**GUIDELINES FOR GRADUATE MAJORS**

 **MA and PhD PROGRAMS**

 **Department of Theatre Arts and Dance**

 **Graduate Studies Office**

 **580 Rarig Center**

 **2015-2016**

These Program Guidelines outline Depart­mental policies and procedures and **should be read carefully to plan a successful graduate career.** Also refer to the Graduate School website: http://www.grad.umn.edu/ The one-page document, “Degree Completion Steps” is available on the web site and can be used as a checklist to help you stay on track. A copy is included in the appendix of this handbook. The appendix also includes “Goalposts and guidelines to progress in the MA/PhD” which includes information specific to Theatre Arts. You should also keep current with departmental communications such as the Backstage Pass newsletter and further information available in emails from the Director of Graduate Studies and the Plan Level Coordinator. The College of Liberal Arts (CLA) administers our Theatre Arts graduate programs.

**MISSION OF THE DEPARTMENT**

Theatre Arts programs are committed to providing the finest practical and theoretical education for the performer, the artist, the educator, the scholar, and the audience member within the parameters of a liberal arts education. Training the historian, theorist, artist, and craftsperson is inextricably linked to and centered in the laboratory experience of live performance as well as in the academic classroom. The programs serve the dual roles of examining the various historical and contextual relationships of past and present theatre and dance performance while seeking to educate audiences and theatre/dance artisans/educators of tomorrow.

**MISSION OF GRADUATE PROGRAMS**

The University of Minnesota offers a unique graduate program committed to the study of theatre and performance as practices of social, cultural, and political consequence. Our students’ work in theatre historiography and performance criticism examines the stakes of representational acts, movement, and meaning-production both within and outside the discipline of theatre. Our program teaches theatre and performance studies with a global perspective, specializing in historiographic and experimental ethnographic approaches. We train students to be field-shapers and innovative teachers, adept at translating between the diverse methodologies employed in our discipline. The close mentorship of faculty and our rigorous core curriculum helps our students develop theoretical fluency, ethical reflexivity, and the skills necessary for interdisciplinary inquiry.

**THE FOLLOWING DEFINITIONS APPLY TO ALL GRADUATE PROGRAMS**

* Your graduate program is Theatre Arts. This is what you put on your graduate program documents. Don’t add any other words to the program name.
* Graduate Admissions: this department deals with all things related to admission to a graduate program. They are located in Johnston Hall along with the Fellowship and Diversity offices.
* GSSP: Graduate Student Services & Progress processes all documents related to your graduate program. They are located in 160 Williamson on the East Bank. For questions you can send them an email at gssp@umn.edu.
* CLA: College of Liberal Arts administers our graduate programs. They will approve your Graduate Degree Plan before forwarding it on to GSSP. They also administer Graduate Education fellowships and benefits.
* DGS: Director of Graduate Studies. The DGS administers the Theatre Arts graduate programs. S/He gives the final approval to many of your documents, determines the distribution of travel funds to students, and advises first-year students until they have selected a permanent adviser.
* PLC: Plan Level Coordinator is the staff person who administers the program within the Department. The PLC maintains your permanent file within the department and assists students and faculty with the bureaucratic portion of the programs.

**SECURING AN ADVISER**

For the first semester in residence, the Director of Graduate Studies (DGS) will serve as adviser. During this time you should be seeking a permanent adviser within your major program. You may wish to consult with the Head of the MA/PhD Program and/or faculty within the Program regarding possible choices. Once a faculty member has agreed to serve as your adviser, he or she must sign a "change of adviser" form, available from the PLC, after which a copy of your file is forwarded to the adviser. (The Graduate Studies Office keeps your permanent student file.) The permanent adviser helps in planning coursework, signs registration forms and all degree-associated forms such as the program, oversees timely progress toward your degree, and serves as thesis adviser. It is suggested that you meet with your adviser at least once each semester. Should it become necessary to change advisers, you should consult with the DGS and/or the Program Head. A new "Change of Adviser" form would need to be signed, authorizing a copy of the file to be sent to your new adviser.

**FILING YOUR DEGREE PLAN**

Forms referenced below can be found on the Graduate School web site at <http://www.grad.umn.edu/students/forms/index.html>

 1)Working with your adviser, you will need to complete the Graduate Degree Plan (GDP) form (OTR198) which documents, in chronological order, all graduate-level courses transferred, completed, or to be taken in order to satisfy the requirements for your degree. Both the DGS and the CLA Office of Graduate Programs must approve your planned program of study as listed on the program form. Procedure: The original completed and signed form and a copy of your transcript (unofficial) should be sent to the CLA Office of Research and Graduate Programs (attn: Wendy Friedmeyer) for approval. Please do not send a copy to the Graduate School; doing so only creates confusion. The CLA office will forward the original Degree Plan form to GSSP. Once they receive and approve the form, GSSP will send a copy to the student and to the department DGS. You may file your program after completing 10 credits. MAs must file in the first year and PhDs in the second year -- a separate Degree Plan is filed for each degree earned at Minnesota. It is best to submit early, especially if you intend to transfer credits.

2) If any graduate coursework to be counted on the program is from non-U of M programs, the original transcript(s) listing that coursework must accompany the program submittal. Graduate-level courses from other institutions taken as either a degree- or non-degree-seeking student, including through distant education, may be transferred if such courses meet the following specifications: work must be graduate-level (postbaccalaureate), been taken as graduate-level work, and have been taught by faculty authorized to teach graduate courses. It is your responsibility to provide the program with appropriate course documentation (e.g., course syllabi, faculty status information) in support of the credits proposed to be transferred.

Transfer of credit: Note that Master’s degree students are required by the GS to complete at least 60 percent of the coursework for their official degree plans (excluding thesis credits) as registered University of Minnesota Graduate School students. With the approval of the adviser, the DGS in the major (and the DGS in the minor, if the courses are for a designated minor), and the GS, the transfer of up to 40 percent of the degree plan coursework from any combination of the following would be permitted: (1) other recognized graduate schools; (2) **99PRD** registrations at the U of M; and (3) coursework taken while pursuing graduate-level degrees through other U of M units. *UofM registrations taken Spring 2001 and later via the undergraduate, non-degree-seeking status (formerly known as “Adult Special” or “Summer Only) will not be accepted for transfer. Coursework taken through CEE Spring 2001 and later will not be accepted for transfer to meet degree requirements in the GS.* See the Graduate School Bulletin for specific requirements regarding transfer credits. In all cases, official transcripts of the work must be attached to the degree plan form, unless they have already been included in your GS file.

Double-counting: Students may have a maximum of 8 credits in common between two masters degrees.

The Graduate School uses two grading systems: A-F and S/N. Students have the option of choosing the system under which they will be graded, except in courses where grading has been restricted. 5xxx and 8xxx courses with A-C (including C-) and S may be applied to a GS degree plan. Under some circumstances and with the approval of the department, 4xxx, 6xxx, and 7xxx may also be applied. **At least two-thirds of the total number of course credits included on the degree plan form must be taken A-F.** All A-F registrations in the GS, regardless of course level, will be calculated in the cumulative GPA.

4) Courses taken for audit ("V") do not count on the program. Thesis credits from another institution do not count on the program. In filing the program, U of M thesis credits must be listed, but they should not be "X'ed" in the major field or included in the totals column for the major. The 24 thesis credits required for the PhD represent a minimum of research effort for a doctoral degree.

5) Once approved by the GS, the degree plan must be fulfilled in every detail to meet graduation requirements. Program changes are relatively easy to make and are requested by completing a GS petition form (available on-line).

