



# Arts Leadership Curriculum (ALC) Course Offerings SPRING – 2021

## Arts Leadership Program

The Catherine Filene Shouse Arts Leadership Program Curriculum offers half-semester and whole-semester courses to all current graduate students and undergraduate seniors, juniors, and sophomores on a variety of career-related topics relevant to professional musicians and music educators. **Graduate students can take ALP courses for free by registering at the ALC 400 level, or in certain instances may also wish or be required to register for a co-located section of the course and pay regular tuition charges. For additional information on this policy and further details on whether or not a course may be used to fulfill certificate, diploma, or degree requirements, please visit the ALP website at <https://iml.esm.rochester.edu/alp/course-information/>.**

### ARTS LEADERSHIP PROGRAM ONLINE COURSES

ALP's online courses are asynchronous, meaning that students do not 'attend' class at a specific time of day. However, students must participate in online class activities and complete assignments within the weekly framework and deadlines of the course. Interaction with your instructor and peers is an essential part of these courses and is through discussion forums, class activities, assignments and video presentations hosted in Blackboard.

**NB: All Spring 2021 courses will be taught online either synchronously or asynchronously.** Synchronous classes include the meeting pattern in the description; asynchronous classes are marked with the green **ONLINE VERSION** label.

### Spring 2020 Course Timeline:

**Full Semester** Monday, February 1 – Friday, May 7  
**NB: – No Spring Break for SP 21!**

	<b>Asynchronous</b>	<b>Synchronous Monday classes</b>	<b>Synchronous Tuesday, Wednesday, Thursday, Friday classes</b>
<b>Early Spring</b>	February 1 – March 19	February 1 – March 15	February 2 – March 19
<b>Late Spring</b>	March 22 – May 7	March 22 – May 3	March 23 – May 7

## Entrepreneurship & Careers

### ONLINE VERSION

ALC 210B-1 **COPYRIGHT & LICENSING FOR MUSICIANS**  
 ALC 410B-1

**Half-Semester: LATE (Mar. 22 – May 7)** **1 cr** **Instructor: Steve Danyew**  
**Enrollment Limit: 20**

This 7-week course will provide an in-depth look at the current business of music copyright and licensing. Students will learn about the history of copyright, current laws, and how it's relevant for performers, composers, and all those working in the music field. Students will also learn about music licensing, how royalties are earned and distributed, and how streaming on the web is changing music licensing. We will consider real-life scenarios and actual case studies from the music business, and guest speakers will share insights and experiences from the field.

**Steve Danyew** is a composer and educator whose music has been hailed as "startlingly beautiful" and "undeniably well-crafted and communicative" by the Miami Herald, and has been praised as possessing "sensitivity, skill and tremendous sophistication" by the Kansas City Independent. He serves as an Instructor in the Arts Leadership Program at the Eastman School of Music and is the Managing Editor of the Paul R. Judy Center for Innovation and Research at the Eastman School, where he writes and curates content for musicians, ensembles, and organizations. Danyew received a B.M. from the Frost School of Music at the University of Miami and holds an M.M. in Composition and Certificate in Arts Leadership from the Eastman School of Music.

### ONLINE VERSION

ALC 210-1 **BUILDING A WEB PRESENCE**  
 ALC 410-1

**Full-semester** **1 cr** **Instructor: Joseph VanderStel**  
**Enrollment Limit: 20**

The purpose of this course is to equip each student with the necessary tools to design or expand upon a web presence that accurately reflects their personal brand as a professional musician. Students will learn how to build a fully functional, modern website that integrates social media, audio, video, photography, and any materials from an existing press kit. Topics will include basic principles of graphic design, recent trends in web design and technology, audio and visual file formats, and digital self-promotion. Students should have basic skills using their computer's operating system (Windows or macOS) and familiarity with web browsers. Knowledge of web languages such as HTML, JavaScript, and CSS is not required for this course.

