
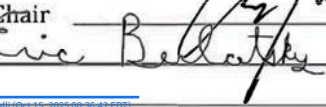



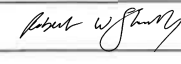
 <b>FLORIDA ATLANTIC UNIVERSITY</b>	<b>NEW COURSE PROPOSAL</b> <b>Graduate Programs</b>		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner _____ Catalog _____	
	<b>Department</b> Music  <b>College</b> Arts & Letters <i>(To obtain a course number, contact <a href="mailto:erudolph@fau.edu">erudolph@fau.edu</a>)</i>			
<b>Prefix</b> IDS  <b>Number</b> 6807	<i>(L = Lab Course; C = Combined Lecture/Lab; add if appropriate)</i> <b>Lab Code</b>	<b>Type of Course</b> Lecture	<b>Course Title</b> Graduate Arts & Performance Entrepreneurship 2	
<b>Credits</b> (See <a href="#">Definition of a Credit Hour</a> )  3	<b>Grading</b> (Select One Option)  <b>Regular</b> <input checked="" type="radio"/> <b>Sat/UnSat</b> <input type="radio"/>	<b>Course Description</b> (Syllabus must be attached; see <a href="#">Template and Guidelines</a> ) This graduate-level course advances the study of arts performance, entrepreneurship, and monetization in the digital age with emphasis on professional practice, research, and leadership. Graduate students will expand upon the undergraduate framework through complex real-world applications, integrating advanced analysis, strategic planning, and portfolio-ready projects that prepare them for leadership or independent ventures.		
<b>Effective Date</b> (TERM & YEAR)  Spring 2026				
<b>Prerequisites</b>  IDS 5806, Instructor Permission   <i>Prerequisites, Corequisites and Registration Controls are enforced for all sections of course.</i>		<b>Academic Service Learning (ASL) course</b> <input type="checkbox"/> Academic Service Learning statement must be indicated in syllabus and approval attached to this form.		
		<b>Corequisites</b>	<b>Registration Controls</b> (For example, Major, College, Level) Graduate Student	
<b>Minimum qualifications needed to teach course:</b> Member of the FAU graduate faculty and has a terminal degree in the subject area (or a closely related field).		<b>List textbook information in syllabus or here</b>		
<b>Faculty Contact/Email/Phone</b> Jose Leon, leonj@fau.edu, 7-3820		<b>List/Attach comments from departments affected by new course</b>		

<b>Approved by</b> Department Chair  College Curriculum Chair  College Dean  UGPC Chair  UGC Chair  Graduate College Dean  UFS President _____ Provost _____	<b>Date</b> September 4, 2025 9-23-25 09/24/2025 10/15/2025 10/15/2025 10/15/2025 _____ _____
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Email this form and syllabus to [UGPC@fau.edu](mailto:UGPC@fau.edu) 10 days before the UGPC meeting.



## Graduate Arts & Performance Entrepreneurship 2

IDS 6807

Day(s) | Time | TBD Room: TBD

**Professor: Jose Leonardo Leon D.M.A.**

Office:

Office hours: By Appointment

Phone: | Email:

GTA Name: TBD



### Course Description

This graduate-level course advances the study of arts performance, entrepreneurship, and monetization in the digital age with emphasis on professional practice, research, and leadership. Graduate students will expand upon the undergraduate framework through complex real-world applications, integrating advanced analysis, strategic planning, and portfolio-ready projects that prepare them for leadership or independent ventures.

#### Pre-Requisites:

Permission of Instructor

IDS 5806 Graduate Arts & Performance Entrepreneurship

### Instructional Method

This is an in-person course emphasizing case-based learning, advanced research, and leadership application. Graduate students will engage in both independent and collaborative projects, with opportunities to mentor undergraduates in cross-listed activities. There will be no remote (Zoom-type) options. Students must demonstrate advanced research integration, critical thinking, and project execution.

### Materials

A Canvas course site has been established for use in these courses. To access, use MyFAU student's access.

Required: Selected articles, videos, instructor slides, and case studies provided by the instructor.