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7) The Final Orals Committee is also chosen in consultation with your adviser upon recommendation of the Graduate Faculty of the department. It is filed as a separate form, Assign/Update Final Oral Examination Committee, which is available online. The chair of the doctoral final oral examination committee may not be the candidate’s adviser or co-adviser. Every doctoral final oral examination committee must include at least two tenure-track or tenured University faculty members who hold earned doctorates or designated equivalents in appropriate fields from an accredited institution. At least one of the faculty members must be tenured. There are no exceptions to this requirement.

**DEGREE COURSEWORK**

 The Core Curriculum

The MA/PhD core curriculum includes three categories of course at the 8000 level. Students are required to take a minimum of two courses from each of category A and category B, and both courses in category C.

A: Signature seminars

Each member of the MA/PhD faculty will offer a "signature seminar" on a two‑year rotation. These seminars focus on the faculty member's current primary area of research interest, with an emphasis on articulating the distinct research methodology that the faculty member brings to bear on his/her field.

B: Field seminars

Each member of the MA/PhD faculty will offer a "field seminar" on a two‑year rotation. These seminars are designed to give students a level of field expertise that will enable them to teach in the history, literature, and criticism of Theatre Studies, and each focuses on a distinct period, problematic, or performance tradition. The emphasis here is on mastery of a body of literature and theory pertaining to a specific field.

C: Pedagogy and Professionalization

This seminar is taught every second year, over an entire year (meeting every second week, 3 credits). It introduces students to the academic profession through a series of focused workshops on pedagogy (ethics, politics, and practice), professional protocols (publishing, job search, conferences), and forms of professional writing (grants, abstracts, statements of teaching philosophy etc.)

D: Historiography Seminar

This seminar is taught every second year (3 credits). It focuses on the contested nature of historical (theatre/performance) knowledge, and introduces students to idea of historiography defined as an ethical exploration of the encounter with the Other (the past, the writing of history, the archive, the event, the fact, the object) that questions relations of knowledge and power, as well as the current apparatus of inquiry and interpretation.

The degree to which previous work/courses will 'transfer' into the new structure will be determined on an individual basis.

1) For the MA, Plan A en route to the PhD (**40** graduate-level credits minimum which includes 10 thesis credits after coursework):

6 credits -- Field seminars

6 credits -- Signature seminars

3 credits -- Historiography seminars

3 credits -- Professionalization

6 credits coursework at the graduate level outside the Department

6 elective credits, inside or outside the Department

10 thesis credits (TH 8-777)

Note: there is an 8-credit limit on practical/performance courses for program credit.

2) For the MA, Plan B (**30** graduate-level credits minimum):

Same as the MA-Plan A minus the thesis credits and plus the written Plan B papers

3) For the PhD:

There is a 54-credit minimum for the number of credits for the PhD (which can include MA credits); most students have three academic years of coursework, including Masters' credits. The credit minimum will increase depending upon the need for coursework in the Research Technique requirement.

a. Theatre Coursework: the 18 credits of theatre coursework listed above under MA, Plan A.

b. Supporting Program (Related Fields) or Minor, 12 credits: the Supporting Program is an integrated body of courses from related depart­ments; dramatic literature is one typical possibility. The Supporting Program is a more flexible option than the Minor. [See the Graduate School Bulletin under **Minor Field or Supporting Program Work** for more detailed discussion.]

c. Research Technique, appropriate credits: students must demonstrate a research technique appropriate to the thesis. This could take the form of a foreign language or a discipline research methodology. (See Section VIII.)

d. Thesis Credits (TH 8888), 24 credits

 OUTSIDE COURSEWORK:

MA programs must include at least 6 credits of 5xxx/8xxx-level coursework from other departments; PhD programs must include at least 12 of these outside credits. Specific courses should be planned with your adviser. An outside course must be at least 3 credits. Outside coursework for the PhD will take either the form of a Supporting Program [see C.3.b. below] or a Minor. The Minor consists of coursework within one department and is made up of courses deter­mined by that department; consequently, the Minor must also be approved by that department's DGS. For the MA, the Minor entails a minimum of 6 credits; for the PhD, a minimum of 12 credits. The Minor is indicated as such on your degree transcript. See your adviser or the Head of the MA/PhD Program about the possible advantages of the Minor.

A minor can be added by including the minor and related coursework on the Graduate Degree Plan form. The Director of Graduate Studies (DGS) in the minor field must sign the Degree Plan. If you already have an approved Degree Plan on file with the Graduate School, you will want to submit a Petition form to add the minor and any additional coursework necessary. Note: Master’s degree students must declare a minor prior to their final exam. Doctoral degree students must declare a minor prior to passing the preliminary oral exam. If you are pursuing a minor, you will also need to obtain the signature of the DGS in the minor field on your Degree Plan form

**GRADUATE WRITTEN EXAMINATIONS (Subfields)**

Qualifying examinations are required of all MA/PhD degree candidates. Each student will take three examinations covering Signature and Field Seminars taken within the program.

**SUBFIELD I** – Changes approved by faculty, May 2017

**Rationale**

This examination is an opportunity for the student to revisit and synthesize material covered in the first year of study, and in the process to build mastery of specific subfields in our discipline. The essays will require students to hone a specific modality of academic writing and discourse, in which they engage with a disciplinary debate or problem through rigorous analysis and argumentation, and reflexively chart their own process of conceptualizing this problem. This modality of writing asks the author to position themselves within the field, identifying their own intellectual commitments and inspirations, while entering into dialogue with other scholars. Students practice revision of their writing in response to the critique of reviewers – a key writing skill in academia. This examination also serves a diagnostic purpose: for faculty to be able to identify areas for improvement in writing or academic practice, and offer strategic coaching/mentorship to help students address them.

**Coverage**

* All courses except Pedagogy and Professionalization can be examined.
* All students must take the field seminar(s) offered in their first year.
* We give each examinee two questions for each course that they have taken in the department in the preceding year, and they are responsible for responding to 2 questions (approx. 10-15 pages each).
* One of those essays has to be from a field seminar.
* You may not write two essays on one class.

**Examination procedure**

* Each professor who teaches a seminar in a given year will prepare four questions relating to the course content, and distribute them to the students who have taken that course on the last day of Spring semester classes.
* To ensure consistency, faculty will share and offer comments on each others’ questions before giving them to the students.
* Examinations are issued to each student at the beginning of August.
* Students hand completed essays to faculty at the beginning of Orientation week. While writing, students may seek input from peers or services such as the campus Writing Center. However, the final work submitted should be theirs and theirs alone.
* A team of two program faculty members (this team will vary from year to year) will present a critique of the essays to the student in the first week of classes.
* This critique will be collaboratively written and discussed in person with the student.
* The critique will stipulate revision goals for every student.
* The faculty members and student will agree upon a due date for the revised essays. The latest due date for revisions is the beginning of the following Spring semester.

**Evaluation criteria**

The examinations will be evaluated on four criteria:

Argumentation:

* Demonstrates capacity to craft and sustain an original argument

- offers a thesis that responds directly and fully to the question posed

- pursues that thesis in a coherent and organized fashion through analysis of evidence

- convincingly argues for the significance of the thesis

* Demonstrates ability to frame productive and provocative research questions, in consonance with the student’s own interests, and in relation to the field at large.

