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 MA in CECL
Students must meet all admission requirements of the ASU 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 coursework. Students are admitted each semester and move through the program of study sequentially.

Application requirements for the MA in Creative Enterprise and Cultural Leadership:
1. GRE test scores*
2. 2 letters of recommendation from professionals 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 the applicant's unique background and abilities make them a suitable candidate

*GRE scores will be waived if both of the following two conditions are met:
1. High undergraduate GPA (3.5 or higher) AND
2. Five or more years of professional experience in the cultural and creative sector

We review applications on a rolling basis, but applications received by February 1 of each year will be given priority for a fall start date.

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, a field experience and the completion of 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 elective(s) (3)*  
*Note that electives are approved either in consultation with the student’s Applied Project Committee or the program director. Students must confirm program approval of the elective prior to registration.*  
* To receive course approval, send an email request to the program director, including the class syllabus at least one week prior to your registration appointment

**Field experience** (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  
William Heywood, asst clinical professor  
Lindsay Kinkade, faculty associate  
Loren Olson, asst clinical professor  
Deanna Swoboda, assistant professor  
John Takamura, associate professor  
Johanna Taylor, assistant professor

**Maintaining “Good Standing” as a CECL Student**

The advancement of each student through the CECL program is dependent upon a positive recommendation of program faculty and/or 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 the semester in which they will complete half of the total credits required for graduation, usually the second semester in the program (see below for more information on filing your iPOS). At the end of that and each subsequent semester, each CECL student will meet with the CECL program director Linda Essig and faculty member Johanna Taylor or the Applied Project 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 Applied Project 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.
Interactive Program of Study (iPOS)
Each student’s iPOS contains a list of courses mapping the requirements for degree completion, and serves as a guide as to what items each student has left to complete. The iPOS is submitted and revised electronically through My ASU. It must be submitted for approval during the semester in which the student will complete half of the total credit required for the degree, usually in their second semester in the program. In order for the program manager to approve your submitted iPOS, each student will need to have a screenshot of the iPOS signed by the program director and turned into the program manager (this can be done either via email or with a physical copy). An approved iPOS must be on file prior to registering for the next semester’s classes, completing the comprehensive exam, and the Applied Project Prospectus.

More information about the iPOS can be found on the ASU Graduate College website: https://graduate.asu.edu/plan-of-study.

Field Experience
Each student must participate in a field experience in Nashville, TN, Los Angeles, CA, New York, NY, or another pre-determined site. The HDA 583 Field Experience is a unique opportunity for students to be immersed in the creative and cultural industries of a specific city (outside of Phoenix Metro) in order to experience how arts and culture can shape communities and economies. Field experience students are expected to travel (at program expense) to the field location, participate in meetings and convenings, attend pre-arranged sessions, meet ASU alumni and/or other industry professionals, and complete academic preparation and assessment activities.

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 is the submission of the Applied Project Prospectus and the oral exam is a discussion of the Prospectus led by the Applied Project Committee, both are further detailed below.

Applied Project
A 6-credit MA Applied Project, HDA 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 Applied Project Committee (3 faculty members) is 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 develop a draft of 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 development of a creative/cultural product and suggest a potential intervention. Once
the student has selected a faculty chair for their Applied Project Committee (see following), the student will collaborate with their 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 Applied Project 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.

Applied Project Committees consist of three members, one chair and two additional members. Students invite prospective committee members to participate on their Applied Project Committee. Two of the committee members must be ASU faculty, but one of the committee members may be a leader in the creative industries, a community member, or another professional with expertise relevant to the student’s Applied Project.

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 (see list above) or approved by the program director if their knowledge and expertise is better suited to the specific student project. Students are encouraged to engage interdisciplinary faculty from the program for their Applied Project 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. Taking classes across the university is an opportunity to get to know faculty who may be prospective committee members, as is attending events across campus and in the greater Phoenix area.

Once the full committee is finalized their names (and contact information if outside of ASU) must be sent via email to the program director and program manager for approval.

Applied Project Prospectus Review and Comprehensive Oral Examination
Once students decide on a general outline for the Applied Project, he or she will create an Applied Project Prospectus (this document is considered the written exam). This document should consist of the following sections (depending on relevancy) and be 6-12 pages in length, including references:
1. Executive summary of Applied 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 Applied Project Committee has vetted the prospectus document, the student will arrange a meeting of their full committee. The committee should be provided the prospectus document no later than one week in advance of this meeting. At the prospectus defense, the committee will approve or disapprove the proposed project, suggest changes, or require additional information. The prospectus defense should be held one semester prior to the start of the project (most likely in the second semester of study).

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 comprehensive examination will be a discussion of three questions posed by the Applied Project 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 before implementing them in launching the Applied Project.

Once the committee has determined that the student has passed the Applied Project Prospectus review and the comprehensive oral exam, the student must send an email to the program director and program manager, with the committee chair copied, informing them that the exam was passed. Once this email has been received, the program manager will open the HDA 593 Applied Project course for registration.

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
• Post a final grade for the HDA 598 Applied Project course for which they will be the instructor

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 and participate in oral examination and final project defenses

Applied Project Documentation, Report and Defense
The format for the Applied Project written report will depend on the specific project that each student undertakes. 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 Applied Project Committee, and CECL, expects to see evidence of careful attention to style and format in the document that each student presents as part of their culminating experience.

In general, the following will be included:
1. Introduction to the 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. The Applied Project Defense is a public presentation of the Applied Project work. Committee members and attendees will be able to ask questions at the end of the presentation. Applied Project Committee members may request revisions be made to the Applied Project Report before final submittal. Revisions must be submitted to and approved by the Committee Chair prior to graduation.

Applied Project Material does not 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 manager prior to their graduation.