

Admission to the Program

All applicants for admission to the Doctoral Program must provide evidence of aptitude for and interest in research (either for publication or production), writing, and teaching the primary emphases of the Program which focuses heavily on performance as public practice.

Admission to the Doctoral Program is based on several criteria:

1. Graduate Record Examination scores

The University requires a minimum combined verbal and quantitative score of 1000. The Graduate Studies Committee of Theatre and Dance has found that students who do not have a verbal score considerably higher than 500 do not perform well in the doctoral program. Since the GRE scores are only part of the criteria considered, however, there is no minimum verbal score.

2. Grade Point Average

Applicants must submit transcripts from all colleges and universities attended, both at the undergraduate and graduate levels. The University specifies a minimum grade point average of 3.0 (on a 4.0 scale) on all work taken after the first two years of college-level work. The Program gives preference to those students with GPAs considerably higher than the minimum.

3. Degrees

Applicants are expected to have completed a master's degree before beginning work on the doctorate. In rare cases, applicants without a master's degree may be admitted, but will be expected to make up deficiencies. Previous training and experience other than coursework will be considered.

4. Recommendations

At least three letters of recommendation are required. To be most helpful, letters should be from people qualified to judge the student's work in the Doctoral Program, and should comment specifically on the student's aptitude for advanced work in their areas of interest. Professors who have previous experience with the student are often the best recommenders.

5. Writing Samples

Applicants should submit at least two samples of writing that demonstrate their ability to conduct research and to write. We prefer samples of 5-15 pages each, particularly papers written for master's degree research. Essays written for publication or non-academic settings are also appropriate.

6. Other materials

Applicants may submit other evidence of training, experience, aptitude, and motivation, although the criteria listed above are most pertinent to the Program's deliberations.

Decisions on admission cannot be made until all the required documentation has been received. The deadline for applications is January 1.

Organization of Graduate Studies in Theatre

The Graduate Studies Committee (GSC), consisting of the tenure-track and tenured faculty in the department, establishes the policies and requirements for all graduate programs offered by the department. They have delegated to the Graduate Studies Executive Committee (XCOM) the administration of those policies. Students communicate with the GSC and XCOM through the Graduate Advisor.

Field of Study

The Doctoral Program in Theatre and Dance at UT permits considerable latitude. The Program focuses on the historical development, cultural and theoretical contexts, and artistic significance of theatre and dance disciplines and institutions, as well the interrelationships of theatre arts, and the role of performance in public spheres. The program is highly influenced by interdisciplinary work in performance studies, defining performance in varied and wide cultural contexts. Students are expected to give primary attention to an area of expertise of their choice, while training in the broader theoretical, critical, and historical contexts of the field.

The Ph.D. Program's emphasis in Performance as Public Practice aims to graduate the next generation of leaders in the arts and academia. Our faculty defines "public practice" as activities that include:

- Working as an academic (a professor who melds theory and practice in his/her teaching, scholarship, production, and service)
- Producing and distributing research and scholarship
- Writing performance criticism
- Generating think pieces and op-ed essays for trade and popular publications
- Working as a dramaturg and outreach director
- Arts administration
- Working in public programming with foundations and non-profits
- Establishing public policy
- Writing grants
- Using applied theatre methods and theories
- Teaching in universities, colleges, high schools, and community centers
- Using performance as a tool for understanding communities and difference
- Theorizing performance as a site of civic engagement and often dissent
- Redefining and recontextualizing the role of performance in culture
- Promoting arts-based civic dialogue

- Case-making and agenda-setting for public culture
- Creating and/or producing performance

Graduates will contribute to the public practice of performance through:

- Writing
- Public speaking
- Teaching
- Publishing research and scholarship
- Arts programming
- Arts policy making
- Consulting
- Creating community-based performance work, as well as other modes of performance both on campus and in the Austin community, or in a broader national or international forum

The program offers students a broad spectrum of approaches, methods, and disciplines. It prepares graduates to:

- Make clear and cogent arguments
- Manage and complete complex projects
- Integrate performance history, theory and practice
- Address a range of audiences from scholarly to popular
- Research performance histories, theories, practices, criticism, and literature
- Forge connections among performance, communications, media, television and film studies, anthropology, cultural studies, popular culture, literary studies, gender and queer studies, and other fields and subfields
- Analyze written texts and live performance
- Work as a production dramaturg and outreach director, collaborating with playwrights, directors, production teams, and audiences
- Interpret and develop performance as a public practice in variety of contexts, including commercial theatre, activist theatre, theatre of the oppressed, and dance or physical theatre
- Teach courses ranging from large introductory lectures to specialized courses at the community college level and in community settings
- Create and implement outreach strategies that expand the meanings of performance to various audiences
- Develop research and teaching specialties within the field, such as:
 - African-American performance
 - Applied theatre practices
 - Arts criticism
 - Arts writing
 - Community-based theatre
 - Contemporary performance
 - Cultural policy
 - Dance studies
 - Feminist theories and performance
 - Historiography

- Latino/a and Latin American performance
- Musical theatre
- Performance ethnography
- Performance of the Americas
- Queer theatre and performance
- Text into performance
- Theories of pedagogy

Advising

Each student enrolled in the Doctoral Program, is assigned to a faculty advisor (from among the faculty who teach in the PPP area of the department). With this advisor, the student plans courses each semester, prepares the Program of Study that guides coursework, and fulfills other requirements for the degree. The faculty advisor helps the student decide how to meet the language requirement, the practicum, core courses in Performance as Public Practice, and electives that support the major field of study. Students may change their advisor by consulting with the Head of the Ph.D. Program. The faculty presumes that as students progress towards their degree, the faculty person with whom they have worked will eventually become their dissertation director. The Department Graduate Advisor signs off on all the student's paperwork.

Coursework

OGS policy allows for six long semesters (exclusive of summer semesters) of doctoral study, including both course work and candidacy. Students who completed their M.A. at UT will be considered by OGS to be at the doctoral level once they have completed thirty hours. Students who complete their M.A. at UT and remain for a Ph.D. will have five long semesters to complete their degree. Students who are making satisfactory progress toward their degree as determined by their dissertation supervisor and the PPP faculty will be granted appropriate extensions should they be necessary.

Doctoral students are not allowed to include undergraduate courses on their programs of study.

Program of Study

By the first week of November during their first semester in residence, students must submit for approval to the Head of the Ph.D. Program a Program of Study. The Program should be completed on the form provided by the Graduate Coordinator and discussed with the student's faculty advisor in some detail before it is submitted. The Program will be discussed and approved by the faculty in the Performance as Public Practice area. The Program of Study generally includes 54 credits in addition to the minimum of 30 hours completed towards the Masters Degree:

1. Required Courses (24 credits)
2. Electives (12 credits, at least 6 of those outside the department)

3. Practicum (these do not count in the credit tally)
4. Languages (these do not count in the credit tally)
5. Dissertation Course Hours (at least 18 credits)

1. Core 1: Required Courses (4 courses at 3 Credits each = 12 Credits)

Note: These are skills-based courses are meant to be useful across a range of performance practices, plus the Qualifying Exams.

- Proseminar in Performance as Public Practice (TD 391)
- Performance Analysis (TD 387D) or Dramaturgy (TD 387D)
- Supervised Teaching in Theatre and Dance (TD 398T)
- Qualifying Exams (TD 395)

2. Core 2: Required Courses (4 courses at 3 credits each = 12 credits)

Note: These courses specifically address performance theory and practice.

