

DEPARTMENT
OF **THEATRE**

graduate handbook



THE OHIO STATE UNIVERSITY

COLLEGE OF ARTS AND SCIENCES

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SECTION 1. Graduate Studies Overview

The Graduate Faculty of the Department of Theatre offers graduate degrees in three areas: acting (MFA), design (MFA), and performance/history/theory (MA & PhD). The Director of Graduate Studies oversees and administers the graduate programs and is the Department of Theatre's liaison between the Graduate School and the graduate theatre faculty.

The policies and procedures outlined within this graduate handbook serve as the basis for graduate admissions, degree requirements, advising, the determination of satisfactory academic progress, the selection and evaluation of teaching associates, grievance procedures and academic standards. The current version of the Department of Theatre Graduate Handbook may also be accessed at: <http://theatre.osu.edu/gradstudies/handbook>.

The rules, policies, and procedures established by the graduate theatre faculty and outlined herein are subject to the rules, policies, and procedures outlined in The Ohio State University *Graduate School Handbook*: <https://gradsch.osu.edu/handbook>.

All students should consult both handbooks for departmental and university policies.

1.1 Important Informational Resources

Select Online Resources

The links below are essential online resources that you will use throughout your time at Ohio State.

- **The Graduate School (gradsch.osu.edu)**
The Graduate School governs all graduate programs at The Ohio State University. Information about University-wide policies and resources for graduate students are available on the Graduate School webpage.
- **Ohio State Theatre Website (theatre.osu.edu)**
Information about and resources for the Department of Theatre can be found on the Department of Theatre website. The website also includes a directory of all department faculty, staff, and graduate students.
- **BuckeyeLink (buckeyelink.osu.edu)**
Register for classes and manage your Ohio State student account through BuckeyeLink.
- **GRADFORMS (gradforms.osu.edu)**
The Graduate School's forms for examinations, dissertations and theses, and graduation have been streamlined and transformed into online forms available at GRADFORMS.OSU.EDU. Forms are initiated by graduate students or result from a previous form submission. Approvals and form status are managed by the system and can be viewed at any time by students, coordinators, chairs, and committee members. Forms are supported on most mobile devices using current web browser versions. (Not compatible with Internet Explorer versions prior to version 10).
- **University Center for the Advancement of Teaching (ucat.osu.edu)**
The mission of UCAT is to support and advocate for all who teach at Ohio State. Visit the UCAT website for a lot of helpful information, resources, and events.

1.2 The Department of Theatre

The Department of Theatre is made up of faculty and staff that support the department different ways. The faculty represent all areas of theatre study: performance, design, history, theory, video, media and production. The staff support the department's administrative, production and technical needs, and may teach classes as well. For a full list of faculty and staff, please visit theatre.osu.edu/directory.

Select Department Contacts

These are the department's administrative contacts that you are likely to engage with over the course of your career.

Stratos Constantinidis, Director of Graduate Studies (constantinidis.1@osu.edu)

The Director of Graduate Studies oversees all graduate programs in the Department of Theatre.

Logan Kelly, Academic Program Coordinator (kelly.472@osu.edu / 614-247-7045)

The Academic Program Coordinator serves as the primary support staff for all matriculated students and their curricular needs. In addition, the Academic Program Coordinator manages access to all department resources (building access, copier codes, etc.).

Rachel Barnes, Department Manager (barnes.209@osu.edu / 614-292-5080)

The Department Manager oversees all fiscal and human resources matters for the department. Current students may work with the Department Manager in situations involving departmental funding, payments or reimbursement.

J. Briggs Cormier, External Relations Coordinator (cormier.5@osu.edu / 614-292-8241)

The External Relations Coordinator serves as the primary contact for individuals, groups and entities external to Ohio State especially as it pertains to recruitment, advancement, and marketing/public relations. Current students may work with the External Relations Coordinator to schedule classrooms for personal academic use, share news and information with the department and Theatre colleagues, and/or request website and directory updates.

Theatre Graduate Faculty

All of the individuals listed below have Category M or P Graduate Faculty status at The Ohio State University. Please visit theatre.osu.edu/directory for a complete listing of all faculty, staff and lecturers with areas of expertise.

The appropriate category level (P or M) is determined by the faculty member's qualifications and the functions the faculty member is expected to perform by the graduate program. The advisor of a master's or doctoral student must hold Graduate Faculty membership at the appropriate level (at least Category M for a master's student and only Category P for a doctoral student) in the graduate program of the student. Committee members for Master's Examinations, Candidacy Examinations and Dissertations must be authorized members of the Graduate Faculty. More information about Graduate Faculty status can be found in Section 15 of the Graduate School Handbook.

Joseph Brandesky, Professor, Lima Campus (Category P)

Stratos E. Constantinidis, Professor and Director of Graduate Studies (Category P)

Nena Couch, Professor, University Libraries
(Category P)

Tom Dugdale, Assistant Professor (Category M)

Lesley Ferris, Arts & Humanities Distinguished Professor (Category P)

Amanda Fox, Associate Professor (Category M)

Nadine George-Graves, Professor (Category P)

Dan Gray, Associate Professor (Category M)

Maria Ignatieva, Professor, Lima Campus (Category P)

Beth Kattelman, Associate Professor, University Libraries (Category P)

Kristine Kearney, Associate Professor (Category M)

Kevin McClatchy, Assistant Professor (Category M)

Alex Oliszewski, Assistant Professor (Category M)

Janet Parrott, Associate Professor (Category M)

Ana Elena Puga, Associate Professor (Category P)

Brad Steinmetz, Associate Professor (Category M)

Jeanine Thompson, Professor (Category M)

Department of Theatre Main Office

The Department of Theatre Main Office is located in 1089 Drake Performance and Event Center. The Main Office is open Monday through Friday, 8:30am to 4:30pm. You are welcome to stop into the Main Office anytime during our open office hours. However, if you have a specific question or concern that you need assistance with, we encourage you to make an appointment to ensure you can speak with the most appropriate person and have our undivided attention. If you would like to speak with a specific member of the faculty or staff, please contact that person directly to make an appointment. If you're unsure who to speak to, or have general questions, contact the Academic Program Coordinator, Logan Kelly, at kelly.472@osu.edu or call the Theatre office at 614-292-5821.

Graduate Associates have access to the copier/printer in the Main Office. An individually assigned access code is required to use the copier/printer. The Main Office copier/printer should be used only for work related to your Graduate Associate appointment.