Analysis:

* Shows well-developed interpretive skills through (for example) close reading of dramatic text, crafting of ethnographic scenario, historiographic analysis of archive
* Engages with secondary/theoretical literature in depth – with awareness of the (political, social, intellectual) stakes, the ambiguities and nuances, and intellectual genealogies of the arguments examined
* Demonstrates capacity to explain and apply insights from theoretical texts to a specific object of analysis, while showing how the examinee’s analysis develops or complicates rather than just acts as an example of previous theories

Field mastery

* Situates argument within the relevant disciplinary or interdisciplinary literatures – that is, demonstrates understanding of how the argument reframes, advances, or intervenes in established scholarship in the field
* Can summarize secondary sources, identifying and clearly explaining their interventions into critical debates in the field
* Demonstrates ability to think trans-historically, that is to draw careful and well-justified distinctions and comparisons between phenomena/concepts in different historical periods
* Demonstrates ability to think laterally about key concepts, that is to make distinctions and connections between texts, giving terms or concepts greater definitional purchase

Reflexivity:

* Demonstrates capacity to revisit the student’s own writing/thought through revision, questioning, complicating and developing original responses
* Shows ability to frame and describe the student’s own intellectual formation by:
- charting the student’s own intellectual growth or change through the process of engaging with other thinkers/concepts in the course in question,
- showing awareness of the examinee’s own evolving intellectual commitments (why are they drawn to particular modes of thought/analysis, questions, or problems over others)

**SUBFIELD II**

Subfield II requires the student to write an annotated syllabus based on a topic of choice generated by a Signature or Field Seminar taken within the Department of Theatre Arts and Dance in the student\_s second year of coursework. A student who had taken 8111 Ancients to Early Medieval could present a syllabus that focused on the performance of justice, in theatrical and paratheatrical contexts across a range of periods. A student who had taken TH8114: Performance and Political Modernity might, for instance, present a syllabus that focused on melodrama from the French revolution to contemporary global popular culture. It is assumed that students will draw not only on their research projects from the seminar in question, but also on their training in pedagogical practices from the Pedagogy and Professionalization course.

The syllabus is to be completed over the summer following the student\_s second year, and submitted on the first day of Orientation week. The student’s annotated syllabus will be presented to the program faculty in either the first or second week of semester.

**Objectives**

The objective of the examination is for students to demonstrate mastery of the material and scholarly arguments relating to a research field of theatre historiography or performance criticism, by designing a course that presents an original, coherent approach to the field, that is distinguished by scholarly rigor, is pedagogically supportable, and appropriate to the material in question.

**Description**

Syllabus

The syllabus should be designed for an imagined \_special topics,\_ upper-division undergraduate course, with approximately 25 students (mostly theatre/performance majors), at a school similar to the University of Minnesota. The course would run for a 15-week semester, meeting for two 1 \_ hour sessions per week.

You should present:

1) a version of the syllabus that would be given to the students in the course, and that offers the following information: course description, a list of learning objectives, assignment descriptions, student responsibilities, and assessment criteria, class schedule with a complete list of readings/viewings (with full citation information).

2) the syllabus should be accompanied by appendixes that offer the following:

a) a rationale for the course\_s approach to the subject field you have chosen (in the form of an essay of approximately 3-4 double spaced pages): Why organize the course in this way? What reasoning stands behind your selection of readings and research topics, and your sequencing of material? What is the relationship of your approach to the way the field you engage has been construed in Theatre Studies more generally? What significant questions does the course, as you have designed it, raise about this field? How does it help students answer them? Why are those questions significant, and how might they fit into the trajectory of undergraduate education?

b) a description and justification of the teaching methodology for the course (approximately 3-4 double spaced pages): How would you describe the philosophy behind your classroom practice? How will you address the material of the course? What kinds of principles guide your construction of class plans and activities, as assignments and assessment structures?

c) 1 page devoted to each main topic covered in the class schedule, including: a supplemental bibliography (materials that might be used in class, suggested to students interested in further reading, and used as an aid to your own preparation for lecture/discussion)—a paragraph describing the learning objectives for the topic, and the way the material would be handled in class.

d) a handout for students detailing one of the major assignments they will be completing.

**Assessment**

Syllabus: Pedagogical soundness: Is the proposed course realistically teachable? Did the syllabus offer a variety of points of entry for students of different ability levels and backgrounds, and materials or activities well designed to open the topic up for students? Were the stated objectives well served by the student\_s choices regarding assignments, assessment, and activities in the syllabus? Was the syllabus presented in a way that communicates a teaching philosophy appropriate to the content and objectives?

Scholarly rigor: Did the syllabus demonstrate that the student has a clear mastery of the literature of this field—primary, secondary, theoretical? Is the student able to match depth of inquiry with accessibility and relevance? Able to identify pertinent questions, organize the ideas in a logical, productive, and illuminating way? Did the student present a convincing rationale that identifies the stakes for the field, and that provides a clear and supportable basis for selection of materials (inclusions, exclusions), and approach to their presentation?

Originality: does the syllabus demonstrate imagination, thoughtfulness, and intellectual independence in its approach to the field studied?

**SUBFIELD III**

Subfield III is a lecture based on a topic which the student intends to develop further to become part of the proposed dissertation. This lecture should be based on substantive primary research begun in the summer after the student’s second year, and should be developed in close dialogue with the adviser. It is suggested that the student work on the lecture either in an independent study or in relevant coursework. The lecture should last 40 minutes, and will be followed by a question and answer period of approximately 20 minutes. It should by similar in nature to a job-talk or extended conference presentation, and should by the time of delivery be appropriate for submission to an academic journal for publication. That is, it should not only be based on an analysis of original primary research, but also articulate a clear intervention into a debate or discourse in the field of theatre/performance studies.

The lecture may be given at any time after the completion of Examination II and prior to the completion of the preliminary oral examination. It should be scheduled in consultation with program faculty.

**Assessment**

Lecture: How clear, convincing, coherent and well supported was the student’s argumentation? Was the argument significant, original, and well informed by the relevant scholarly debates in the field in question? Was it based on substantive research—both primary and secondary—that showed potential to develop into a valuable dissertation project? Were the questions posed of sufficient sophistication and significance to form the basis of a dissertation project extending beyond the specific material engaged in this lecture?

Was the student sensitive to the oral medium of the lecture, choosing appropriate strategies of organization and presentation? Did the lecture demonstrate a clear, appropriate strategy for engaging the material, and a professional level of preparation? Did the student make effective use of the technologies, visual or supplementary materials that he/she used?

GRADING THE EXAMINATIONS:

1) Exam results will be distributed to you and your adviser, approximately four weeks after the exam. If you have questions about the results, see your adviser or the DGS.

2) At least two faculty members of the MA/PhD program read and agree upon the grading of the written subfields (I & II). All available MA/PhD program members will observe, discuss, and vote on Subfield III.

a) Subfield I is evaluated as "pass," or "retake." Comments are included with the evaluation. Code numbers maintain anonymity. The retake of the examination will follow the same procedure as the original examination, and can be scheduled at any time after the semester in which the original examination was taken. Students may only retake this examination once.

b) Subfield II is evaluated as a “pass”, a “pass with reservations” or a “retake.” A “pass with reservations” requires that the student submit stipulated revisions to the syllabus within a specified time-frame. A “retake” requires that the student submit a new or significantly revised syllabus portfolio in the following year.

c) Subfield III is evaluated as a “pass,” a “pass with reservations” or a “retake.” A “pass with reservations” requires that the student submit stipulated revisions to the text of the talk within a specified time-frame. A “retake” requires that the student give a new or significantly revised lecture. This lecture can be scheduled at any time after the semester in which the original examination was taken.

3) If a student wishes to contest the results of either Subfield I or II, after discussing the results with the adviser and DGS, s/he can make a request in writing to the DGS articulating the rationale for the re-read. This request must occur within one month of the receipt of results. The examination will be re-read by two faculty members, other than the original readers. Their determination will be final. At the successful completion of your written qualifying examinations for the PhD, the PLC will complete and submit the “Preliminary Written Examination Report”, reporting the results. **You cannot schedule your preliminary orals until your qualifying written exams are complete.**

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**OUTSIDE EXAM for MA-Plan B candidates**:

The student should supply the name and campus address of the outside committee member to the Graduate Studies Plan Coordinator one semester prior to the actual exam sign-up. There is an option available for this exam:

\* a three-hour in-house written exam with questions provided by the outside committee member or

\* a take-home exam similar to Exams I/II

The format of your exam will be selected in consultation with the outside examiner and the adviser.

