

# **Collaborative Project in Music Entrepreneurship**

A project-based course that launches student initiatives

**Fall 2024**

## **Innovation in Music & Wellness**

### **Syllabus**

**Course Numbers:** 57452/ 57752 (6 units)

**Time & Location:** Tuesday/Thursday 12:30-1:50 in HoA 223

**Faculty:** Monique Mead, Director of Music Entrepreneurship  
[mmead@andrew.cmu.edu](mailto:mmead@andrew.cmu.edu)

**Office Hours:** HoA 230, by appointment.

**Assistant:** Joanna Lau [joannala@andrew.cmu.edu](mailto:joannala@andrew.cmu.edu)

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#### **Course Objectives**

- Explore research and global wellness terms on happiness and well-being.
- Demonstrate an understanding of the effect of music on health and well-being.
- Determine common barriers to student happiness and well-being at CMU.
- Develop a pilot project that uses music to improve student well-being.
- Text the project and measure the effects.
- Work as a team to manage all administrative duties and operations of the project.

#### **Learning Outcomes**

- *Student Driven:* Active engagement with concepts of music and health. Student-led administration of the program.
- *Collaborative:* Partnership with peers in project development, performance, interpersonal dynamics, and entrepreneurial initiatives.
- *Identity Development:* Self-discovery practices through various mindfulness and meditative prompts regarding self, healing, and empathy.
- *Professional Development:* Professional presentation skills are practiced in this course. Students will acquire skills for new career paths and income streams.

## Requirements

- Strong desire to create positive change.
- Professionalism in project management. This includes volunteering for tasks, communicating clearly with all partners, and completing the tasks on time.
- Completion of all reading assignments and written responses as assigned.
- Commitment to self-reflection.
- In-class participation and active discourse of topics presented in class.
- This course is discussion-focused with class participation as a crucial component. In class texting or other technology-based distractions is strongly discouraged out of respect for your colleagues.
- Confidentiality of private/personal information in class and on site is of utmost importance and expected of all students.

## Assessment

Attendance & Participation (25%)

Reading & Reflection (25%)

Project Beta Test (25%)

Documentation (25%)

Grading	
90-100	A
80-90	B
70-80	C
60-70	D
below 60	R, failing grade

## Assessment Breakdown

### Attendance & Participation (25%)

Our team meets twice a week to develop our project. Attendance is essential, and what was missed cannot be made up. Please show up on time and be well prepared. Should you need to miss class for any reason, email me before class to let me know.

Participation is in the form of active contribution to conversations, decisions, and the creative process. You'll be expected to complete project tasks as they arise.

### Reading and Reflection (25%)

For the first half of the semester, we will be reading and discussing material pertinent to our project and you'll be submitting journal responses that demonstrate your commitment to thoughtful reflection. Journal entries are graded with consideration to the following:

- Express vulnerability and connection to material
- Demonstrate understanding or curiosity about reading
- Connect reading to real life experience

- Demonstrate how reading will inform project
- Make correct use of grammar and punctuation

### **Project Beta Test 25%**

Organize, promote, and host your wellness & music project. Provide documentation and measure the results.

### **Documentation 25%**

The team will keep accurate records of pertinent data, such as processes, research, meeting minutes, numbers of participants, expenses, and performances. Photo/video documentation will also be collected for marketing purposes.

### ***Final Presentation***

This will be a team presentation for CMU administrators with interest in this project. It should include speaking and slides with the following sections:

1. Purpose—Who is it for and why does it matter?
2. Course—What topics did you cover?
3. Process—How did you go about creating your project?
4. Outcomes—What was the impact on participants?
5. Takeaways—What did you learn from the process?
6. Next steps—How can this become sustainable?

### **Course Reading**

- Fleming, Renee (2024): Music and Mind. Harnessing the Arts for Health and Wellness
- Magasman, S. & Ross, I. (2023). *Your Brain on Art: How the Arts Transform Us*
- Nobel, Jeremy (2023). *Project Unlonely: Healing Our Crisis of Disconnection*
- Wiking, Meik (2017). *The Little Book of Hygge : Danish Secrets to Happy Living*
- Dalai Lama (2009). *The Art of Happiness. A Handbook for Living*
- Miller, J. E., & Cutshall, S. C. (2012). *The art of being a healing presence: A guide for those in caring relationships.*
- A., Van der Kolb. (2015). *The body keeps the score: Brain, mind, and body in the healing of trauma.* Parts II-IV.

## Course Schedule

Below is an overview of the course schedule.

Weeks 1-7 (August 27-October 10) are focused on research and project development. It will include readings, guest presentations, discussions, and research. These classes will be led by Prof. Mead.

### *FALL BREAK*

Weeks 8-14 (October 21-Dec. 6) are focused on beta testing, measuring the effects and refining the project. During these weeks, the student team takes charge, meeting alone for the first 30 minutes of class before being joined by Prof. Mead.

## Getting Help

I am available to help you with your course work or any other issues you would like to bring to my attention. Office hours are as listed at the beginning of the syllabus and will be held in person or via Zoom this semester. I am always available for questions right before or after class.

## Policies & Statements

### Respect for Diversity

It is my intent that students from all backgrounds and perspectives be well served by this course and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups.

### Your Well-being

**Your personal well-being is of utmost importance. Please, take care of yourself.** Do your best to maintain a healthy lifestyle this semester by eating well, exercising, avoiding drugs and alcohol, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone. There are many helpful resources available on campus and an important part of the college experience is learning how to ask for help. Asking for support sooner rather than later is often helpful. If you or anyone you know experiences any academic stress, difficult life events, or feelings like anxiety or depression, we strongly encourage you to seek support. Counseling and Psychological Services (CaPS) is here to help: call 412-268-2922 and visit their website at <http://www.cmu.edu/counseling/>. Consider reaching out to a friend, faculty or family member you trust for help getting connected to support that can help.