Drake Performance and Event Center Facilities

The Department of Theatre is housed in the Drake Performance and Event Center at 1849 Cannon Drive. All Department of Theatre graduate students are granted Buck-ID swipe access to the building and have access to a dedicated work space.

The Drake Performance and Event Center is managed by the building staff, which is separate from the Department of Theatre staff. Not all areas of the Drake Performance and Event Center are for the exclusive use of the Department of Theatre, and there are often separate events and meetings held in the building. Please be considerate and tidy in all of the Drake Performance and Event Center common spaces.

Department of Theatre students (graduate students, majors, and minors) can book department classrooms for class assignments, degree projects, or registered student organization meetings and activities by emailing a request to theatre@osu.edu. All other bookings are treated as rentals. Rentals for department facilities can be directed to Sherée Greco (greco.73@osu.edu).

Room schedules are posted outside each classroom every Monday morning. If you would like to reserve a room during the current week, check the availability on the calendar posted outside the room and write your name into the free block of time you desire. Classrooms may be locked after hours.

SECTION 2. Admissions

2.1 General Admissions Requirements

Master of Fine Arts—Acting

The applicant must meet the requirements for admission to the Graduate School of The Ohio State University. Minimum University requirements for graduate students are available at <https://gradsch.osu.edu/programs-admissions/admissions>.

All acting candidates must demonstrate their potential by auditioning, either through the University/Regional Theatre Association (representatives usually attend at least two (2) of the three (3) national final auditions in New York, Chicago, and San Francisco) or they may make an appointment through the External Relations Coordinator to audition before the acting/directing faculty on campus. In both cases, an interview will be part of the audition. Applicants should be prepared to present an audition according to the U/RTA Guidelines for Acting Auditions: it must consist of two (2) contrasting pieces with an introduction not to exceed four (4) minutes total time. Furthermore, applicants should be prepared to demonstrate additional skills upon request and to respond to direction.

Master of Fine Arts—Design

The applicant must meet the requirements for admission to the Graduate School of The Ohio State University. Minimum University requirements for graduate students are available at <https://gradsch.osu.edu/programs-admissions/admissions>.

All candidates must demonstrate a potential for growth in design through a portfolio presentation and interview. Unless an interview has been completed by faculty representatives at U/RTA auditions or elsewhere, a request for an interview on campus should be made, including suggested dates. The on-campus interview will not be scheduled until all application materials, including a portfolio, have been reviewed. The portfolio may include examples of work from realized theatre productions and class projects. Samples of research material, organizational paperwork, and production photographs/slides are recommended for the applicant's proposed area of design emphasis: scenery, costume, or lighting design. Depending on a student's proposed area of design emphasis, the portfolio may contain sketches, full color renderings, floor plans, elevations, drafting, pattern drafts, lighting plots, lighting sections, or instrument schedules. Submission of work that demonstrates the designer's process as well as the final product is encouraged. In addition to theatre design work, an applicant is encouraged to include any work, which demonstrates creativity and design skills – such as photography, sculpture, paintings, needlework, and collage.

Master of Arts—Performance/History/Theory

The MA applicant must meet the requirements for admission to the Graduate School of The Ohio State University (available at Minimum University requirements for graduate students are available at <https://gradsch.osu.edu/programs-admissions/admissions>), have substantial undergraduate work in theatre or related fields (preferably an undergraduate degree in theatre), show interest and achievement in theatre production, present evidence of creative or scholarly promise, and demonstrate a high degree of competence with respect to research, analysis, and expository writing.

Doctor of Philosophy—Performance/History/Theory

The PhD applicant must meet the requirements for admission to the Graduate School of The Ohio State University (available at [Minimum University requirements for graduate students are available at https://gradsch.osu.edu/programs-admissions/admissions.](https://gradsch.osu.edu/programs-admissions/admissions)), have substantial undergraduate work in theatre or related fields (preferably an undergraduate major in theatre), hold an MA or MFA degree in theatre, performance studies or a closely-related field, show interest and achievement in theatre production, present evidence of creative or scholarly promise, and demonstrate a high degree of competence with respect to research, analysis, and expository writing.

SECTION 3. Financial Aid and Funding

Applications for awards and scholarships often require multiple levels of approval and must be submitted in a timely manner. Failure to meet department and University deadlines will result in non-consideration of award or scholarship recommendations.

The Department of Theatre awards the following graduate scholarships, fellowships, and associateships:

- [Graduate Associateships](#)
- [Graduate School Fellowships](#)
- [Kramer Research Fellowships](#)
- [Other Scholarships and Awards](#)

3.1 Graduate Associateships

Each academic year the Department of Theatre appoints graduate associates (at 50% full time equivalent) to perform staff duties in teaching, production, research, and administration. Assignments may include:

- Work in the Theatre Research Institute.
- Teaching in small-group recitation sections in conjunction with large service courses (principally Theatre 2100 [Introduction to Theatre] and Theatre 2100 Online.
- Teaching independent sections of courses like Theatre 2110 [Script Analysis], Theatre 2811 [Acting], Theatre 2367.01 [Self Images: America on Stage, 1830 to the Present], Theatre 3111 [Directing], Theatre 3597 [Censorship and Performance], Theatre 3731 [Theatre History to Romanticism], Theatre 3732 [Theatre History Realism to the Present], Theatre 3831 [Movement and Voice]), Theatre 3921S [InterACT: Creation of Outreach Theatre].
- Service as a studio assistant in design and technical production.
- Other duties as assigned

Preference for departmental appointments is given to returning students and to applicants whose admission is completed by **December 2** for PHT applicants and **March 15** for MFA applicants.

Graduate associates receive stipend checks on the last working day of the month from August through May. GAs on a nine-month appointment will receive one-half a month's paycheck in August and one-half in May. Additional increments may be added upon renewal of appointment for proven excellence of achievement and/or a higher level of responsibility. In addition to the stipend, graduate associates receive remission of general and instructional fees and, as applicable, resident or non-resident tuition for each semester of registration. Summer appointments are made separately from the regular academic year.

Faculty recommend students for graduate associateships based on student experience, abilities, and interests. Recommendations for new students are based on admission materials. Recommendations for continuing students are based on annual reviews. Graduate associate assignments are based upon the needs of the department and upon an educational philosophy that graduate students should have experience in a range of theatre activities. Graduate associate assignments (50% appointment) are for an average of twenty (20) hours per week throughout the semester. Specific assignments may vary from week to week, semester to semester, during the academic year.