- Performance Analysis - either Performance Analysis (TD 387D) or Dramaturgy (TD 387D)
- Performance Creation - Performance Ethnography (TD 387D), Solo Performance (TD 387D), or Directing (TD 481 G), or other applicable course decided in consultation with the faculty adviser.
- Historiography (TD 391)
- Cultural Policy Topics course (TD 387D)

Some of the courses above are offered on regular rotations. The grid below will help you plan your coursework:

Fall, even-numbered years (eg “2010”)	Fall, odd-numbered years (eg “2011”)
<ul style="list-style-type: none"> • Supervised Teaching in Theatre and Dance (TD398T) • Historiography (TD 391) • Topics in Cultural Policy (TD 387D) 	<ul style="list-style-type: none"> • Supervised Teaching in Theatre and Dance (TD398T) • Research Methods (TD 388) • Topics in Performance, including Race and Performance (TD 387D) • Topics in Cultural Policy (TD 387D)
Spring odd-numbered years	Spring, even-numbered years
<ul style="list-style-type: none"> • Proseminar in Performance as Public Practice (TD 391) • Performance Ethnography (TD 387D) • Topics in Cultural Policy topics (TD 387D) 	<ul style="list-style-type: none"> • Dramaturgy (TD 387D) • Topics in Performance Analysis (TD 387D)* • Topics in Cultural Policy (TD 387D)

**A number of courses, offered in the fall and spring of both even- and odd-numbered years, can fulfill the “Performance Analysis” and “Performance” requirements. To determine whether a course counts as an analysis or a performance credit, consult with your advisor.*

3. Electives (12 Credits, with at least 6 of those outside the Department)

4. Practicum (Credits spent toward filling the Practicum requirement do not count toward the Ph.D. degree.) The practicum is specific to each student, and needs to be described in detail, after consultation with the student's faculty advisor. The project should bear some

relation, where possible, to the student's research interests, and should be a substantial project with appropriate supervision. Additionally, the Program believes that practical experience in theatre and performance is an important part of a student's preparedness for the academic and professional job markets focused on arts practice and production. While no courses in theatrical production are required, the Program strongly encourages students to demonstrate their facility with some aspect of theatre practice, either by taking courses in production or by narrating prior curricular and future extracurricular experience.

5. Languages (Credits spent toward filling the language requirement do not count toward the Ph.D. degree.) The Program requires fluency in one language, or reading competency in two. Students should make their choices according to their research and career objectives, and should consult their faculty advisor while making these decisions. The language requirement can be fulfilled in a number of ways. For reading knowledge of the most common Western European languages, UT offers reading competency courses for graduate students on a pass/fail basis. Passing two of these courses fulfills the language requirement. Alternately, possibilities for achieving fluency in one language include satisfactory completion of one or more advanced courses in which a substantial part of the course depends on knowledge of the language (or transcript evaluation in cases where a student has completed advanced courses in a foreign language elsewhere). Other means of completing the language requirement may be discussed with the student's adviser.

6. Dissertation Course Hours (minimum 18 credits). These credits are accumulated when the student has completed coursework and is writing the dissertation. The first year of candidacy you must be enrolled in 9 hours of dissertation course work, conventionally TD 999R the first semester and TD 999W the second semester.

Continuing in the Doctoral Program (progress and time limits)

Each semester, the PPP faculty and by the Graduate Studies Committee (XCOM) evaluate student progress. Continuing in the Program depends on satisfactory progress, as determined by the Graduate School policies in the most current bulletin. The PPP faculty expects a consistent grade point average of at least 3.0, and no record of lingering incompletes.

The OGS allows doctoral students a period of six years (twelve semesters) to complete their degrees. Doctoral candidates who have not completed their dissertation after six years of study will be reviewed by department faculty and the XCOM, who will decide whether to appeal the student's case for an extension or to terminate studies.

Additionally, University policy states that no graduate student may teach more than 14 semesters as an Assistant Instructor (AI) and/or Teaching Assistant (TA). Although doctoral students rarely reach this limit, it is conceivable that a doctoral student who enters the University as an M.A. may reach the 14 semester limit in his or her fifth year of doctoral study.

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Qualifying Examinations

The University requires that each doctoral student pass qualifying examinations to be admitted to candidacy for the Ph.D. degree. Qualifying exams cannot be taken until the student has completed the language requirements. Students must notify the Program head in writing of their intention to take the qualifying exams by mid-September in the fall semester and by mid-February in the spring semester. The qualifying examination in Theatre and Dance is divided into two parts. The first part must be completed satisfactorily before the second part can be taken.

