HANDBOOK: MA CREATIVE ENTERPRISE AND CULTURAL LEADERSHIP

Introduction and overview
The MA in Creative Enterprise and Cultural Leadership empowers students to create the cultural jobs and creative opportunities of the future through design thinking pedagogy leading to increased capacity for interpersonal communication, public communication, opportunity recognition, network/systems thinking, problem recognition and creativity as well as demonstrated ability in cultural leadership and knowledge of the creative industries, distribution of creative products, the creative process and management of innovation in the creative industries.

The MA in Creative Enterprise and Cultural Leadership (CECL) requires a minimum of 31 credits.

Applying to the CECL
Students must meet all admission requirements of the Graduate College. See (https://students.asu.edu/graduate/apply). In addition, a bachelor’s degree in an arts or design discipline, business, sociology, public policy, or related discipline is required. A minimum cumulative GPA of 3.0 is required in the last 60 undergraduate semester hours of course work. Students are admitted each semester and move through the program of study sequentially.

For the MA in Creative Enterprise and Cultural Leadership specifically:
1. GRE test scores (waived for Fall 2016)
2. 2 letters of recommendation from a professional who can speak to the potential for success in enterprise and/or leadership
3. Professional résumé
4. Letter of intent outlining reasons for choosing to pursue an MA in Creative Enterprise and Cultural Leadership and outlining how their unique background and abilities make them a suitable candidate

We review applications on a rolling basis, but applications received by June 30, 2016 will be given priority.

CECL coursework
The MA in Creative Enterprise and Cultural Leadership (CECL) program requires courses in creative industries, leadership, problem definition and opportunity recognition, design thinking, and creative practice, including CURB Creative Connection field experience and an applied project (see the “Applied Projects” section, following.).

The following courses are required:

Creative Enterprise and Cultural Leadership (15 credits)
HDA511 Leadership in the Creative Industries (1)
HDA512 Strategy: Problem Identification and Opportunity Recognition in the Creative Industries (2)
HDA513 Creativity and Design Thinking (3)
HDA521 Arts, Culture, and Economy (3)
HDA522 Media Literacy and Distribution (3)
GRA501 Creative Environment and Collaborative Leadership (3)
Electives (9 credits)
Creative enterprise development course (3)
  DSC598 Design Entrepreneurship
  MUP598 Music Product Creation and Development
  NLM562 Social Entrepreneurship
  THP552 Arts Entrepreneurship
  Other courses with program pre-approval
Leadership course (3)
  NLM540 Strategic Nonprofit HR Management
  PAF503 Public Affairs
  THP551 Arts Management
  Other courses on leadership with program pre-approval
Other approved electives (3)*
  *Note that electives are approved either in consultation with the student’s graduate committee or the program director. Students must confirm program approval of the elective prior to registration

Practicum (1 credit; see details following)
HDA583 Fieldwork

Applied Project (6 credits; see details following)
HDA593 Applied Project

Total: 31 credits

Faculty
The CECL program draws on the expertise of faculty from the several schools within the Herberger Institute for Design and the Arts, the WP Carey School of Business, and the School of Public Service and Community Solutions. The program also draws on the expertise of professional practitioners from the arts and culture community to teach special topics courses. Additionally, frequent visits by guests complement the classroom curricula.

Our teaching faculty includes, but is not limited to:

Steven Tepper, professor and dean
Linda Essig, professor and program director
Greg Bernstein, associate professor
Alexandre Frenette, post-doctoral scholar
William Heywood, asst clinical professor
Loren Olson, asst clinical professor
Deanna Swoboda, assistant professor
John Takamura, associate professor

Maintaining “good standing” as a CECL student
The advancement of each student through the CECL program is dependent upon a positive
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recommendation of program faculty and/or the iPOS committee (which is a faculty committee that also serves as the Applied Project Committee), once the iPOS is filed. Each MA student must maintain a 3.00 GPA to remain in good standing.

Students must submit their interactive program of study (iPOS) for approval during their second semester of study. At the end of that and each subsequent semester, each CECL student will meet with their iPOS committee for a semester review. These meetings serve both as a means of assessment and goal planning. Topics covered in these reviews include academic progress, professionalism, achievements and challenges, special projects, and so on. The faculty may recommend that a student be removed from the program if satisfactory academic and professional progress is not being made or if a student is unable to otherwise meet program expectations. The students may appeal the decision directly to the program director.

If the faculty identifies a lack of competence or progress, or any other difficulty in a student’s program, they may suggest that the student be placed on probation for one semester. The faculty will outline clear expectations for improvement to the student, to be undertaken immediately and in the following semester. The faculty will meet with the student in mid-semester to evaluate progress; a final decision will be made at the end-of-semester review. In order to prepare for the review, MA students must complete a written self-evaluation and distribute it to the faculty on their iPOS committee at least one week prior to the review date, noting academic progress, artistic and creative growth, special project evaluations, skill achievements, and goals updates. Self-evaluations should also include areas for future growth and exploration.

**Comprehensive exam review**

A written and oral comprehensive exam is required at the end of the semester prior to completion of the applied project or the end of the second semester of study, whichever is later. The written exam requires submission of the applied project prospectus, as outlined following.

**Field experience**

Each student must participate in a field experience in Nashville TN, Los Angeles, CA, New York NY, or another approved site. The Curb Creative Connection will occur each fall in Nashville, TN; FilmSpark is the Los Angeles field experience opportunity, held each January in Santa Monica.