The twenty (20) hours are not assigned for work on any individual research or production assignment that the graduate associate may be given as partial fulfillment of the degree requirements. Those individual assignments should receive specific credit under 7000-level practicum courses. Graduate associate assignments are made each semester by the department chair in consultation with faculty and the Director of Graduate Studies. Once the assignments are announced for the upcoming semester, the graduate associate must make an appointment with the faculty supervisor of the assigned course or area to establish the precise work schedule for the upcoming semester. Specific assignments may vary within a semester due to unforeseen departmental needs.

If a student is assigned to teach a class other than 2100, they will need discuss the syllabus and the textbook order with the course supervisor. Once the syllabus is approved and a textbook selection is made, the student will place

the book order for the course. In order to get copies of the books as the instructor, the student will contact the publisher for desk copies and, if needed, get permission from the fiscal officer of the department to purchase copies for their use. Books cannot be purchased or refunded without getting this permission and paperwork confirmation in advance. All purchased books are the property of the Department of Theatre and must be returned at the end of the teaching assignment.

Course supervisors are responsible for mentoring and managing GTAs teaching courses under them, assessment requirements as determined by the university, and two (2) observations/feedback for GTAs. GTAs will have their teaching observed and responded to by their course supervisor at least twice during their first semester teaching a course, and once per semester thereafter. GTAs will also meet with their course supervisor regularly for assistance in lesson planning and teaching strategies. The GTA's faculty advisor must also visit and evaluate their student's teaching at least once per semester.

Outside of their GA assignment, graduate students may also request the option of observing or assisting in a course for experience and course credit. These "Directed Teaching" assignments are made at the discretion of pertinent faculty and with the consent of the student's advisor and the Associate Chair. If a "Directed Teaching" arrangement is struck, students should enroll with the faculty member they will be observing or assisting in Theatre 8990: Directed Teaching for one to three (1-3) credit hours. Their responsibilities may range from pure observation to periodically leading instruction, in concert with the faculty member in question. **Students undertaking Directed Teaching assignments may not, under any circumstances, be responsible for more than 20% of a course.**

Summer Appointments

Summer appointments are separate from the regular academic year appointments and available positions are announced in the spring semester. Students should contact the Associate Chair regarding the availability of these positions. The Department Chair may invite applications for summer appointments once funding has been secured. Selection of graduate associates for the summer term will be made by the Department Chair.

Graduate Associate Statement of Duties and Responsibilities

Specific duties and responsibilities for each graduate associate assignment are provided in the Appendix of this handbook. Responsibility and authority for defining and clarifying job duties lie with the supervisor. All graduate associates should consult their supervisors for duties and responsibilities.

Procedures and Criteria for Evaluating and Reporting Graduate Associate Performance

Supervisor's reports for Graduate Associates should address how the student has met the established expectations for specific duties related to their job assignment. A progress check on contact hours (xx/200 for the semester) may be noted.

Each supervisor submits an annual review of each graduate associate to the student's academic advisor by **February 1**. This applies to all GAs working for the Department of Theatre: in a teaching capacity, as a studio supervisor, at TRI, etc. Examples of the required forms for the GA reviews can be found in the Appendix of this handbook. Forms should be completed and submitted electronically and can be downloaded from the General Distribution folder on Buckeye Box.

Evaluations by the GA supervisor are a part of the department's annual reviews of all graduate students, monitored by the Director of Graduate Studies. More information about the Annual Academic Reviews can be found in Section VI of this handbook.

Criteria and Procedures for Reappointing Graduate Associates

It is the policy of the Department of Theatre that graduate associate appointments will be awarded according to enrollment in particular programs. Continued departmental support is dependent upon annual reappointment. Funding depends on satisfactory progress toward the degree, as well as on satisfactory completion of previous GA duties. Maximum years of funding may include university fellowships and GA positions outside the department.

Master of Fine Arts

GA appointments will be renewed for no longer than three (3) academic years, six (6) semesters (preferably consecutive) not including summers.

Master of Arts—Performance/History/Theory

Students may receive a maximum of two years funding (four semesters).

Doctor of Philosophy—Performance/History/Theory

Students who enter the doctoral program with a MA or MFA degree from another university may receive up to a maximum of four (4) years funding (eight (8) semesters, not including summer). Students who receive a MA degree in Theatre at The Ohio State University may receive up to a maximum of three (3) additional years funding (six (6) semesters) not including summer. Students who complete the MFA – Acting degree at The Ohio State University and are admitted into the PhD program may be awarded up to a total of six (6) academic years, twelve (12) semesters, not including summers. (This includes support for both degree programs.) Students who complete the MFA – Design degree at The Ohio State University and are admitted into the PhD program may be awarded a total of six (6) academic years, twelve (12) semesters, not including summers. (This includes support for both degree programs.) The department Chair will make every effort to inform students of any changes in availability of GA/GTA funding at least one semester before the change takes place. Funding beyond the department's original commitment will be made at the discretion of the chair and is subject to available funds.

Criteria and Procedures for Ending GA Appointments

If, after formal review, the faculty GA supervisor should find that the graduate associate is a) not satisfactorily performing the assigned duties, or b) guilty of professional misconduct, as determined by an appropriate review of such action, the faculty supervisor should inform the GA that a recommendation may be made to the Associate Chair for termination of contract at the end of the semester then current. The GA and the GA's academic advisor must be informed of this decision no later than the seventh (7th) week of that semester.

If the GA wishes to appeal this decision, written petition may be made within a week of submission of recommendation, for a review by the Associate Chair and the faculty advisor.

3.2 Graduate School Fellowships

University Fellowships

Each year the area faculty nominates highly qualified new applicants for a number of university fellowships to the Director of Graduate Studies. Graduate fellows must pursue a full-time schedule of courses, research, or both, totaling 12 credit hours per semester. Detailed information about University Fellowships is available at <https://gradsch.osu.edu/funding/fellowships>.