Recommended:

#### Recommended Materials

(1) Arts Entrepreneurship: Creating a New Venture in the Arts. Richard Andrews

2019. 1<sup>st</sup> edition.  
Print ISBN: 1138889741

(2) Beyond Talent: Creating a Successful Career in Music. Angela Myles Beeching  
2010. 2nd edition.  
Print ISBN: 978-0195382594

## **Student Learning Outcomes (SLOs):**

By the end of the course, students will:

By the end of the course, graduate students will:

1. Critically examine the impact of the digital age on the arts through scholarly research.
2. Develop advanced digital content integrating innovative technology.
3. Master monetization strategies and digital rights management.
4. Design and implement audience engagement strategies across multiple digital platforms.
5. Lead remote creative collaborations and interdisciplinary projects.
6. Create independent digital art business models supported by market analysis.
7. Produce a professional-grade grant proposal tailored to a real-world funding opportunity.

## **Graduate-Level Projects**

### **1. Applied Research & Case Study**

Graduate students will conduct an in-depth case study of a leading arts entrepreneurship model, integrating academic theory and market research. Deliverables include a 15–20 page research paper and a 10–15 minute professional presentation.

### **2. Digital Arts Venture Development**

Students will conceptualize and develop a scalable digital arts venture, producing a full business plan, market analysis, and investor-ready pitch.

### **3. Strategic Grant Writing and Funding Proposal**

Graduate students will develop a comprehensive grant proposal for an arts-related project, researching actual funding sources (NEA, state arts agencies, foundations) and tailoring the application to specific criteria. Deliverables include the complete grant application and a 5–10 page process reflection.

## **Evaluation of Grades: Assignment & Percentage of Final Grade**

- Assignment Sets (8) – 15%
- Graduate Project 1: Applied Research & Case Study – 20%
- Graduate Project 2: Digital Arts Venture Development – 20%
- Graduate Project 3: Strategic Grant Writing – 25%



- Three (3) Online Discussions – 10%
- Class Participation – 5%
- Leadership & Mentorship Contribution – 5%

**Final grades will be assigned as follows:**

100% - 96% = A  
 95 – 90% = A-  
 89 - 87% = B+  
 86 – 84 % = B  
 83 – 80% = B-  
 79 – 77% = C+  
 76 – 74% = C  
 73 – 70% = C-  
 69 – 67% = D+  
 66 – 64% = D  
 63 – 60% = D-  
 59% - below = F

## **Policy on Makeup Tests, Late Work, and Incompletes**

***Incomplete Policy:** A grade of Incomplete will be assigned only in the case of extreme emergency or illness. The student should have maintained a high standard in class up to the point in which the hardship might have arrived. Students will not be penalized for absences due to participation in University-approved activities, including athletic or scholastics teams, musical and theatrical performances, and debate activities.*

## **Weekly Course Outline**

### **Weeks 1-2:** Advanced Arts Entrepreneurship Overview

- Graduate vs. Undergraduate roles in cross-listed activities
- Advanced opportunity recognition frameworks
- Current and emerging market trends

### **Weeks 3-4:** Business Models & Strategic Planning

- Advanced model design and scalability analysis
- Financial forecasting and investment strategies

### **Weeks 5-6:** Advanced Marketing & Branding

- Digital ecosystem management
- Branding in multi-platform environments

### **Weeks 7-8:** Legal, Ethical, and Financial Mastery

- Intellectual property in international contexts
- Ethical decision-making frameworks

**Weeks 9-10: Funding Strategies**

- Grant research and eligibility analysis
- Drafting competitive proposals

**Weeks 11-12: Entrepreneurial Leadership in the Arts**

- Leading creative teams
- Mentoring undergraduate peers

**Weeks 13-14: Final Project Refinement & Presentations****Timeline & Description of Assignments:****Discussions:**

Three (3) Discussion assignments located on Canvas will be turned in by Sunday by 11:59 pm. The purpose of the discussions is to (1) learn about and relate to your peers' perspectives based on their experience and professional perspective, (2) refine your perspectives over time to help strengthen your personal enterprise, and (3) uncover opportunities for future collaborations between your peers as each of you have various types of expertise. The discussion **postings** are based on quality, not quantity (word count). They should be clear, concise, and creative. Your **replies** to at least three peers' posts for each discussion should be around 3 to 4 sentences. It is important for you to address your peers' viewpoints. The objective of each reply is to relate to each other, and sometimes, to offer a different perspective in a respectful manner.