**Joseph VanderStel** is a musician and web developer based in Rochester, NY. As a graduate student at Eastman, he is currently writing a dissertation on syncopation in 20th-century American popular music. As a web developer, Joseph builds web-based educational tools for musicians and music educators. Chief among these tools is an online learning platform for music theory, which he is currently developing at NextCorps, a startup incubator in Rochester.

## Entrepreneurship &amp; Careers (continued)

## ONLINE VERSION

ALC 210-2  
ALC 410-2

## MARKETING IN THE DIGITAL AGE (formerly Digital Marketing)

Full Semester

2 cr

Instructor: Joel Luks

Enrollment Limit: 20

Many creative types think of marketing and public relations as a necessary evil in making a business out of being themselves. But when you think of marketing and communications as a natural extension of your own identity as a musician, the practice evolves to become a dialogue that fosters community through storytelling with your fans, helping them connect to something that they love and adds meaning to their lives. In this course, you'll explore ways to create an integrated marketing strategy and tactical plan that will help you do just that, examining topics such as branding, the consumer journey, media relations, influencer marketing, social media, video, Google Analytics, and more.

Joel Luks is a communications consultant with expertise in content marketing and social media. He works with a wide range of clients—from global brands to solo entrepreneurs—to create integrated marketing strategies that connect entities with target markets. As principal and director of brand marketing for Texas-based, integrated communications firm CKP, Luks has supported the agency's growth from a small operation to a robust team winning 50+ awards in digital marketing, multimedia content, public relations, research and corporate social responsibility. Luks is an adjunct professor for the University of Houston's Master of Arts Leadership Program, where he teaches marketing and communications to the next generation of arts professionals. Luks was the arts editor, music critic and video strategist for a Texas digital publication. He is also a regular contributor to Houston's CBS affiliate. In his editorial role, Luks published 500+ articles and produced 450+ segments for online platforms and broadcast.

## ONLINE VERSION

## ENTREPRENEURIAL THINKING (Arts Leadership Certificate Core Course)

ALC 210-4  
ALC 410-4

Full semester

2 cr

Instructor: James Doser

Enrollment Limit: 20

An entrepreneurial person is one who transforms an idea into an enterprise that creates value. This broad definition includes the Arts. The value could result in a business, but it could also be socially beneficial. It is hoped that, by the end of the semester, you should be able to: Recognize the entrepreneurial potential within yourself and others in your environment; Appreciate the role of entrepreneurship within society, at the level of the organization, and in your own personal life; understand the process nature of entrepreneurship, and ways to manage the process; develop an appreciation for opportunity, how to recognize it, and how to evaluate it; have familiarity with business entities profit vs. non-profit, contracts and dealing with lawyers, branding, developing a business plan, ethics and professionalism, financial planning, basic accounting, how to read a balance sheet, cash flow management and taxes; and to think entrepreneurially.  
**(Co-located as JCM 261-1)**

**Jim Doser** is an educator, administrator, musician and entrepreneur, and the Director of Eastman's Institute for Music Leadership. He served as Music Administrator in the Penfield Central Schools, taught at all levels of public school and at Eastman as Director of the Eastman New Jazz Ensemble and various undergraduate and graduate classes. For nearly twenty years he was co-owner of *Tritone Music, Inc.*, a company specializing in jazz instruction for adults. Mr. Doser holds degrees in Music Education, Jazz and Contemporary Media and the Performer's Certificate from Eastman, and is recipient of the *Smithsonian Award in Education* for his work on the Smithsonian's traveling exhibit *The Jazz Age in Paris*.

ALC 210A-2

## FUNDING THE INDIVIDUAL ARTIST:

ALC 410A-2

## STRATEGIC WRITING FOR GRANT AND EARNED INCOME

Half-semester: EARLY (Feb. 1 – Mar. 15)

1 cr

Instructor: Jack Langerak

Enrollment Limit: 20

**Synchronous Meeting Pattern: Mondays (M); 6:00 pm - 8:00 pm**

This course will explore a variety of possibilities for funding the individual artist and will emphasize how to pursue these and how the individual artist can best move successfully in a world of grants, fellowships, residencies, scholarships and commissions. Potentials for earned income and the special professional abilities required to secure this kind of support will also be investigated. The honing of individual writing skills in grant applications, biographies, artist statements, résumés, etc. will be central to course success.