Presidential Fellowships

The Graduate Studies Committee nominates qualified students for university-wide Presidential Fellowships, which are open to students in their completing years of the MFA or PhD programs. Nominations come from student

advisors, not individual students. Competitions are held autumn and spring semesters. Nominations are due by 5:00 p.m. on the third (3rd) Friday of October for autumn semesters and third (3rd) Friday of April for the spring semester competition. MFA acting students, MFA design students, and Performance/History/Theory PhD students may be invited by their advisors to submit a five-page proposal, in line with Presidential Fellowship application materials, to the Director of Graduate Studies so that the faculty may rank nominees in accordance with Graduate School guidelines. Guidelines are available at <https://gradsch.osu.edu/pursuing-your-degree/graduate-fellows/presidential-fellowship>.

Additional information regarding fellowships and other forms of financial assistance may be found on the Graduate School webpage. Students currently enrolled as MA or MFA students are not eligible for nomination for university fellowships upon admission to the PhD program.

3.3 William Case Kramer Theatre Research Fellowship

The William Case Kramer Theatre Research Fellowship, funded by a bequest from Dr. Kramer, is designed to enrich the graduate theatre student experience with an emphasis on the international theatre perspective. Dr. Kramer, whose research involved international travel and culminated in his dissertation "Gordon Craig: Uber-Director, Major Influences on Craig's Theory and Practice," received his PhD from the department in 1974. Funds support a research fellowship to be awarded annually to a graduate student in theatre for work at the Jerome Lawrence and Robert E. Lee Theatre Research Institute. The fellowship will provide an archival work experience supervised by one of the curators in consultation with the director that results in a project or product and is expected to include an international travel component.

The following is the William Case Kramer Theatre Research Fellowship application and selection procedure:

- In October a committee consisting of the curator(s) and director of the Theatre Research Institute will contact the fiscal agent for the Department of Theatre to obtain the total amount of funding available for the award.
- Should income in a fiscal year be inadequate to provide travel funds, the income should be accrued until it builds to a sufficient level to support travel.
- If funds are sufficient to support travel, the committee will announce a call for proposals to theatre graduate students by the first (1st) Friday of November.
- The committee will receive and review applications for funding from the William Case Kramer Theatre Research Fellowship and will make a recommendation to the department chair.
- Before submitting a proposal, applicants should meet with one of the TRI curators to discuss the research project and to target collections in which to conduct preliminary research. If the curator deems that the project does not relate strongly enough to TRI holdings, they may counsel against proposal submission.
- Prior to submitting proposal applicants must conduct 6 hours of preliminary research at the TRI in collections suggested by the curator. This is to familiarize the applicant with TRI resources already available to support the research and to discover how the project might complement TRI holdings.
- Applications are due by the first (1st) Friday of spring semester. Proposals should include:
 1. Description of applicant's overall research project.
 2. Documentation of 6 hours preliminary research conducted at TRI.
 3. Description of how applicant's research project specifically relates to TRI holdings, including name(s) of collection(s) explored during preliminary research.
 4. Completed draft budget template.
 5. Proposed timeline for travel and project completion.

- The committee may request personal interviews with applicants.
- Applications are reviewed by committee. Selection criteria will include:
 1. Quality of the proposal
 2. Completeness of the Proposal (includes documentation of preliminary work. budget template, etc.)
 3. Relationship of the proposal to TRI holdings
 4. Relevance of the proposal to the applicant's overall research agenda
 5. Extent to which the proposed research requires foreign travel
- The committee will make a recommendation to the department chair by the end of January.
- The applicant(s) selected for the fellowship will be notified by mid-February.

REQUIREMENTS FOR ACCEPTANCE

- Recipients of the Kramer fellowship sign up for 1 credit hour of independent study with the TRI Director during the Semester in which the travel is to occur.
- Recipients of the Kramer fellowship will present a summary of their research findings in a public forum within two semesters of the completion of travel, ideally in autumn semester. Details of the presentation are to be determined in conjunction with the TRI Director and coordinated with the Theatre Department calendar scheduling.

3.4 Scholarships and Awards

Departmental Graduate Research Support

Small grants for graduate creative and scholarly projects, as well as conference presentations are available through two departmental funding sources. All awards will be disbursed as a scholarship. If a student cannot receive a scholarship because of the negative impact on their financial aid package, that student may discuss a travel request and reimbursement option with the Department Manager.

Awards may be made for both future events and retroactively for events that have already occurred within the funding period. Retroactive funding is not guaranteed, but applying after-the-fact will factor into the committee's review of the proposal. Applicants should be aware that they will rarely receive support to cover the entirety of their proposed activity.

Applications for Graduate Research Support must first be discussed with the faculty advisor, obtaining their approval. Application forms are available at <http://theatre.osu.edu/gradstudies> and in the Appendix of this handbook. All Applications for Graduate Research Support are due on the following schedule:

- 1st Monday in October for events from June 1 - February 28, 2019
- 1st Monday in February for events from October 1, 2019 - June 30,2020

All recipients of Graduate Research Support grants from the Department of Theatre are required to submit a one-paragraph report and photo of the results of their travel grants to the Director of Graduate Studies and the Academic Program Coordinator within one (1) semester of completion of the funded activity, and may be requested to make a public presentation based upon work undertaken with the support of the fund.

John C. Morrow Fund (Graduate Scholarship)

Established in 1980 in memory of Dr. John C. Morrow, Professor of Theatre from 1963 until his death in 1979, the Morrow Memorial Fund provides small grants for graduate student research. Grants are made to support research activities and to attend national academic and professional conferences if a student is selected to present at the meeting.

Aida Cannarsa Snow Endowment Fund

Established February 7, 2003, The Aida Cannarsa Snow Endowment Fund was established to provide need-based scholarships to students interested in the arts (specifically in Art Education, Art, History of Art, Theatre, and Dance).

Katie Whitlock Memorial Fund for Graduate Student International Travel

Established in 2016 in memory of Dr. Katherine “Katie” Whitlock (Class of 2004), the Whitlock Memorial Fund provides funding to graduate students who participate in the Department of Theatre’s London Theatre program. In years when the London Study Abroad does not occur, graduate students may apply for funds to support other international travel for research. Applications will be requested in November each year and will be reviewed by the Department Chair, Director of Graduate Studies, and the faculty leaders of the London Theatre Program.

Department of Theatre Graduate Student Excellence Awards

Criteria

This award will be presented to outstanding students who demonstrate excellence in the areas of teaching, research and creative activity, or service to the department. Students must be in good academic standing with a GPA of 3.0 or above, be good citizens of the Department of Theatre, and abide by the Student Code of Conduct. Faculty and staff are asked to nominate exceptional students they wish to be considered for this award, which will be granted by a special citation, a gift certificate, and formal acknowledgement at the final department meeting in spring semester.