Assignment Sets (Weeks 1 - 6) will be located on Canvas under the 'Assignment' tab and are due on Week 6, Friday, by 11:59pm. Rubrics for each assignment are included.

Midterm Project will be due on Week 7, Friday, by 11:59pm. Students will have the opportunity to refine all aspects of their midterm project.

Assignment Sets (Weeks 7 - 12) will be located on Canvas under the 'Assignment' tab and are due on Week 15, Friday, by 11:59pm. Rubrics for each assignment are included.

Final Project will be due on Weeks 12-14 (Finals Week), Friday, by 11:59pm. Students will have the opportunity to refine all aspects of their final project.

**Midterm Project (Digital Art Business Model):**

- Digital Content Creation
- Creativity and Originality
- Effective Use of Digital Medium
- Engagement of Virtual Audience
- Presentation Quality

**Final Projects**

**(Two Options – Choose 1 according to your Area)**

**Final Project 1: Virtual Audience Engagement**

- Interactive Experience Design: 4 points
- Effective Use of Interactivity: 3 points

- Alignment with Virtual Audience Needs: 3 points
- Presentation and Documentation: 2 points

### **Final Project 2: Emerging Technologies Integration**

- Integration of Chosen Technology: 4 points
- Creative Application in Artwork: 3 points
- Technological Impact on Audience Experience: 3 points
- Explanation and Demonstration: 2 points

## **Participation Rubric for Arts & Performance Entrepreneurship**

<b>Criteria</b>	<b>Excellent (4)</b>	<b>Proficient (3)</b>	<b>Basic (2)</b>	<b>Limited (1)</b>	<b>Unsatisfactory (0)</b>
Attendance and Punctuality	Attends all classes on time, consistently participates, and actively contributes to discussions.	Attends most classes on time, usually participates, and contributes to discussions.	Attends most classes but occasionally late; participation varies.	Attendance is irregular, often late; minimal participation.	Consistently absent or habitually late; no participation.
Engagement in Discussions	Actively engages in discussions, offering insightful comments and relevant questions that enhance class understanding.	Regularly participates in discussions, contributes relevant insights, and engages in class activities.	Occasionally participates in discussions but offers limited contributions.	Rarely participates, and when does, offers minimal or unrelated input.	Never participates in discussions.
Preparation and Homework	Consistently completes assigned readings, homework, and assignments thoroughly and on time, demonstrating a strong grasp of course materials.	Completes most assignments and readings on time, with satisfactory understanding.	Inconsistently completes assignments and readings, often with limited understanding.	Rarely completes assignments, and understanding is minimal.	Never completes assignments or readings.
Contribution to Group Projects	Actively collaborates within groups, demonstrating leadership and contributing significantly to the success of group projects.	Collaborates effectively within groups, makes valuable contributions, and helps achieve group goals.	Participates in group work but occasionally struggles to contribute effectively.	Contributes minimally to group projects, occasionally hindering progress.	Rarely participates in group work or hinders group progress.

Criteria	Excellent (4)	Proficient (3)	Basic (2)	Limited (1)	Unsatisfactory (0)
Respect and Professionalism	Consistently shows respect for peers and the instructor, maintains professionalism in all interactions, and actively supports a positive classroom environment.	Generally shows respect and professionalism but may occasionally display unprofessional behavior or contribute to a less positive classroom environment.	Occasionally demonstrates a lack of respect or professionalism, affecting the classroom atmosphere.	Frequently displays unprofessional behavior or disrupts the classroom environment.	Consistently displays disrespectful or disruptive behavior.
Initiative and Proactivity	Takes initiative in exploring topics related to arts entrepreneurship, seeks additional resources, and actively contributes to the course beyond the required assignments.	Demonstrates some initiative in exploring topics but relies mostly on assigned materials and class discussions.	Rarely takes initiative in exploring topics beyond what is assigned and seldom contributes beyond class requirements.	Lacks initiative and rarely explores topics related to the course or goes beyond minimum requirements.	No initiative; only completes minimum requirements.