Questions for whichever format is chosen will be solicited from the faculty member by the Graduate Studies Plan Coordinator. You must inform the Graduate Studies Plan Coordinator which format you are using at least two weeks prior to the question solicitation. If the first option is selected, the exam will be administered during the second week of classes. If the second option is selected, the exam will follow the typical written timeline. Completed exams are returned to the outside committee member for grading. Results are distributed in the usual manner. This exam may be taken any semester once coursework from the outside member is completed. [See appendix for Guidelines regarding this process.]

**PAPERS FOR THE MA**

 Students have a choice between the MA Plan A (thesis) or MA Plan B (3 papers).

A. MA Plan A: In addition to the thesis requirements of the Graduate School
[see the Graduate School \*Bulletin\*], students should submit a "Departmental MA
Plan A Thesis Statement" which outlines the research to be undertaken. This document should be submitted to the adviser in the early stages of the Plan A research and writing process, and should conform to the format suggested by the adviser. The thesis plan must be approved by the adviser and Graduate Faculty of the department. Students must enroll for a minimum of 10 master’s thesis credits (Th 8777) before receiving the degree. Obtain the Graduate School publication "Preparing the Thesis/Design Project" to help complete the final text. [http://www.grad.umn.edu/prod/groups/grad/@pub/@grad/documents/content/gs\_13-preparing\_masters\_thesis.pdf](http://www.grad.umn.edu/prod/groups/grad/%40pub/%40grad/documents/content/gs_13-preparing_masters_thesis.pdf) When you request a Graduation Packet, you will obtain the Master's Thesis Reviewer's Report to certify that the thesis is ready for defense

University Archives remain the official archive source for Plan A theses. You are required to submit two unbound thesis copies, one of which must be on archival-quality paper (100% cotton or acid-free, 20-pound-weight), to the Graduate School. Follow the instructions in the document listed above.

B. MA Plan B:

1) You are to complete three "Plan B Papers," at least one located in and one outside Theatre Arts. The Plan B Paper is an independent research project of some­what greater scope than the average term paper. Students are encouraged to develop papers around three separate topics, to serve the generalist educational function of this graduate degree. A course paper may qualify, but typically it requires expansion and alteration, extending into the next semester.

2) The research and writing of the Plan B Papers is supervised by members of the Graduate Faculty and these three supervisors constitute the student's MA Committee. One of the principal purposes of these papers is to prepare you for subsequent scholarly writing -- a PhD thesis, a journal article or conference paper -- and to enable the Graduate Faculty to determine whether, in this respect, you are qualified to continue with advanced work of this nature. In many cases, a Plan B paper may be used as a pilot project for a PhD dissertation.

3) While an "artistic project" is not acceptable as a Plan B, a paper incorporating research leading to the creative work, such as period research for a scene design or historical research for an original script, might be appropriate. The artistic project itself (a script, design, prompt book, etc.) could be appended.

4) There is no minimum length, since projects vary considerably, but they average 20‑30 double-spaced pages of text (with rare examples at 15-80 pages), plus any appendices, notes or bibliography mandated by subject or faculty supervisor. Length varies by subject matter and, for outside papers, by the requir­e­ments and standards of the second department. Unless otherwise required, style and format should conform to the MLA Handbook for Writers of Research Papers.

5) The best way to complete a paper is to start thinking about it in conjunction with a course and discuss the possibilities with the instructor at the start of the term. In many cases, a student may write a Plan B paper of considerable scope in lieu of other papers assigned in the course. When completed, the faculty supervisor signs and dates the title page: "Approved as a Plan B paper for the MA." [See example of cover page in the attachments.]  **A copy of the approved title page must be filed with the DGS.**

6) After all three papers have been approved by the individual supervisors, make copies for all three members of your committee that include the approval on the title page. Each committee member must approve all three papers. Upon review and approval of the papers, the committee members sign the Final Examination Report form which you must pick up from 160 Williamson Hall or by requesting a graduate packet online before the examination is held. **A copy of the signed Final Examination Report form should be filed with the DGS for your degree safety.**

**CHANGE FROM MA TO PHD**

Students who wish to obtain the MA along the way must submit the Degree plan for the MA in order to be "admitted" to the MA. Students who are obtaining the MA along the way with the PhD are not required to do a Change of Status provided the MA is in the same major as the PhD.

.  **Note that full admission to the PhD depends upon successful completion of the MA. You must finish the MA degree before beginning the PhD by applying for graduation.** Courses required of the MA may count toward the PhD. See the Graduate School Bulletin section entitled Transfer of Credits for the Doctoral Degree under the PhD section for further information.

**ORAL EXAMINATIONS**

It is your responsibility to schedule the oral examinations as required for your degree. The date and time should be chosen in consultation with the adviser and each member of the examining committee, according to the timelines as established in the Graduate School Bulletin. You should do this several weeks in advance, and then remind committee members a day or so before the exam. Schedule the time period and space with the Graduate Studies Plan Coordinator.

A. Masters Students

MA Plan A: candidates take an oral examination on the thesis.

 Candidates should prepare a 15-20 minute opening statement that discusses the intellectual journey traveled to develop the thesis, iterates its main arguments, and proposes future directions. The committee will then have about an hour to ask questions about the thesis.

A majority vote of the committee, all members present and voting, is required to pass the examination. A student who fails this examination may be terminated from the graduate program or may be allowed, on unanimous recommendation of the examining committee, to retake the examination, provided the re-examination is conducted by the original examining committee.” [see Grad School catalog]

MA Plan B: typically there is no oral, but one may be requested by your MA Committee.

B. PhD Students

PhD candidates have a Preliminary Oral Examination on their entire field of study and a Final Oral on their dissertation.

The PhD Preliminary Oral Examination sequence:

 The Preliminary Oral Committee for the PhD is chosen by you in consultation with your adviser. To assign your preliminary oral committee, go online to <http://www.grad.umn.edu/students/forms/doctoral/index.html> to access the link to the assignment form.

Any University tenured or tenure-track faculty member who holds an earned doctorate or designated equivalent in an appropriate field from an accredited institution may serve in any role on doctoral preliminary oral examination committee.The doctoral preliminary oral committee must consist of at least four members, including the adviser/s. All members of the committee and the candidate must participate in the preliminary oral examination. Committee members and/or the student may participate remotely as long as all conditions for remote participation in the exam are met. Final determination of the committee is made by the College of Liberal Arts. Any University tenured or tenure-track faculty or designated equivalent in an appropriate field from an accredited institution may serve in any role on doctoral preliminary oral examination committees, including adviser.

2) The oral comes after passing the written exams and during or after your last semester of program coursework. It must be scheduled online no later than one week in advance of the proposed date of the orals. <http://www.grad.umn.edu/students/prelimschedule/index.html>

 NOTE: in order to schedule the prelim, you must have your approved program on file with the GS and the form that attests to the completion of your written exams (from the DGS).

3) The oral is directly related to the individual student's research. In consultation with the adviser, you would choose three of your committee members who most closely represent your degree/dissertation preparation and ask them each to provide you with a question. Typically, these three committee members would be either the three Theatre faculty members or two Theatre faculty and one outside member. You will then prepare written answers to these questions and present copies of **all** questions and answers to **all** committee members one week prior to the scheduled examination.

4) Timeline:

-- 5 weeks or more prior to the oral date, schedule the oral exam date with committee members and the Grad School. Narrative is given to all committee members [see 5) below]

-- 4 weeks prior to the scheduled oral exam: you receive the questions

-- you then have 3 weeks to prepare the responses

-- 1 week prior to the exam, your responses and the submitted questions must be given to all committee members

Once the student schedules online, a confirmation email will be sent to the student's UMN email account. Upon initial review of the student’s record, an email will be sent to the student’s UMN email account regarding any outstanding preliminary oral exam requirements, and how to fulfill those requirements. About one week prior to the exam, an email will be sent to the student’s UMN email account confirming authorization of the exam or reminding the student of remaining outstanding requirements.