Nominations

Faculty and staff members of the Department of Theatre may nominate students. The student’s advisor and supervisor, if different then the nominator, should be informed of the nomination.

Selection Process

- Faculty/staff nominate student by completing the Excellence Award form (example included in Appendix C) signed by nominator, advisor, and supervisor. The form must be submitted to the Director of Graduate Studies electronically by the 1st Friday in March.
- Committee review for approval
- Department Chair approval is the final decision on nominations.

Non-Departmental Scholarships and Awards

Beyond the Department of Theatre resources, students are encouraged to seek funding from resources noted on the Graduate School’s website: <https://gradsch.osu.edu/funding>.

Graduate students may also be recognized by the University and Graduate School through award programs like the Graduate Associate Teaching Award and the [Hayes Graduate Research Forum](#). Students are encouraged to explore opportunities at gradsch.osu.edu/pursuing-your-degree/career-development.

SECTION 4. Graduate Programs

4.1 Master of Fine Arts in Theatre (Acting)

The Master of Fine Arts in Theatre with an emphasis in Acting is designed as a terminal degree providing rigorous training in theatrical performance to students preparing for careers in the professional theatre. Extensive training in voice, movement, creation of new work, and acting provide a foundation for student's development and specialization in the third year of training.

General Program Requirements

- A minimum of 69 graduate credit hours must be completed for the MFA (Acting). The area requires the completion of specific classes. Please see the advisor for course requirements and schedule.
- A minimum residence of three (3) academic years (excluding summers) must be devoted to graduate work at The Ohio State University.
- All students must achieve a B or better in each required course. If they do not, they do not pass the course.
- The minimum number of credit hours required each semester is dependent on the individual student's source of funding (Graduate Associate, Fellow, or other). Please reference Section 3.1 of the Graduate School Handbook for more information on your minimum requirements. Visit registrar.osu.edu for more information on registration deadlines and late registration fees.
- Each Acting student will be eligible for casting in a faculty-led creative project each semester during their three (3) years of residency excepting the first semester. Acting students are required to do the general acting audition each semester with a new monologue even if the casting does not require an audition.
- The Acting faculty will meet to review the progress of MFA Acting candidates in classes as well as their performance in departmental productions and independent projects. The reviews are explained in Section 5 of this handbook.
- Students must attend all department and acting area meetings including, but not limited to, yearly orientation meetings, evaluations, and end of the year meetings and celebrations, through the end of finals week.
- Students who are enrolled at least half-time are required to carry health insurance as a condition of enrollment. Please see Section 3.3 of the Graduate School Handbook for more information.

Non-Thesis Option Examination Procedure

All MFA (Acting) candidates will complete the non-thesis option. The candidate must pass a four-hour written Comprehensive Examination during the spring semester of the third (3rd) year of study. The exam questions will be drawn from the MFA reading list, material covered in classes, and practicum/residency experiences. MFA Actors will receive an initial reading list prior to their arrival in the first (1st) semester of the first (1st) year and will receive additions to that list in the spring semester of the first (1st) year and the spring semester of the second (2nd) year of the program. The written Comprehensive Examination will be followed by an Exit Interview which is a time for summation where the student and Acting Area faculty reflect upon the student's progress, achievements, future goals and plans.

4.2 Master of Fine Arts in Theatre (Design)

The Master of Fine Arts in Theatre with an emphasis in Design is offered as a terminal degree for a graduate student preparing for a professional career as a scenic, costume, or lighting designer in the theatre. In addition to selecting a primary area of design emphasis, upon program entry a student may select to study another area of design as a secondary emphasis. The rigorous three-year program places equal emphasis on classroom studies and production program activities. The program of study contains course work in all the areas of theatre and related fields that inform and enrich the area of design selected as an emphasis. Because of the equal importance given to academic and practical experiences within the program, a graduate is well suited for teaching in a college or university in addition to being an articulate and capable theatre artist.

General Program Requirements

- A minimum of 67 graduate credit hours must be completed for the MFA (Design). The area requires the completion of specific classes. Please see the advisor for course requirements and schedule.
- A minimum residence of three (3) academic years (excluding summers) must be devoted to graduate work at The Ohio State University.
- Each design student must be involved in a creative project of the department each semester both during the second (2nd) year and third (3rd) year of residency.
- Students are subject to formal reviews by the design faculty of performance in both the classroom and the production program. These reviews are explained in Section 5 of this handbook.
- A comprehensive Portfolio Review is conducted at the end of the autumn semester in the second (2nd) year of the program. After passing this review, the student must form a thesis committee and complete a thesis project consisting of the design of a major dramatic work, opera, or devised new work developed in consultation with the student's advisor and approved by the student's thesis committee. A student designer's thesis is part of a major, realized production.
- The minimum number of credit hours required each semester is dependent on the individual student's source of funding (Graduate Associate, Fellow, or other). Please reference Section 3.1 of the Graduate School Handbook for more information on your minimum requirements. Visit registrar.osu.edu for more information on registration deadlines and late registration fees.
- Students who are enrolled at least half-time are required to carry health insurance as a condition of enrollment. Please see Section 3.3 of the Graduate School Handbook for more information.

Thesis Requirement

All MFA Design students will complete the degree under Graduate Plan A. (Thesis.) All designers will produce their theses as part of major productions.

All MFA Design students participate in a comprehensive portfolio review at the end of the autumn semester in the second (2nd) year of study. Upon successful completion of the review, a design thesis project is assigned in accordance with the upcoming production season.

Consult with your advisor, this handbook, and the university *Graduate School Handbook* as you select the members of your committee and create proper format for submission of the title page, abstract, and chapter outline. Additional guidelines specific to individual expertise areas (costume, scenery, lighting) appear at the end of this document.

The thesis prospectus is due by the end of the third (3rd) week of autumn semester in the third (3rd) year. After you receive your advisor's approval signature, provide a copy to the Director of Graduate Studies.