**Applied Project**

A 6-credit MA Applied Project, THP 593, overseen by a faculty chair, is required of all MA candidates. The Applied Project must culminate in the launch of a creative industries or arts & culture “enterprise” (we define enterprise broadly to encompass new projects, programs and businesses) as well as documentation of that launch and a paper reflecting on the development of the enterprise, situating it in its broader cultural and scholarly context. The iPOS committee (3 faculty members) will be solely responsible for judging the quality of the report and oral presentation, and determining if they satisfactorily serve as the required culminating event for the MA degree.

**Development of Projects in HDA512**

Students will begin to develop their Applied Project prospectus in HDA 512 Strategy: Problem Definition and Opportunity Recognition in the Creative and Cultural Industries. In this course, students will identify opportunities to make change in and/or by the
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development of a creative/cultural product and suggest a potential solution. Once the student has selected a faculty chair (see following), the student will collaborate with their program chair to determine the most appropriate form for the culminating projects. The project should serve to both synthesize the skills and knowledge acquired during the course of study and launch the student into the next phase of her or his career as a leader in the creative and cultural industries.

Choosing a Chair & Committee

Some of the most important people in the academic/professional life of a graduate student are the members of his/her iPOS committee. The committee chair is usually the director of the student’s research/creative activities and has a vested interest in seeing that the student does well and finishes promptly, but all members must be satisfied that the student has done a thorough and responsible job. The student-committee relationship should be one of mutual intellectual respect and stimulation, warmth, support, and understanding. Faculty often learn as much from good graduate students as students learn from faculty.

For all Applied Projects, the student’s chair should be drawn from CECL faculty (this includes both tenure track faculty and clinical professors or full time instructors). Students are encouraged to engage interdisciplinary faculty from the program for their iPOS committee. Think carefully about what special knowledge or expertise each member of your committee can contribute to the successful completion of the best possible final project. In addition to their research knowledge, methodological skills, and expert scholarship/creative practice, the ideal committee members also bring the ability to support you, challenge and extend you, help guide you through the system, and provide stringent editorial input. Aim for this mix of skills whenever possible.

Prospectus review and comprehensive oral examination

Once students decide on a general outline for the Applied Project, he or she will create a project proposal. This document should consist of the following sections (depending on relevancy) and be 6-12 pages in length, including references:

1. Executive summary of Project
2. Contextual information: Topic parameters, specifics on scope and sequence of project; overview of pertinent information
3. Project participants information: Projects that include field work should include specifics on the site and relevant information on organizational structure and specific site contact information
4. A general outline for the project including research methods as appropriate
5. Desired project outcomes and evaluation plan
6. Timeline for project completion (be as specific as possible)
7. Preliminary budget

Once the Chair of the iPOS committee has vetted the proposal document, the student will arrange a meeting of their full committee. The committee should be provided the proposal no later than one week in advance of this meeting. At the proposal defense, the committee will approve or disapprove the project proposal, suggest changes or require additional information. The proposal defense should be held one semester prior to the start of the project.

In addition to a review and examination of the Applied Project Prospectus, the student will be administered an oral comprehensive examination at this meeting. The oral
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Comprehensive examination will be a discussion of three questions posed by the iPOS committee in advance of the oral examination. In general, these questions are drawn from coursework the student has taken from the faculty members and are designed to help the student synthesize the knowledges developed in the program.

**Roles and Responsibilities of the Committee Members**

*Note: The student is responsible for coordinating prospectus review/oral examination and defense meeting times and places, for providing all materials requested/approved by their committee chair and members, and for communicating with committee members about review timeframes in order to meet all graduate college and graduation deadlines.*

**Supervisor (Chair) of the Committee:**
- Poses one question for the student's oral comprehensive exam
- Meets with student to develop plan of work and overall approaches to the Applied Project
- Provides initial review and guidance for proposal and final write up drafts
- Mentors student's activities as needed
- Gives approval for committee review of prospectus and project defense
- Arbitrates contradictory comments from other committee members before and after defense
- Facilitates defense meeting on the student's behalf

**Committee Members**
- Pose one question for the student's oral comprehensive exam
- Provide guidance to student during the proposal and project process on important sources and approaches relative to the committee member's area of expertise, as appropriate in the development and implementation of the student's project
- Attend relevant student one-on-one meetings, comment and evaluate project proposal and final documentation
- Attend relevant culminating field experiences (in so much as is possible and appropriate)
- Attend oral examination and final project defenses

**Applied Project Documentation and Report**

The format for the final project written report will depend on the project students undertake. However, all students will maintain field notes or a process journal throughout project implementation. Using this data, students will create a summative overview of the process and their experience and learning. The committee, and CECL, expects to see evidence of careful attention to style and format in the document that you present as part of your culminating experience.

In general, the following additional information should be included:
1. Introduction to project, project goals and contextual/theoretical information to situate the project within the field (i.e. a review of relevant literature and practice)
2. Summative overview of the process that includes specific learning moments and personal reflection on learning objectives
3. Next steps, conclusions drawn and information gained—this section actively contributes to original knowledge within the field
4. Works Cited & Bibliography of relevant material

Students will compile the documentation and provide electronic copies for the committee no later than two weeks prior to the Project Defense. Applied Project Material does not
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need to go through format approval at the Graduate College but is archived in the CECL program office. Each project is unique in scope, but it is expected that the final project document, without appendixes, will be 30-50 pages in length. Students are responsible for turning in their revised material to the CECL program coordinator prior to their graduation.