**Jack Langerak** is an Arts-in-Education (AIE) consultant providing leadership to a broad range of particulars including: project design, strategic planning, assessment and evaluation, funding, grant-writing, and professional development. He was selected by the Rockefeller Brothers Fund as one of thirty-one of the most "Outstanding Arts Educators" in the country. Jack is a past President of two statewide organizations: Partners for Arts Education and The NYS Alliance for Arts Education. Most recently he served as Chair of the Board of BOA Editions, the Rochester based not-for-profit Pulitzer Prize and National Book Award-winning publisher.

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**Entrepreneurship & Careers (continued)**


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**ONLINE VERSION**

ALC 210A-4 **INTERMEDIATE RECORDING**  
 ALC 410A-4

**Half-semester: EARLY (Feb. 1 – Mar. 19)**  
**Enrollment Limit:** 20

1 cr

**Instructor: Rich Wattie**

Do you already have a basic knowledge of audio recording but want to take it to the next level? If you have taken the Introduction to Recording: A Beginner's Guide class, or started making your own recordings, and now wish to learn more about what it takes to make a professional quality stereo product, then this is the course for you. Through a series of hands-on projects, you'll learn how to use microphones for a variety of situations and instruments, use computer recording programs such as Bias Peak, understand and apply processes such as signal processing, and study basic digital editing. This course will help you develop skills that can be applied in a home recording or project studio. All the software resources you need to work on your project outside of class will be available in the ESM Media Lab in the Student Living Center.

*While the Introduction to Recording class is not a requirement, students who enroll in Intermediate Recording should have a sound understanding of the concepts taught in that course, including the basics of how to make a demo recording.*

**Rich Wattie** is a professional audio engineer and musician. He holds degrees in Recording Arts & Sciences and Percussion Performance from the Peabody Conservatory of Music. He is a contributing member of the Audio Engineering Society. He enjoys sharing his insight of the recording experience with students through classes and by supporting live events & recording sessions.

ALC 210B-2 **SPEAK FOR YOURSELF: PUBLIC SPEAKING FOR MUSICIANS**  
 ALC 410B-2

**Half semester: LATE (Mar. 23 – May 4)**

1cr

**Instructor: Jay Stetzer****Enrollment Limit:** 15**Synchronous Meeting Pattern: Tuesdays (T): 6:00 pm – 8:00 pm**

More and more, musicians are being required to provide a presentation to their audiences. These can be very valuable learning experiences; but, giving oral presentations can also be stressful for musicians. Not only are they worried about getting up in front of a group to speak, but also many of them haven't had much instruction in what constitutes an effective presentation. There are a number of ways that a skills-presentation teacher can help musicians prepare for their presentations. This course focuses on those skills necessary for successful public speaking.

**Jay Stetzer** has extensive experience in public speaking. He is an award-winning storyteller who has performed extensively in a variety of venues around the world, including orchestras throughout the US. He holds a BM and MA in music theory from the Eastman School and has completed doctoral course work there as well. This year he celebrates his 39th year as a master teacher at the esteemed Harley School in Brighton, NY, where he has established a nationally acclaimed performing arts program for elementary school students. As a presenter, Jay has served as teacher and coach to countless organizations in the area, providing participants with skills and exercises that lead toward successful public speaking. He has worked with professionals at Kodak, Xerox, the New York State Association of Independent Schools, the Western New York Council of Churches, and the University of Rochester Warner School