The thesis prospectus indicates that you are ready to begin detailed work on a specific thesis project. It should be clearly written and focused on a well-defined topic or problem. Typically, the prospectus will be structured to include each of the following elements:

- **Abstract:** Ranging in length anywhere from a single paragraph to a single page, the abstract provides a short summary of your proposed thesis and area of research.
- **Proposal:** Typically ranging in length from two to four (2 – 4) pages, the proposal describes the way that you intend to approach the design of the production. If you have received the director's concept, the proposal should fully consider his/her approach as well as your design methodology.
- **Chapter Outline:** Typically short and to the point, your chapter outline should still contain enough information to give the reader an indication of how you propose to structure your thesis. See area sheet (costume, scenery, or lighting) for specifics.
- **Bibliography:** Your prospectus should finish with a list of writings especially relevant to the thesis project, including other works created by the playwright/devisor, in the form of a standard bibliography.

Thesis Committee

The thesis committee consists of three (3) members of the graduate faculty: the student's advisor, another member of the design/technology faculty chosen by the student, and the director of the thesis production. If the director is not a member of the graduate faculty, the student chooses a third member from within the graduate faculty. After successful completion of the Comprehensive Portfolio Review (see Section 5), the design major consults with the advisor and the design/technology area committee regarding the selection of a thesis project and a thesis committee. The design major must notify the Director of Graduate Studies in writing of the approval of the thesis project by the thesis committee.

Thesis projects may be realized outside the department's program, but such outside projects must have prior approval of the design/technology area committee and the Graduate Studies Committee. Design students may elect to do a thesis project that includes the scene design and/or costume design and/or lighting design requirements and technical requirements.

The purpose of the thesis is to demonstrate professional competency in the area of specialization. All thesis projects will include a text documenting the creative project. The text must conform to the standard established in the guidelines below and according to Graduate School format standards. (See Section 6.4 of the Graduate School Handbook). The text will include a written design concept supported by relevant historical research, script analysis, and directorial concept.

There will be a two-hour oral Master's Examination conducted by the thesis committee over the materials investigated in the thesis. Completion deadlines for theses are published in the Graduate School's Calendar of Events: (<https://gradsch.osu.edu/>). All written and related design materials must be completed prior to the oral comprehensive examination. A student must be registered for a minimum of three credit-hours during the semester of completing the thesis and oral examination.

Successful completion of the United Scenic Artists entrance exams in the appropriate areas of specialization will satisfy the thesis requirement in the design programs.

The thesis must be prepared according to the standards set forth in The Ohio State University *Graduate School Handbook*: (<https://gradsch.osu.edu/handbook>). Students are required to submit an electronic thesis document. Graduation Services can answer any questions about this process. Deadlines for the thesis and graduation are published in the Graduate School's Calendar of Events (<https://gradsch.osu.edu/>).

Scene Design Emphasis

Written sections of the thesis will include:

- An exploration of the script and the playwright that concisely expresses the essence of the piece, the life of the author, and places them both in their context.
- A brief summary of the critical history of this work.
- A discussion of how the design was conceived and developed. This section should focus on key areas of research, analysis, and collaboration with the director and other members of the artistic team. It should also include a discussion of design elements such as color, form, texture, etc., as well significant materials used in the design.
- A critical analysis of the completion of the design through production and performance.
- Scale reductions of all final drawings (including: floor plans, section and detail elevations).
- Significant preliminary sketches and primary research.
- Color images of final renderings, color models, white models and paint elevations.
- Color images of significant production photos.
- A bibliography of works consulted.

Costume Design Emphasis

Written sections of this thesis will include:

- A brief summary of the critical history of this work.
- A critical analysis of the completion of the design through production and performance.
- A research notebook containing sketches and/or photocopies of historical primary source research material.
- A costume plot denoting the number of male and female costumes needed for the production. This should be organized to clearly indicate the general quality of the costume needed for each scene in which the character appears.
- An action chart denoting the characters that appear in each scene.
- A costume budget chart illustrating the financial breakdown of the cost of the goods necessary to mount the production. This should be organized as line items per costume for each character.
- Composite preliminary sketches of all the required costumes.
- A minimum of thirty (30) separate costume renderings, which should include specifications and swatches. The minimum may be less if the Thesis Committee has approved a production with fewer than thirty (30) costumes.
- A character plot briefly discussing the character traits of the principal characters based on script analysis and the director's interpretations.
- Patterns in 1/8" scale with appropriate labels for a minimum of two (2) complete costumes. The advisor will select the costumes to be patterned.
- Full or scaled enlargements of costume accessories or details. Accessories or details will be selected by the advisor and will be two to five (2-5) in number.
- Color images of costume renderings and significant production photos.
- A bibliography of works consulted.

Lighting Design Emphasis

Written sections of the thesis will include:

- A brief summary of the critical history of this work.
- A critical analysis of the completion of the design through production and performance.
- A detailed plot summary of the work, with particular emphasis to shifts in location and progression of time.
- A discussion of how the design was conceived and developed. This section should focus on key areas of research, analysis, and collaboration with the director and other members of the artistic team. It should also include a discussion of design elements such as color, form, texture, etc., as well significant materials used in the design.
- Lighting research materials in the form of light sketches, research images, and/or research images, demonstrating lighting environments for several scenes in the production.
- A full lighting cue orchestration, including a visual description of the lighting at each particular moment in the production.
- A channel hook-up, instrument schedule, and magic sheet.
- A completed shop order from a standard rental house for producing the design.
- A CAD-drafted light plot in a scale as appropriate for the theatre.
- A CAD-drafted centerline section in a scale as appropriate for the theatre (typically 1/4" = 1'-0") on bond paper.
- Additional CAD-drafted drawings as necessary for the project.
- Color images of significant production photos.
- A bibliography of works consulted.

4.3 Master of Arts – Performance/History/Theory

****NOTE:** *the MA program has been revised and those revisions will be implemented in the 2019-2020 academic year. Students who began the program before Autumn 2019 will graduate under the curriculum requirements they came in under and will not be adversely affected by the curricular changes. Substitutions for classes no longer offered by the department may be selected from the new required coursework.*

Students in the Master of Arts program in Performance/History/Theory work with an advisor to build a solid foundation that will prepare them for some forms of teaching, for more specialized study in a doctoral degree program, or for a professional career in an arts-related field.

Each student should meet with his or her advisor during the first semester to develop a plan of study. Because most courses are offered every other year, two-year planning is recommended.

Beyond the specific course requirements, students may select, with the approval of their advisor, a wide range of courses to satisfy their requirements. The program culminates with a thesis in the student's chosen area of research. Please reference the detailed requirements below and the MA Advising Sheet on page 25 of this handbook.