5) The examination consists of two parts: part one is a summary of your academic progress towards the degree; i.e., the courses you’ve taken and the experiences which were instrumental in shaping your interest in your field of study. Part two is the discussion of the answers provided to the submitted questions. In order for the exam to be beneficial for the student, you should provide the committee with a 3-10 page narrative that describes your area of interest in general terms, the work you have already done in the area, including a bibliography, as well as a brief statement regarding the significance of the project. This narrative will become a springboard for further discussions and planning regarding potential dissertation topics. The narrative is given to the committee at 5 weeks prior to the examination when the oral is scheduled with the Grad School.

6) The doctoral preliminary oral examination will be graded either pass, pass with reservations, or fail. If the student fails the exam s/he may retake the examination once. All committee members, or all committee members save one must approve this option. The second attempt to pass the preliminary oral examination must use the same committee members unless an emergency situation necessitates a substitution. If the committee does not approve a retake, or if the student fails the second attempt, the student will be terminated from the program. The examination is limited to two hours.

The PhD Final Oral Defense examination:
The doctoral final oral committee must consist of at least four members, including the adviser/s. The committee assignment link is on this page: <http://www.grad.umn.edu/students/forms/doctoral/index.html> . All members of the committee and the candidate must participate in the final oral examination. At least three members must be from the student’s major field. At least one member must represent a field outside the major. A minimum of 2 major field reviewers and 1 minor/outside reviewer are required. Advisers must serve as reviewers. Students must provide reviewers with a copy of the dissertation at least 14 days before the scheduled date of the doctoral final oral examination. Every designated reviewer on the doctoral dissertation reviewer’s report must certify that the dissertation is ready for defense before the doctoral final oral examination may take place.

The doctoral final oral examination must include:

* + A public presentation of the candidate’s dissertation to the committee and the invited scholarly community
	+ A closed session (open only to the doctoral final oral examination committee and the candidate) immediately following the public presentation.

The student must schedule the Final Oral Examination with the Graduate School online as soon as a date is set, but no later than one week prior to the examination. The scheduling link is on this page: <http://www.grad.umn.edu/current-students-forms/formsdoctoral> Once the student schedules online, a confirmation email will be sent to the student's UMN email account. At least one week prior to the exam, an email will be sent to the student's UMN email account that will include information regarding outstanding requirements and/or the status of the Final Oral Examination form.

 The following conditions must be met in order to allow the remote participation (e.g., telephone conference call, Skype, etc.) by graduate examination committee members and/or the student in the doctoral preliminary oral examination, and the master's and doctoral final oral examinations. The chair of the examining committee is responsible for guaranteeing that all of the conditions outlined below have been satisfied.

* All members of the examining committee and the student must agree to the remote participation.
* The Director of Graduate Studies must approve the request to allow remote participation in the examination.
* All participants must be able to hear each other at all times.
* Appropriate versions of all visual or text materials (e.g., slides, videos, handouts) must be available to all participants.
* The integrity of the examination process must be guaranteed by some form of proctoring if the candidate is not physically present on the University campus or if no other committee member is physically present with the candidate.
* Provisions must be made for secret balloting during the votes by examiners and for signing the examination report form.
* For doctoral final orals, arrangements must be made for a public presentation by video link, with opportunities for question and answer from the audience.
* The chair of the examining committee must recess the examination immediately if any technical problems interfere with the proceedings for more than a few moments.
* All participants must be notified ahead of time of the options for recessing the examination.
* The chair of the examining committee must guarantee that all the above conditions have been satisfied.

 The following are guidelines for managing remote participation in ways that will ensure fair and correct procedures in doctoral and master's examinations.

* Ideally, the student will be physically present on campus for the examination except in circumstances that pose a hardship.
* It is recommended that no more than one committee member participate remotely in the examination.
* The student should file a written notice with the DGS informing her/him of the fact that there will be remote participation in the examination, and specifying who will participate remotely. Ideally, the notice should be filed two weeks in advance of the scheduled exam.
* The most reliable, robust technology should be used to facilitate remote participation.
* The student and all members of the committee should be aware in advance of the potential problems that could arise in the examination, and the actions that will be taken to address potential problems should they arise (e.g., recessing the exam).

Please note that the student is responsible for scheduling and confirming the time and place of the examination with all committee members.

To be recommended for the award of the doctoral degree, all committee members, or all committee members save one, must certify that the student has passed the doctoral final oral examination. Only one scanned signature is allowed on the Readers Report Form. Students are not allowed to retake the final oral examination. All student who complete a doctoral dissertation must file a digital copy of the dissertation in accordance with University standards. The final dissertation must be filed within 6 months of the final oral examination. The Thesis Formatting and Submission link is here: <http://www.grad.umn.edu/current-students-forms/formsdoctoral>

**PhD LANGUAGE AND RESEARCH REQUIREMENT**

PhD-track students are expected to demonstrate a working knowledge/reading proficiency in at least one language other than English (or sign language) upon entry into the degree program. "Proficiency" entails the ability to use source materials with some ease. The degree of proficiency in the language is determined by research involved for your thesis. For example, if you are traveling to the area where the language is spoken and need to interview people in the course of your research, then a speaking knowledge of the language is required. A reading knowledge of the language would be the minimum requirement. The level of proficiency required should be determined by your adviser. The language examination should take place within the first three years of your coursework. It will be administered either by the adviser or a language center or certified by coursework in the language. [See appendix for further information -- GS forms OTR 192 or OTR 193.]

If resources permit, it may be possible to support summer reading courses in required languages.

You may apply for such support if you meet the following criteria:

\* you are fluent in the second language but need to improve reading proficiency

\* your research requires proficiency in a third language

\* you are proficient in one second language; however, due to a change in dissertation topic, you need to acquire a new language

See the DGS for details.

**PhD THESIS**

A. Dissertation Proposal/Statement of Thesis Plan

1) The PhD student develops a 10-page dissertation proposal with and for the adviser and Program faculty. Once this proposal is approved by the adviser and program, it is edited to a single-page abstract using the departmental form “Thesis/Project Proposal for Theatre Arts Doctoral Degree” which is available on the Theatre Arts web site. The proposal is then submitted to the Graduate Faculty of the Department for their approval. The proposal does not have to be submitted to the Graduate School.

2) If you change the dissertation subject, you must submit a new Proposal and Title. You may also need a new research technique and a new committee. See your adviser or DGS if you contemplate a major subject change. Minor changes in title or focus can be approved as the dissertation is completed.

3) The University of Minnesota's Institutional Review Board must approve any ethnographic study which involves human research, including participant-observer ethnography. The Graduate Faculty will refer any such studies to the committee (they are rare in Theatre Arts). See the Graduate School or DGS for further clarification.

B. Thesis Credits:

You are required to register for 24 thesis credits as part of your degree plan. (Th 8888). **Thesis credits may be taken at any time after admission to a doctoral program; programs have the discretion to determine when it is academically appropriate for students to take these credits.** The PLC will issue a student specific permission number for thesis credits when they are approved by your adviser.

C. Thesis Writing:

Work closely with your adviser and thesis reviewers, submitting drafts according to their individual preferences. Style and format should conform to the MLA Handbook for Writers of Research Papers (current edition). Refer to the Graduate School web page "Thesis Formatting and Submission” to help complete the final text. The link is on this page: <http://www.grad.umn.edu/current-students-graduate-student-services-progress/thesis-submission>

D. Thesis Certification and Final Oral:

As the thesis nears its final form, download a Graduation Packet . The Graduate School will then issue the PhD Reviewer's Report form. You can request the packet up to one semester before your doctoral final exam. All members of the final oral examining committee read the dissertation, although only those designated as thesis reviewers sign the report form certifying that the dissertation is ready for defense. The final oral may then be scheduled online at least one week in advance with the Graduate School.

