captured. Students who prefer to listen only must disable their audio capability and visual camera. If you have concerns, please discuss these options with me.

## **Plagiarism Detection**

The campus subscribes to Turnitin, a plagiarism prevention service, through Canvas. You may need to submit written assignments to Turnitin. Student work will be used for plagiarism detection and for no other purpose. The student may indicate in writing to the instructor that he/she refuses to participate in the plagiarism detection process, in which case the instructor can use other electronic means to verify the originality of their work.

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