General Program Requirements

- A minimum of 32 graduate credit hours must be completed, including a minimum of 4 credit-hours for the thesis. The program requires 15 credit hours of required coursework in the Department of Theatre. The remaining credit hours may be electives completed through the Department of Theatre or another department. (See MA Advising Sheet for details.)
- Students are required to demonstrate a comprehensive reading proficiency in one (1) foreign language. MA students are required to **either** pass a language exam given by the language department of their choice **or** take one (1) semester of foreign language for reading at the graduate level.
- A minimum residence of two (2) academic semesters (excluding summers) devoted to graduate work at The Ohio State University is required. 80% of the required credit hours must be complete at The Ohio State University.
- The minimum number of credit hours required each semester is dependent on the individual student's source of funding (Graduate Associate, Fellow, or other). Please reference Section 3.1 of the Graduate School Handbook for more information on your minimum requirements. Visit registrar.osu.edu for more information on registration deadlines and late registration fees.
- Students who are enrolled at least half-time are required to carry health insurance as a condition of enrollment. Please see Section 3.3 of the Graduate School Handbook for more information.
- A student must be registered for at least three (3) graduate credit hours the semester or summer term in which graduation is expected.

Depending upon previous training and qualifications, MA students may have the opportunity to take introductory, intermediate, or advanced courses in acting, design, directing, dramaturgy, playwriting, or stage management. Since some courses have prerequisites or require auditions, students should check with instructors on the requirements. Students also have the opportunity to audition for departmental productions and to apply for production assignments (e.g., dramaturging, stage managing, directing). In some cases, specific course work is required in order to qualify for an assignment.

In addition, students may take courses outside of the department to complement the MA program of study, including thesis preparation. Outside courses should be related to the student's coherent program of study.

Thesis Requirement

All MA students in theatre must complete a satisfactory research thesis that explores an aspect of theatre/performance in some depth. The thesis can explore almost any issue in theatre studies, as long as it is thoroughly researched, clearly written, and advances an original argument that engages with current scholarship in the field. Some students might choose to revise and submit their thesis to a scholarly journal for publication.

Students will be responsible for choosing a thesis advisor by the beginning of spring semester of their first (1st) academic year. The thesis is supervised by a committee chaired by the student's thesis advisor. By the fifth (5th) week of spring semester, the student should submit a written prospectus (normally five to ten (5-10) pages) to the advisor for approval. In addition, the prospectus should include a bibliography of relevant scholarship. Once the advisor accepts the prospectus, the graduate student and advisor will discuss possible faculty members to serve as the second (2nd) reader of the thesis. This person should be selected by spring semester. It is the responsibility of the student to ask a faculty member if he or she is willing to serve on the committee. The committee can be comprised of two (2) members, the advisor and a second (2nd) faculty member. Additional faculty members may also serve as readers on the committee, if they so desire and the student and advisor seek their participation. Following Graduate School requirements, the thesis committee must be approved by the Graduate Studies Committee. The student should therefore provide a copy of the prospectus to the Director of Graduate Studies, with a cover page that includes the signatures of the members of the committee. The copy of the prospectus is kept in the student's departmental file.

The completed written thesis will be submitted by the student to the thesis committee two weeks before the defense date, and will be defended by the student in an oral thesis examination of one hour. Most MA theses are fifty to seventy-five (50-75) pages long.

The thesis must be prepared according to the standards set forth in The Ohio State University *Graduate School Handbook*: (<https://gradsch.osu.edu/handbook>). Students are required to submit an electronic thesis document. Graduation Services can answer any questions about this process.

Deadlines for the thesis and graduation are published in the Graduate School's Calendar of Events (<https://gradsch.osu.edu/>).

Following Graduate School rules, a student must be registered for a minimum of three (3) graduate credits during the semester in which he or she will finish the thesis and take the oral examination.

ADVISING SHEET: MA in THEATRE

	CREDITS	SEMESTER	NOTE
REQUIRED COURSEWORK: 15 credits total			
6701 Research Methods	4	Autumn Year 1	Offered every autumn.
7710 Method: Historiography	3	Autumn Year 1 or 2	Offered every other autumn.
7720 Method: Performance Studies	3	Autumn Year 1 or 2	Offered every other autumn.
7730 Method: Practice As Research	3	Spring Year 1 or 2	Offered every other spring.
8995 Proseminar (1 credit/semester, repeated 2x)	2	Spring Year 1 and 2	Offered every spring.
ELECTIVES: at least 9 credits			
<i>Students choose electives from the Department of Theatre and other departments across campus as their research agenda indicates.</i>			
FOREIGN LANGUAGE: 0-3 credits total			
Pass language exam or successfully complete one course on grad level		Spring Year 1 or Autumn Year 2	Satisfying this requirement requires advance planning. Please discuss with your advisor in Autumn of Year 1.
THESIS: 4-9 credits total			
6999 Thesis Research (1-3 credits repeatable per enrollment to a maximum of 9 credits)		Autumn, Spring, and/or Summer Year 2	Many of our MA students elect "end of term" graduation and defend their theses in their final summer. Please discuss with your advisor well in advance to ensure their presence during their off-contract time.
TOTAL CREDITS REQUIRED FOR THE MA in THEATRE			32

4.4 Doctor of Philosophy—Performance/History/Theory

****NOTE:** *the PhD program has been revised and those revisions will be implemented in the 2019-2020 academic year. Students who began the program before Autumn 2019 will graduate under the curricular requirements they came in under and will not be adversely affected by the curricular changes. Substitutions for classes no longer offered by the department may be selected from the new required coursework.*

Students in the PhD program work with an advisor to create a plan of study and theatre practice that will train them as scholars, teachers, and practitioners. Drawn from a wide variety of courses in performance, history, and theory the plan of study will include an area of intense specialization and at least two (2) sub-areas of competence.

Each student should meet with his or her advisor during the first (1st) semester to develop a plan. Because most courses are not offered every year, two-year planning is recommended.

Beyond the specific curricular requirements, students may select, with the approval of their advisor, a wide range of courses to satisfy their credit hour requirements. A doctoral student should regularly take courses at the 7000 and 8000 level, including seminars. Following the successful completion of coursework and the Candidacy Examination, students in the PhD program must undertake and complete a dissertation in their chosen area of research. Please reference the detailed requirements below and the PhD Advising Sheet on page 28 of this handbook.

It is imperative that students also reference the Graduate School Handbook for University requirements related to the PhD program. The details below are in addition to the requirements of the Graduate School.