NOTE: The last few weeks of each semester, and particularly the last half of spring semester, are exceptionally busy. It is in your best interest to submit your thesis well ahead of the deadlines set by the Graduate School. Notify your adviser and the members of the committee at least two weeks in advance that the thesis will be delivered on a particular date. Committee members must have at least two weeks to read/respond to the thesis prior to the orals.

Note: Committee members are required to be present at the Final Oral, although in exceptional circumstances, an oral can be held via conference call/Skype.  Only one committee member should be included via remote conference. One scanned signature is allowed on the report form and it must be attached to the page with the original signatures.

E. Thesis archives: University Archives, located in the Elmer L. Anderson Library and maintained by Bell and Howell, will be the official archival source for the University of Minnesota doctoral dissertations. Doctoral students are required to submit only one unbound dissertation to the Graduate School. This unbound copy no longer needs to be printed on archival paper (100% cotton or acid-free, 20-pound weight) paper. Dissertations printed on standard white copy or printer paper are acceptable. Only one abstract (on standard copy or printer paper) must be submitted. Further information is available at <http://www.grad.umn.edu/current-students-graduate-student-services-progress/thesis-submission>

**GRADUATE PROGRESS**

A. Progress and Review:

Graduate students are expected to maintain satisfactory progress
towards the degree.  This affects TA appointments, student status,
awards and fellowships.  All students are reviewed once a year by
Program faculty in mid-Spring semester.  You will be asked to submit
or update your resume and complete the Annual Progress Review form;
the review committee will have access to your file and Operational
Record.  The review process is to assist your graduate career and
provide feedback; you will receive a statement of the evaluation.  If
a student is to be placed on probation, notification will be given
within two weeks of the review.

In addition to this formal review, the Program provides ongoing
mentorship through regular "check in" meetings with faculty, on the
following plan. Students who are in coursework (i.e. prior to sitting
preliminary examinations) will meet at least once per semester with
their adviser (or interim adviser/DGS) to discuss their progress,
address challenges and set future goals. Once students have completed
their preliminary examinations, in addition to regular communications
with their adviser, they will have an annual meeting with their entire
committee to discuss the progress of their doctoral research and
writing. See Appendix: "Goalposts and Guidelines" for a further
description of this mentorship process.

Minimums for Adequate Progress:

A 3.5 GPA in the major with no more than 8 credits of incomplete is considered to be the minimum for adequate progress toward either the MA or PhD. Graduate qualifying examinations must be attempted according to the timetable discussed earlier in this document and you must begin to earn passing grades on the written qualifying exams. You should also be regularly involved in the intellectual life of the program, including attending lectures and participating in the Department’s theatre culture.

B. Incompletes:

In the unlikely event that an "Incomplete" is necessary, you must arrange for this grade within the guidelines of the course and instructor. It is not automatically granted simply because work is late or missing at the end of the semester. All programs require clearing incompletes within one year for adequate progress. **Oral examinations may not be scheduled until incompletes in program courses are removed.**

C. Time Limits:

Master’s Degree: Performance Standards and Progress Policy

Students admitted and matriculated prior to spring 2013 have the option to continue under the policies in place at the time they were admitted and matriculated, or to complete under the new Master’s Degree: Performance Standards and Progress Policy

7-year Time Limit for Earning the Master’s Degree (admitted and matriculated prior to spring 2013)

All requirements for the master’s degree must be completed and the degree awarded within seven years. The seven-year period begins with the earliest coursework included on the official Graduate Degree Plan form, including any transfer work. The graduate faculty in a specific program may set more stringent time requirements.

5-year Time Limit for Earning the Master’s Degree (admitted and matriculated spring 2013 and beyond)

All requirements for the master’s degree must be completed and the degree awarded within five years after admission and matriculation in the graduate program or a more restrictive time frame specified by the program.

Doctoral Degree: Performance Standards and Progress Policy

Students admitted and matriculated prior to spring 2013 have the option to continue under the policies in place at the time they were admitted and matriculated, or to complete under the new Doctoral Degree: Performance Standards and Progress Policy.

5-year Time Limit for Earning the Doctoral Degree (students admitted and matriculated prior to spring 2013)

All requirements for the doctoral degree must be completed and the degree must be awarded within five years after passing the preliminary oral examination. Students who are unable to complete the degree within the 5-year limit, may petition for an extension of up to one additional year. Extensions beyond one year are considered only in the most extraordinary circumstances.

8-year Time Limit for Earning the Doctoral Degree (students admitted and matriculated spring 2013 and beyond)

All requirements for the doctoral degree must be completed and the degree awarded within eight years after admission and matriculation to the graduate program, or a more restrictive time frame specified by the program. Students who are unable to complete the degree within the time limits described above may petition the program and collegiate unit for one extension of up to 24 months.

The Depart­ment uses time limits for teaching and research assistant­ships. Positions are avail­able to select students who continue to make adequate progress, with the following limits: 4 semesters of employment for the MA, 6 semesters for the PhD, 8 semesters for the MA/PhD track. Counting begins with the first semester of appointment; positions in other departments do not affect these time limits.

D. Six credits is considered FULL-TIME for graduate students. (Note: If your coursework and prelim exams and thesis credits are complete and you are hired as a 9515 category TA, you must register for 1 credit of TH 8444 instead of additional thesis credits. If you are ABD and taking 8444, you qualify for full-time financial aid, which means you can take the maximum in student loans.) All graduate students must be registered by the date indicated in the *Class Schedule.*

**NOTE:** If you change your registration and hold a teaching assistantship, be very careful to NEVER drop below 6 credits (in other words add before you drop or do a simultaneous drop/add). There are several unpleasant fees that will be assessed directly to you by the GS if you drop below full-time student status.

E.. **All Graduate School students are required to register in the Graduate School every fall and spring term.** [Before you panic, see F. below.] Summer term registration will not be required -- nor will it be accepted in lieu of fall or spring registration in order to meet this requirement. Students who fail to register will be considered to have withdrawn, and their files will be deactivated. Deactivated students may not register for courses, take examinations, submit degree plan or thesis proposal forms, file for graduation, or otherwise participate in the University community as Graduate School students. Those who wish to resume graduate work must request readmission to the Graduate School by filing the Change of Status/Readmission Form and paying the application fee. **If readmitted, students must register in the Graduate School the semester of readmission for a minimum of one credit to regain their active status.** **If readmitted, such students will be subject to current degree requirements.**

F. The Graduate School has created a zero-credit registration mechanism for students who must register solely to meet the Graduate School’s registration requirement. **Course number is GRAD 0999 and the cost to register is free.** The course will appear on the student’s record as GRAD 0999 Graduate School Active Status. *Students should register for this course only those fall and spring terms in which they are not required to register for regular coursework or thesis credits to meet academic or other administrative requirements. Registration requirements established by departments and agencies within or outside the University (which include, but are not restricted to, registration required to hold an assistantship, maintain legal visa status, or defer student loans) are* ***not*** *met by registering for Grad 0999.* All Graduate School students with active student status are eligible to register for Grad 0999. The department limit on the number of semesters a PhD student may register as GRAD 0999 is four following completion of coursework and exams unless there are compelling circumstances. Basically, this registration serves as a way to keep your active status in the Graduate School between coursework done/exams/thesis credits done and thesis finished....