First Qualifying Exam

This is a take-home exam; students may pick up their questions from the Graduate Coordinator any time after 9 a.m. on the Friday of the exam weekend, and must return their answers by 4 p.m. on the following Monday. The faculty expects the exam answers to be suitably referenced, fully synthesized, cogently structured, and well written, and to show evidence of the student's knowledge of the field and its literature.

To prepare for the first qualifying exam, students should compile a bibliography of materials studied in his/her coursework to date. The examination will demonstrate the student's ability to synthesize knowledge under the "performance as public practice" rubric. This bibliography will serve as the student's reading list for the examination. Working with his/her advisor, the student will synthesize three topic areas based on his/her reading list. These topic areas will allow the student to draw connections among his/her bases of knowledge, and to critically engage his/her own broadly defined "canon." The topic area lists should indicate a healthy balance of specialist and generalist knowledge in the field, and a good spread of methodological inquiry (ie., ethnography, critical analysis, dramaturgy, teaching, etc.).

Once three topic areas are clearly defined, students will write four questions of their own which, in the writing of their answers, will allow them to demonstrate how they synthesize knowledge in performance as public practice. The faculty advisor will review the student's questions and decide in consultation with the student when to submit them in draft form to the Examination Committee for feedback prior to the final submission of the questions.

A faculty Examination Committee will read the student's questions. Of the four questions, the committee will select three, from which students will choose two on which to write over the long weekend.

Students will write two ten-page (exclusive of endnotes), double-spaced essays that answer the questions posed. The faculty Examination Committee will read and evaluate the answers.

At certain times, other members of the Graduate Studies Committee may be asked to participate on the student's first qualifying examination as necessary and appropriate. An oral examination may be given after the first qualifying exam has been completed and

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evaluated. The oral exam can be waived if the student is judged to have done well on the written exam. The assessment of the student's performance will be sent in writing to the Graduate Advisor. In case of failure, the student may repeat this part of the qualifying examinations no more than once.

Second Qualifying Exam

This part of the qualifying exam that can be completed only after the first part has been judged satisfactory. The second qualifying exam presents the dissertation proposal for faculty review and approval. The proposal should be presented within one week of formally passing the first qualifying Exam.

The dissertation proposal generally follows this format:

- 1) Introduction: This section introduces the project and gives the readers a sense of why the work is important. The author states the thesis of the dissertation, generally as a question or challenge to the field.
 - 2) Description of Project and its Significance: This section narrows the focus of the project, giving the reader a sense of the parameters of the study. It also emphasizes why the work is important and how it makes an original contribution to research and scholarship.
 - 3) Review of Literature: This section details the precedents of the project, explaining why and states how this dissertation will use them. The review of literature also projects how the final document will fit into the larger field. In this section, the author focuses only on the works that contribute to the entire study, not just a chapter or small part of the whole.
 - 4) Methodology: This section details how the author will conduct his/her study and what materials will be used. The methodology details what questions will be asked (to illustrate the thesis and arrive at a conclusion), how materials will be analyzed, how the parts fit together, and what criteria facilitate inclusion in the study. In short, this section demonstrates the author's ability to undertake the project.
 - 5) Chapter Breakdown and Conclusion: This section shows how work will be divided into chapters and what will comprise each one. The author describes each chapter fully and concludes the proposal.
 - 6) Bibliography: The bibliography includes the primary and secondary texts that will be essential to the dissertation.
- The dissertation proposal (15–20 double-spaced pages, not including bibliography) must be submitted to the PPP faculty Dissertation Proposal Committee for approval by the designated deadline each semester. The committee of four, who serve staggered two-year terms, may accept the proposal, request revisions, or reject it. If the faculty judges the proposal to be unsatisfactory, after initial revisions, the student may be permitted a second chance to submit a satisfactory proposal. No more than two attempts are allowed.