## Attendance Policy (University)

*Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.*



## Counseling and Psychological Services (CAPS) Center

*Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>*

## Disability Policy

*In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at [www.fau.edu/sas/](http://www.fau.edu/sas/).*

## Code of Academic Integrity

*Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [University Regulation 4.001](#).*

If your college has particular policies relating to cheating and plagiarism, state so here or provide a link to the full policy—but be sure the college policy does not conflict with the University Regulation.

**Religious Accommodation:** <http://www.fau.edu/provost/resources/files/religious-accommodations-students-and-faculty-8-21-15.pdf>

## Course Topical Outline

The instructor reserves the right to modify assignments, adjust due dates or substitute assignments for those listed below. Students will receive adequate notice and instruction on any changes, including emails, in-class announcements and descriptions of assignments, and CANVAS announcements.

Week	Date	Fall Semester Course Calendar
1	Aug 19	Review of Arts Entrepreneurship
	Aug 21	Fundamentals of entrepreneurship in arts.
2	Aug 26	- Identifying opportunities and creative ideas.

		<p>- Understanding arts industry market trends.</p> <p><b>Discussion 1:</b> The Entrepreneurial Mindset: Fostering Creativity in Business Delve into the traits and skills that make an artist successful as an entrepreneur. How can a creative mindset contribute to problem-solving, adaptability, and innovation in the business aspect of the arts?</p> <p><b>Due Sep 1 11:59PM</b></p>
	Aug 28	<p><b>Assignment 1:</b> Market Trends Analysis</p> <ul style="list-style-type: none"> <li>- Identification of Relevant Trends: 2 points</li> <li>- Analysis of Market Impact: 3 points</li> <li>- Insights and Opportunities: 3 points</li> <li>- Clarity of Presentation: 2 points</li> </ul> <p><b>Due Sun Sep 8, 11:59PM</b></p>
3	Sep 2	Labor Day
	Sep 4	Developing Business Models
4	Sep 9	<ul style="list-style-type: none"> <li>- Creating and evaluating business models.</li> <li>- Crafting unique value propositions for arts.</li> </ul>
	Sep 11	<ul style="list-style-type: none"> <li>- Financial planning, budgeting, funding options.</li> </ul> <p><b>Assignment 2: Business Model Creation</b></p> <ul style="list-style-type: none"> <li>- Clear Business Model Components: 3 points</li> <li>- Innovative Value Proposition: 4 points</li> <li>- Financial Planning and Feasibility: 3 points</li> <li>- Creativity and Originality: 2 points</li> <li>- Presentation Quality: 2 points</li> </ul> <p><b>Due Sun Sep 15, 11:59PM</b></p>
5	Sep 16	<p><b>Marketing for the Arts</b></p> <ul style="list-style-type: none"> <li>- Challenges and strategies in marketing.</li> </ul>
	Sep 18	<ul style="list-style-type: none"> <li>- Creating effective marketing plans.</li> </ul> <p><b>Discussion 2:</b> Art and Technology: Embracing Digital Platforms for Creative Entrepreneurship Explore the impact of technology on the arts and how artists can leverage digital platforms for exposure and income. How can students use social media, online galleries, and other tech tools to build their artistic brands? <b>Due Sep 22 11:59PM</b></p>
6	Sep 23	<ul style="list-style-type: none"> <li>- Leveraging digital platforms for arts marketing.</li> </ul>
	Sep 25	<b>Building Artist Brand Identity</b>