**Graduate Policy approved 2003:**

**If students have not provided any work or evidence of progress for two years after the completion of their preliminary oral exams, they will be barred from further registration until their application (with a plan for completion of the degree) is reviewed by the MA/PhD faculty.**

**GRADUATION AND COMMENCEMENT**

Download a graduation packet online. Refer to the graduation page in ONESTOP to access the graduation checklist and request the graduation packet.
<http://www.onestop.umn.edu/degree_planning/graduation/graduate_checklist.html>

**You must file an Application for Degree form in order to receive a balance sheet and actually graduate and get a diploma.** You may do this any time after the following: Doctoral students when they have an approved Thesis Proposal Form on file; Master's students when they have an approved Degree plan on file with the Graduate School. Students will attend the College of Liberal Arts Commencement at the end of Spring semester.

. **The departmental criteria for eligibility for attending the commencement ceremony by PhD students is that the Reviewers Report PhD Thesis form must be signed by the three reviewers, a copy left with the DGS, and the final orals scheduled with the Graduate School.** (per faculty vote 4/4/96)

Please note: Preliminary Oral exams or PhD Dissertation defenses may not be scheduled between June 1st and August 27th.

**RECORDS**

Your application to the University and all degree and correspondence records are kept in the official file in 580 Rarig. Pertinent information is copied from that file for your adviser. The Advisee file is returned and/or destroyed at the completion of your degree pursuit. Your permanent file is retained by the Graduate School and stays in secure storage. Based on the guidelines in the University of Minnesota Records Retention Schedule, your department file is retained for 7 years after graduation or date of last attendance. The DGS and Graduate Studies Plan Coordinator have access to all files. You may request access to your permanent file in a written letter to the DGS. Contents to which you have waived access will not be available (letters of rec, etc.).

**FUNDING SUPPORT FOR GRADUATE STUDENTS**

Teaching and Research Assistantships are allocated on an annual basis. Decisions are made by the graduate faculty and announced in April or May of the academic year preceding the appointment. In making these decisions, faculty consider the student’s area of expertise, level of teaching experience, and their need to build a well-rounded teaching profile. If you wish to TA in a particular course, you should make your interest known to your adviser, and note your preferences in your Annual Progress Report.

We applaud student efforts to seek teaching appointments outside the Department. If you receive a TA appointment in another department, please inform the DGS immediately as to the percentage of the appointment and the department in which it is held. Failure to do so may jeopardize current or potential TA appointments in Theatre Arts. In no case may your combined TA appointment exceed 50%-time without prior approval from the DGS.

We also encourage students to seek supplemental funding to support their research and writing. There are several funding sources for graduate students available through the department and the college.
1) The department offers awards and scholarships for exemplary students. Students must apply for these funds, and applications are solicited every spring (watch for emails from the DGS and Departmental Assistant). Awards Day, when departmental scholarship monies and awards are distributed, is the last Friday of spring semester.
2) Funds to support conference and research travel are available annually, and applications for these funds are solicited at the beginning of the academic year. (The deadline is announced at the annual Orientation meeting; watch also for emails from the DGS). There are also funds available through COGS.
3) To keep informed of opportunities for fellowship and research funding, both inside and outside the University, be attentive to mailings from the DGS, and look for listings on the Graduate School and CLA websites. Ask fellow students, faculty advisers, and look on subject-specific list-serves appropriate to your research area.

Please note that if your application requires departmental nomination, you must have the application to the DGS as least one week ahead of the due date. The same is true if letters of recommendation are required. If the department is required to supply matching funds in any way, the Head of the MA/PhD Program must be informed so discussions can be held with the Chair.

Occasionally students who receive both financial aid and scholarship/fellowships sometimes lose part of their work-study or loan allocation. Frequently Financial Aid counselors can work with such students to avoid any losses. If you are a scholarship/fellowship recipient who is on financial aid, please contact a counselor to seek assistance as necessary.

**TRAVEL POLICY**

The dollar amount available for travel support changes annually. Per University policy, this support can only take the form of reimbursements for actual expenses incurred for transportation, hotel room charges, and conference registrations or membership fees; it cannot be advanced as a “lump sum” to be spent at the student's discretion. Reimbursement for mileage expenses (in lieu of air travel) must be approved in advance. In all cases, receipts must be provided.

**Traveling Outside the U.S.**

All students traveling abroad in connection with their University of Minnesota studies are required to obtain international travel, health, and security insurance approved by the University’s Risk Management Office.  The University of Minnesota provides mandatory international insurance coverage though Cultural Insurance Services International (CISI). The policy applies to graduate and professional students, graduate assistants, residents, and fellows.

Additionally, students traveling to countries on the U.S. Department of State's [Travel Warning List](http://travel.state.gov/) must receive [approval](http://global.umn.edu/travel/approval/) from the University's International Travel Risk Assessment and Advisory Committee (ITRAAC) prior to departure.

**INFORMATION FOR INTERNATIONAL STUDENTS**

ISSS (International Student and Scholar Services) should be your first source of information regarding your stay in the United States. International Student and Scholar Services (ISSS) works with departments on all University of Minnesota campuses on issues related to international students, staff, and faculty. ISSS is located in 190 Humphrey School, just a short distance from Rarig on the West Bank.

Their office primarily assists international students and scholars in areas of advising and counseling, immigration documents and programming so that they may successfully accomplish their goals.

**DEPARTMENTAL INFORMATION FOR GRADUATE STUDENTS**

1) All graduate students have a hanging file for mail in 580 Rarig whether they hold TA appointments or not. Mailboxes should be checked and emptied at least once a week. While space permits, all graduate students will have desk space in the TA pod (508 Rarig). 2)There are several opportunities, and considerable expectation, for graduate students to participate in the governance of the Department and the University Theatre. Students serve in advisery capacities to the Chair, on the Department Grievance Committee, on various search committees which may be constituted throughout the year, on Review committees for the college and NAST, and as the departmental representatives to the Council of Graduate Students. It is important for you to know who the graduate students representing you are on these bodies and to make your wishes known to them. You may also make your wishes known to any faculty member, the DGS, or the Chair directly.

2) News of all Department and University Theatre information is announced in Backstage Pass, distributed to all Theatre Arts & Dance majors, minors, and grad students by email.

Attachments

Goalposts and Guidelines to Progress in the MA/PhD

Dissertation Proposal and Thesis Plan

Sample Title Page for MA – Plan B Paper

Guidelines for MA Plan B Candidates Who Need to be Examined by Outside Member of Their Committee

**Goalposts and guidelines to progress in the MA/PhD**

**Advisement and Annual Progress Review**

Students will regularly “check in” with the program faculty throughout their degree. Please remember that it is your responsibility to schedule these meetings.

*Annual Progress Review*:

Every year, every student in the MA/PhD program submits the Graduate Student Annual Progress form (available on the Department website) to the program faculty for review, and receives written feedback on his/her progress. This process takes place in March and April.

*Bi-annual adviser meetings for students in coursework:*

Students schedule two meetings per year (one each semester) with their advisers (or their interim adviser/DGS). In these meetings, the student and adviser will informally discuss the student’s progress, addressing challenges and setting future goals. These discussions should use this “Goalposts and Guidelines” document as a guide. One of these meetings should be scheduled late in the Spring semester so that the feedback from the Annual Progress Review can be addressed.

*Annual committee meetings for ABD students*: All ABD students will have one meeting per year with their entire committee to discuss their progress on the doctoral dissertation. At least one week prior to this meeting, you will submit to your committee a substantial sample of your doctoral research (ex. a partial or full chapter draft or chapter outline, a revised version of your prospectus, a publication that you are working on based on your doctoral research). In this meeting your committee will respond to your writing, and discuss the current status of the project, addressing challenges you are facing, and setting goals for the coming year. (These meetings may be conducted remotely, by Skype, if you are living away from the Twin Cities).

***Year 1:***

*Curricular/programmatic goals*

* Identify an adviser by the conclusion of your year
* Take at least two seminars within the Program, and 1 in an outside unit
* Decide on plan to fulfill language requirement by year #3 (do you need to take courses?)