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Once the PPP Dissertation Faculty Committee has read the written proposal, the student will prepare an oral defense, at which faculty can provide feedback on the dissertation topic and structure. At the end of this oral, the Committee will approve or fail the dissertation proposal. The student may not be admitted to candidacy until the proposal is judged to be satisfactory. The assessment of the second qualifying exam will be sent in writing to the Graduate Advisor.

Public Presentation

Following the oral defense, prospective doctoral candidates will deliver a public presentation of their proposed dissertations before the general student body during the oft held PPP Friday Symposium (generally held on Fridays at 2:00 PM). Presentations will last no more than 30 minutes and will offer prospective candidates a chance to present findings, raise questions, identify shared interests, and cultivate generative research alliances within the program and in the University at-large. Candidacy presentations will be advertised on the "Campus Events" website.

Admission to Candidacy

After fulfilling the language requirement and passing both Qualifying Exams, the student is nominated to the Graduate School for Admission to Candidacy. The student is formally admitted to candidacy when the Program of Study is approved by the Dean of the Graduate School, and a dissertation committee is appointed. To be admitted to candidacy, the Program must list, and the Graduate Advisor must approve, courses the student has taken, dissertation hours to be taken, the proposed dissertation title, a brief outline of the project, and a proposed dissertation committee.

Please note: to complete dissertations involving interviews with human subjects, students will need to file an application with the Human Subjects and Institutional Review Board (IRB). This process generally begins when the students file for candidacy and requires that the student submit a copy of the project (dissertation) proposal.

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To learn more about the IRB, please visit the Office of Research Support:
(<http://www.utexas.edu/research/rsc/humansubjects/>)

All completed coursework included in the Program of Study at the time of admission to candidacy must have been taken within the previous six years (exclusive of a maximum of three years of military service). Once admitted to candidacy, the student must register for nine credits of dissertation hours for at least two semesters (18 hours). The student must register each semester (exclusive of summer sessions) until the degree is completed.

If students have not completed the dissertation within three years from the date of admission to candidacy, the GSC and Performance as Public Practice faculty will review their progress. The GSC may recommend that the student meet new requirements that may have been adopted in the interim, or may require the student to take additional courses. The committee might recommend that the student's candidacy be extended one or two

semesters, or that the student's candidacy be terminated. After three years have passed in candidacy without completing the degree, the candidate will be reviewed annually. Recommendations made by the GSC must be approved by the Dean of the Graduate School.

Dissertation

Each student must select a dissertation supervisor and four committee members, one of whom must be from outside of the Department of Theatre and Dance. The dissertation supervisor should be selected with guidance from the student's faculty advisor; the Head of the Ph.D. Program must be informed of the student's choice of supervisor.

Students normally work with their supervisor until the dissertation research and writing has reached an advanced stage. Students should clarify with each member of their committee when they would like to engage in the process of reviewing the dissertation writing. A final oral examination date must be set that conforms to the Graduate School's deadlines. The dissertation committee needs to review the dissertation at least one month prior to the oral defense date. All members of the dissertation committee must sign their approval of the dissertation before the Graduate School can accept it.

Final Oral Examination

A satisfactory oral examination is required for the approval of the dissertation. A request to hold the final oral exam must be formally submitted to the Graduate School at least two weeks in advance of the proposed exam date. The request signifies the acceptance of the dissertation for the purpose of giving the exam. The committee's decision to examine a dissertation must be unanimous.

The examination will cover the dissertation and its general field, and such other parts of the student's Program of Study as the committee determines. If all the examiners are satisfied that the student passed all examinations required by the Department, including the final oral; completed a dissertation that is an independent investigation in the major field, and that constitutes a contribution to knowledge; and submitted for publication in Dissertation Abstracts International an abstract which meets the approval of the committee, then the committee approves the doctoral dissertation and makes an official recommendation to the Graduate School.

After successfully passing the oral defense and receiving approval of the project by the committee, the student will submit final documents in accordance with the guidelines of the Office of Graduate Studies.