		- Importance of artist branding.
7	Sep 30	-Developing compelling artist brand. - Managing online presence.
	Oct 2	<b>Assignment 3: Crafting Marketing Plans</b> - Understanding of Marketing Concepts: 3 points - Target Audience and Strategy Alignment: 3 points - Effective Communication of Marketing Plan: 3 points - Utilization of Relevant Examples: 2 points <b>Due Sun Oct 6, 11:59PM</b>
8	Oct 7	<b>Midterm Project:</b> Digital Content Creation - Creativity and Originality: 4 points - Effective Use of Digital Medium: 4 points - Engagement of Virtual Audience: 3 points - Presentation Quality: 2 points
	Oct 9	Midterm Project will be due for submission on <b>Friday Oct 11, by 11:59pm</b>
9	Oct 14	<b>Legal and Financial Aspects</b> - Intellectual property rights in arts.  <b>Discussion 3:</b> Ethical Dilemmas in Arts Entrepreneurship: Balancing Profit and Integrity Explore ethical considerations in the business side of the arts. How can artists maintain integrity while navigating the commercial aspects of the industry? What are the ethical responsibilities of arts entrepreneurs? <b>Due Oct 20, 11:59PM</b>
	Oct 16	- Financial management, budgeting.
10	Oct 21	- Introduction to contracts and agreements.  <b>Assignment 3:</b> Legal Considerations in the Arts - Understanding of Legal Concepts: 3 points - Application to Arts Industry: 3 points - Clarity of Explanations: 2 points - Appropriate Use of Examples: 2 points <b>Due Oct 27, 11:59PM</b>
	Oct 23	<b>Funding Strategies for Creatives</b> - Exploring funding opportunities.



11	Oct 28	<ul style="list-style-type: none"> <li>- Crafting successful grant proposals.</li> <li>- Strategies for maintaining patronage.</li> </ul>
	Oct 30	<b>Assignment 4: Impact of Digital Shift</b> <ul style="list-style-type: none"> <li>- Analysis of Digital Transformation: 3 points</li> <li>- Insightful Discussion on Arts Impact: 3 points</li> <li>- Application to Virtual Performance: 2 points</li> <li>- Coherent Presentation: 2 points <b>Due Nov. 3, 11:59PM)</b></li> </ul>
12	Nov 4	<b>Business Pitch and Plan Presentation</b> <ul style="list-style-type: none"> <li>- Creating comprehensive business plans.</li> </ul>
	Nov 6	<ul style="list-style-type: none"> <li>- Crafting persuasive pitches.</li> <li>- Incorporating feedback for plan refinement.</li> </ul>
13	Nov 11	<b>Veteran's Day</b>
	Nov 13	<b>Week 13-14: Entrepreneurial Mindset in the Arts</b> <ul style="list-style-type: none"> <li>- Cultivating creativity and innovation.</li> <li>- Overcoming challenges in creative ventures.</li> <li>- Developing resilience as an arts entrepreneur.</li> </ul> <b>Assignment 5: Grant Proposal</b> <ul style="list-style-type: none"> <li>- Clarity of Project Description: 3 points</li> <li>- Alignment with Grant Requirements: 3 points</li> <li>- Justification of Funding Request: 4 points</li> <li>- Coherent Writing and Presentation: 2 points <b>Due Nov. 17</b></li> </ul>
14	Nov 18	<b>Week 15-16: Business Pitch and Plan Presentation</b> <ul style="list-style-type: none"> <li>- Creating comprehensive business plans.</li> <li>- Crafting persuasive pitches.</li> <li>- Incorporating feedback for plan refinement.</li> </ul>
	Nov 20	<b>Assignment 6: Collaborating in a Virtual Environment</b> <ul style="list-style-type: none"> <li>- Understanding of Virtual Collaboration: 3 points</li> <li>- Application to Creative Projects: 3 points</li> <li>- Insights and Challenges: 3 points</li> <li>- Clear and Coherent Explanations: 2 points</li> </ul>
16	Nov 26	<b>Last Day of Class (Thanksgiving week))</b>



<b>Final Projects</b>	<b>Due Dec 5 -11</b>	<b>Content Described under Timeline &amp; Description of Assignments</b>