*Scholarly development*

* Identify cognate fields of interest and relevant units on campus that would support your study in these areas
* Attend lectures inside and outside the Program
* Devise a plan for summer research, in dialogue with your adviser
* Begin to make notes about possible dissertation topics

*Career planning*

* Take Individual Development Plan questionnaire in your first semester to begin to clarify your career goals and expectations. Discuss the development plan with your adviser/DGS, and devise a strategy for course choices, professional development etc. in the coming year.

*If you entered without an MA*

* Select an adviser and commit to either a Plan A or Plan B timeline before the conclusion of this year

***Year 2:***

*Curricular/programmatic goals*

* Prepare for and take subfield #1
* Prepare degree program form
* By conclusion of the year have completed the majority of field/signature seminar requirements
* In this year or early in Year 3, take a directed study with your adviser in an area that will develop your dissertation research plans

*Scholarly development*

* Settle on topic/field for dissertation research and begin to refine research questions and survey the extant literature in this field
* Apply for grants to fund summer research
* Attend and/or present at a field conference (MATC, or ASTR)
* Conduct summer research relevant to your dissertation
* Publish a “small stakes” piece: a book or performance review, interview etc.
* Identify a faculty member outside the program who can support your research interests
* Select a term paper that a faculty member has suggested has promise for publication. Make a plan to develop it for publication early in year 3.

*Career planning*

* Retake the IPDP questionnaire and continue discussions with your adviser
* Develop a strategy to prepare your professional profile to fit the career of your choice.
* Begin research into the career field by looking at job-postings and organizing an informational interview with a faculty member/professional in your career of choice.
* Identify grant/fellowship opportunities that will help support your course of study in year four and/or five and prepare a calendar noting deadlines and submission requirements.
* Begin to assemble a teaching portfolio and academic CV.

*If you entered without an MA*

* Plan A candidates: devise and begin research on your thesis topic early in this year. Constitute your MA committee, including two members of the program faculty and one faculty member from outside the Department. Use the summer to work intensively on thesis writing, in preparation to defend during year 3.
* Plan B candidates: identify the three research/term papers that you wish to revise and develop, and the three faculty members who will be advising you. Begin the revision process during this year and use the summer to work intensively on these papers, preparing to submit final versions in year 3. Early in this year, identify your outside committee member and make arrangements to complete the MA Plan B outside field examination.

***Year 3:***

*Curricular/programmatic goals*

* Prepare and submit subfield #2 by beginning of Fall semester
* Prepare and present subfield #3 lecture in Spring semester
* You may also (if you are ahead in developing your dissertation topic) sit your preliminary examinations at the conclusion of the Spring semester
* Complete language requirement
Complete all field/signature seminar requirements and other coursework
* Select committee
* By conclusion of Spring semester submit preliminary examinations statement to committee
* Throughout the year you will refine and develop your dissertation proposal, preparing for preliminary examinations and crafting of your prospectus

*Scholarly development*

* Submit a research paper for publication
* Present at ASTR, ATHE or other field conference
* Continue program of research in the summer
* Conduct primary research for your dissertation in summer of this year

*Career planning*

* Add to and polish teaching portfolio
* Follow profile development strategy devised in year 2
* Prepare for funding search for year 5 by identifying possible grants, fellowships, research and teaching assistantships, noting submission dates and requirements in your calendar.

*If you entered without an MA*

* Plan A and Plan B candidates: submit/defend your MA by the conclusion of this year.

***Year 4:***

*Curricular/programmatic goals*

* Sit preliminary written and oral examinations in Fall
* Register for and complete thesis credits
* Complete, revise and file dissertation prospectus, in dialogue with your adviser and committee
* Begin dissertation research and writing

*Scholarly development*

* Submit a research paper for publication, drawn from your dissertation research

*Career planning*

* Apply for funding and/or employment opportunities for year 5
* Prepare and workshop drafts of job application materials
* Apply for select jobs that closely match your area of expertise
* Attend teaching-training events at the Centre for Teaching and Learning

***Year 5:***

*Curricular/programmatic goals*

* Complete and defend your dissertation

*Scholarly development*

* Present at ASTR and/or ATHE, being ambitious about the level at which you present (i.e. submit for a plenary presentation as well as a working group at ASTR)

*Career planning*

* Polish job application materials in dialogue with adviser (and Centre for Teaching and Learning faculty)
* Conduct more comprehensive job search

**DISSERTATION PROPOSAL:**

The purpose of the dissertation proposal is to help you in planning and writing the dissertation. Although you may make some modifications once you actually become engaged in writing, you will find that the proposal, prepared in conjunction with your committee, will be invaluable in conducting your research, focusing on your topic, and composing the manuscript itself.

The proposal should be approximately ten pages in length, typed and double-spaced; it should include:

1. As precise a title as possible.

2. A statement of what it is that you hope to accomplish and why. This declaration of purpose will explain your interest in the topic you have chosen, and why you think the topic is significant.

3. A discussion of exactly what has already been done in this area by other scholars (review of literature), what remains to be done by you, and how your work differs from theirs. In other words, what will be your special contribution?

4. An explanation of the research design and procedures (strategy) you plan to employ and follow.

5. A chapter by chapter outline of your dissertation (table of contents).

Conclude with a bibliography of primary and major secondary sources with indication of any special resources that you hope to access: unpublished materials, interviews, documents, etc., and their location.

The thesis proposal must be approved by the adviser and the faculty members of the MA/PhD program before it can be submitted to the Graduate Faculty of the department for their discussion. Outside faculty members of the Preliminary Orals Committee may be consulted, especially if it is assumed that a particular member will move onto the Final Orals Committee, but outside involvement in not required in the development of the proposal.

**THESIS PLAN:**

Once the proposal has been approved by the Graduate Faculty, the Thesis/Project Proposal form (OTR191a, b, c) is submitted to the Graduate School. It certifies the title and subject and these will also be reported in the annual volume of Theatre Journal. This three-page statement of the thesis title and plan (single‑­space if necessary) is signed by the DGS.. The following pattern of about three paragraphs has proved useful for most studies (you may simply transfer material from the Dissertation Proposal):

1. An opening paragraph on the subject/idea for investigation and the source of that idea, such as previous examples of similar research or reference to critics, historians or theorists exploring the idea.

2. A second paragraph on the primary materials available for the study. Cite the major repositories, individuals or other sources.

3. A closing paragraph on the organization of the investigation. For most theses, this is a descriptive list of the chapter titles.

**Title of paper**

**Submitted by**

(your name)

**Date**

(name of faculty member for whom you are writing the paper)

Approved as a Plan B paper in partial fulfillment of the MA degree requirements in Theatre Arts by

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 [signature of faculty member]

GUIDELINES FOR M.A. PLAN B CANDIDATES WHO NEED TO BE EXAMINED BY THE OUTSIDE MEMBER OF THEIR COMMITTEE

1. Student should notify his/her adviser that the test is to be written. This should be done the semester preceding the semester in which the test is to be taken.
2. Graduate Studies Plan Coordinator will ask outside committee member to submit questions to him/her.
3. Exam questions will be administered in the same manner as subfield writtens at a time agreed u0pon by the outside examiner, the student, and the Graduate Studies Plan Coordinator.
4. Completed exam will be sent to outside committee member for grading and returned to Graduate Studies Plan Coordinator with a form noting pass or retake. Notice of these results will be sent to the adviser and the student. Original will be placed in departmental exam file.
5. Retakes will be negotiated between the adviser and the outside member of the committee. (It is only required that the student be passed by a majority of the committee.
6. The exam from the outside member may be taken any semester (it has no relationship to the departmental subfield exams).
7. Once the courses are completed from the outside member, the M.A. exam should be scheduled.