ALC 210-3 **COMMUNITY ENGAGEMENT:**  
 ALC 410-3 **A 360-DEGREE VIEW OF DYNAMIC CONCERTS**

**Full semester**

1 cr

**Instructor: Armand Hall****Enrollment Limit:** 15**Synchronous Meeting Pattern: Tuesdays (T): 11:35 am – 12:25pm**

This course is for anyone for whom performing will be a part of their career. Outside of academia there is no longer a consistent captive concert audience. Working musicians and music educators must develop dynamic concerts, that engage their community and educate the audience on the realm of artistic possibilities. In this course we will investigate, evaluate, and develop creative and inventive musical events. With a 360-degree approach, we will consider all concert constituents, seeking to make lasting impacts in our communities and for our audiences. Topics includes programming, venue selection, staging, stage presence, audience engagement across many platforms, inclusion of other artistic mediums, marketing, and educational opportunities. For the capstone project students will design and facilitate a concert in the local area.

**Dr. Armand Hall** is a conductor and music educator living in Rochester, NY. He is the Executive and Artistic Director of the ROCmusic Collaborative, an El-Sistema-inspired community-music program spearheaded by the Eastman School of Music. Dr. Hall has taught instrumental music as a public school educator, university professor, and teaching artist in community music programs. He is member of the board of directors for El Sistema USA and works as a change agent to spread access to quality music education around the country. He is also an active guest conductor, adjudicator, clinician, and music advocate.

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**Leadership & Administration**


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ALC 210A-3 **STUDIO TEACHING: AN ESSENTIAL CAREER COMPONENT**  
 ALC 410A-3

**Half-semester: EARLY (Feb. 2 – Mar. 16)**

**1 cr**

**Instructor: Maura McCune-Corvington**

**Enrollment Limit:** 15

**Synchronous Meeting Pattern:** Tuesdays (T); 3:35 pm – 5:25 pm

RPO Second Horn Maura McCune Corvington, joined by Senior Instructors of the Eastman Community Music School and other leading area professionals, offers a course illuminating essential, impactful, and innovative studio teaching strategies for future music educators who face a continually evolving professional mentorship landscape. Gain vital and practical insight into establishing a successful private music studio, affiliating with a university or community music school, teaching at a music store, developing relevant pre-collegiate and collegiate programs, and more. Topics include teaching and deep learning strategies for diverse learners, basics of major international music education methods, the role of psychology in music education, assessing and measuring results, preparing students for college auditions, and building a business and a brand. This course interactively delves into effective approaches not only integral to future students' musical trajectories, but profitably to one's own professional musical path.

**Maura McCune Corvington**, Second Horn of the Rochester Philharmonic Orchestra and a graduate of Rice University and the Eastman School of Music, has distinguished herself as a virtuosic artist through her expressive playing. Equally devoted to the art of music education, Ms. Corvington is presently an Instructor of Horn at the Eastman School of Music, the Instructor of Horn at the Eastman Community Music School, the Horn Mentor for the Rochester Philharmonic Youth Orchestra, and the Adjunct Lecturer in Horn Studies at SUNY Geneseo where she has been a featured faculty soloist with the Geneseo Wind Ensemble and performs as a member of the Geneseo Wind Quintet. Additionally, she served as the Professor of Horn at Roberts Wesleyan College from 2015-2019. Her horn students have been invited to attend leading festivals, pursue elite level collegiate studies across the country, and perform as featured solo artists with both the RPYO and RPO. A passionate and engaging teacher, Ms. Corvington champions innovative, impactful, and essential studio teaching strategies for music educators who face a continually evolving professional mentorship landscape.

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**Performance**


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ALC 2XXA-X **ROCK AND POP PERFORMANCE WORKSHOP**  
 ALC 4XXA-X

**Half Semester: EARLY (Feb. 7 – Mar. 21)**

**1 cr**

**Instructor: John Covach**

**Enrollment Limit:** 15

**Synchronous Meeting Pattern:** Sundays (Sun); 8:00 pm – 10:00 pm

This course will prepare students to perform in pop and rock styles that they may encounter in studio, freelance, and other work. It is open to Eastman students based on a "pre-arranged" arrangement without notations. The course will also introduce students to those in which each student will be discussing listening and

**Class Canceled – unable to create online version.  
 Will resume in Spring 2022.**

**John Covach** is a Professor of Music, Professor of Music, Prof. of Music, the history of music. *Introduction*

250,000 students in over 165 countries worldwide. Professor Covach also maintains an active career as a performing and recording musician.

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**The Healthy Musician**


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ALC 210B-3 **INTRODUCTION TO MUSIC THERAPY**  
 ALC 410B-3

**Half-Semester: LATE (Mar. 25 – May 6)**

**1 cr**

**Instructor: Maggie MacArthur**

**Enrollment Limit:** 18

**Synchronous Meeting Pattern:** Thursdays (R); 5:00 pm – 7:00 pm

This course is an introduction to both the discipline of using music as therapy and the music therapy profession. Participants will examine the historical and philosophical bases of music therapy and the current functions of a music therapist as a health-field professional. Students will have the opportunity to hear from a number of music therapists and other professional musicians with current interest in using music as a healing force in people's lives. (Attendance is an important factor in determining grade.)

**Maggie MacArthur** is a Professor and clinical supervisor of Music Therapy at Nazareth College. She received her undergraduate degree from UCONN and graduate degree from Nazareth College. Professor MacArthur has been a board-certified Music Therapist in Rochester since 2010.

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**The Healthy Musician (continued)**


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**ONLINE VERSION**

ALC 210A-1 **KEYS TO HEALTHY MUSIC**  
 ALC 410A-1

**Half-Semester: EARLY (Feb. 1 – Mar. 19)****1 cr****Instructor: Susanne Callan-Harris**

Enrollment Limit: 20

Making music is a physically demanding task in which the performer requires the same attention as an elite athlete. Just as music affects our health and well-being, our state of health influences our music performance. **Keys to Healthy Music** helps students to assess their own physical well-being and implement the strategies that will turn into life-long **performance enhancement** practices. Based on research from the Performing Arts Medicine Association (PAMA), students are offered current guidelines for optimal recovery from a performance-related injury, preventing overuse injuries, and enriching the physical experience of music-making. Guidelines for physiological arousal and quieting that inform the preparation for practice and performance will be customized for the individual. Students will design and implement their own physical conditioning for maximum strength, endurance, and learning (yes, exercise makes you smarter). Essential concepts of Posture, Movement, and Ergonomics are covered and applied to practice habits. Students will design their practice routines using principles from Sports Medicine to guide the intensity, frequency, and duration of sessions to meet their academic demands. Areas of concern to music students, including hearing conservation, performance anxiety, and managing multiple practice/performance tasks are covered. Although this is an online course, it is a very physical course requiring students to practice instrument-specific warm-up and cool-down, interval training, postural changes, and ergonomic adjustments. Ideas for "cross-training" with Martial Arts, Yoga, Pilates, Alexander, Feldenkrais, Dance, Sports are incorporated into the individual Lifestyle Plan.

**Susanne Callan-Harris, M.S., P.T.** is the chief Physical Therapist for University Health Services and specializes in Performing Arts Medicine.

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**Internships**


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ALC 280-1 **ARTS LEADERSHIP INTERNSHIP**  
 ALC 480-1

**Full Semester****1 cr****Facilitator: Leslie Scatterday (scheduling flexible)****Enrollment Limit:** No limit

Open to Arts Leadership Program (ALP) certificate candidates only, the Catherine Filene Shouse Arts Leadership Program internship places ALP certificate candidates in internships designed to expose them to extra-musical tools and information that can only be learned in practical, "real world" settings. Benefits to the student include the cultivation of self-management skills and an awareness of the current climate for the arts in America. In addition to helping prepare our students to function in the 'real world', the internship program also contributes to the Eastman School's focus on the community by supplying local, national and international arts organizations with high quality interns. Limited to 2 credits maximum towards certificate requirement.