General Program Requirements

- A minimum of fifty (50) graduate credit hours beyond the MA degree must be completed. Of the 50 post-master's hours, at least 24 graduate hours must be taken at this university.
- Prior to the Candidacy Examination, the student is required to demonstrate a comprehensive reading proficiency in one (1) foreign language. PhD students are required to **either** pass a language exam given by the language department of their choice **or** take one (1) semester of foreign language for reading at the graduate level.
- A minimum residency of three (3) years (excluding summer) is required, with at least eight (8) credit hours per semester.
- Each doctoral candidate will be assigned an interim academic advisor before the commencement of the first (1st) semester of residency. The candidate is responsible for selecting a permanent advisor by spring semester of the second (2nd) year, if not sooner. This advisor will serve as the dissertation advisor and must have Category P status with the Graduate School (see Section 1.2 of this handbook for departmental faculty who hold this status) and be willing to accept the assignment.
- The minimum number of credit hours required each semester pre-candidacy is dependent on the individual student's source of funding (Graduate Associate, Fellow, or other). Post-candidacy doctoral students must register for a minimum of three (3) credit hours per semester, and continuous enrollment (Autumn and Spring semesters) is required. Please reference Section 3.1 of the Graduate School Handbook for more information on your minimum requirements. Visit registrar.osu.edu for more information on registration deadlines and late registration fees.
- Doctoral candidates are required to develop a supporting program of experience, as planned with advisor, in acting, design, directing, devising, dramaturgy, playwriting, or theatre management, with an emphasis on course-based work. Students should take a graduate course in the production area of choice (e.g. students who have a directing focus should take Theatre 5111 Advanced Stage Directing). Students may also take a graduate practicum in order to complete an appropriate production project. In some cases, students may work on Mainstage productions; in other cases they may work on Lab Series productions. Yet neither opportunity is guaranteed. Students should consult with their advisors for specific guidelines and procedures for meeting the requirements for the production supporting program.

- Any doctoral candidate who has fulfilled the production requirement for the doctoral degree and wishes to participate in any additional productions or research projects, on- or off-campus, must submit the Extra-Curricular Approval Request Form to the Director of Graduate Studies for approval by the Graduate Studies Committee. If such involvement possibly hinders progress toward the degree and/or the fulfillment of the GA assignment and responsibilities, the student may not take on this additional production work.
- Students who are enrolled at least half-time are required to carry health insurance as a condition of enrollment. Please see Section 3.3 of the Graduate School Handbook for more information.
- A student must be registered for at least three (3) graduate credit hours the semester or summer term in which graduation is expected.

Benchmarks for Reasonable Progress Toward the Degree

The Department of Theatre expects all PhD students to meet the following benchmarks in order to maintain reasonable progress toward the degree. Any expected deviation from this timeline should be discussed with the student's advisor and Director of Graduate Students in advance, and may require a petition for approval.

- Spring semester of the 2nd year: Completion of all required coursework, with the exception of candidacy preparation and dissertation research credits.
- Autumn semester of the 3rd year: Successful completion of the Candidacy Exam
- Spring semester of the 3rd year: Approval of the dissertation prospectus
- Spring or Summer of the 4th year: Successful completion and defense of the dissertation.

Please reference the PhD Advising sheet on the following page.

ADVISING SHEET: PhD in THEATRE

	CREDITS	SEMESTER	NOTE
REQUIRED COURSEWORK: 18 credits total			
6701 Research Methods	4	Autumn Year 1	Offered every autumn.
6702 Theatre Pedagogy	3	Spring Year 1 or 2	Offered every other spring.
7710 Method: Historiography	3	Autumn Year 1 or 2	Offered every other autumn.
7720 Method: Performance Studies	3	Autumn Year 1 or 2	Offered every other autumn.
7730 Method: Practice As Research	3	Spring Year 1 or 2	Offered every other spring.
8995 Proseminar (1 credit/semester, repeated 2x)	2	Spring Year 1, 2	Offered every spring.
ELECTIVES: at least 9 credits			
<i>Students choose electives from the Department of Theatre and other departments across campus as their research agenda indicates.</i>			
FOREIGN LANGUAGE: 0-3 credits total			
Pass language exam or successfully complete one course on grad level		Spring Year 2	Satisfying this requirement requires advance planning. Please discuss with your advisor in Autumn of Year 1.
PRODUCTION EXPERIENCE: at least 3 credits			
A supporting program of experience in acting, design, directing, devising, dramaturgy, playwriting, or theatre management is developed by each student in conjunction with their advisor.		Spring Year 1 or Autumn Year 2	See Production Experience Course Menu for a list of courses that can satisfy this requirement.
CANDIDACY EXAM: 9 credits total			
8700.01 Exam Prep: Specialization	3	Summer or Autumn Year 3	Students should begin planning for exams
8700.02 Exam Prep: Cognate 1	3	Summer or Autumn Year 3	during their second year in the program. Exams
8700.03 Exam Prep: Cognate 2 (Pedagogy)	3	Summer or Autumn Year 3	are taken in Autumn of Year 3
DISSERTATION: 6-18 credits total			
8999 Dissertation Research (1-3 credits repeatable per enrollment to a max of 18)		Spring Year 3; Summer, Autumn, Spring Year 4	Spring of Year 3 enrollment for prospectus development and defense.
TOTAL CREDITS REQUIRED FOR THE PhD in THEATRE	55		

Candidacy Exam

After the successful completion of at least 30 credit hours of course work beyond the Master's Degree (if the MA was earned elsewhere) or 15 credit hours of course work beyond the Master's Degree (if the MA was earned in the OSU Department of Theatre), including all required coursework, PhD students must pass written candidacy examinations in three (3) areas of concentration: one (1) field of intense specialization and two (2) additional fields in which they demonstrate competence. Students will use the examination process to deepen their knowledge of theatre and performance, as well as to demonstrate through their writing that they can synthesize, analyze, and contribute creatively to further production of knowledge.

Selected together with an advisor from within the Department of Theatre, the area of specialization will be one in which a student intends to develop expertise and national reputation, teach courses, deliver conference papers, and publish scholarly work. Moreover, it will be the area of focus for the dissertation. The list of materials to be read and viewed (books, articles, films, etc.) in preparation for the examination should extend to approximately seventy-five to one hundred (75-100) items. Formatted in MLA Style, the list must be reviewed and approved by the advisor.

One of the three areas (specialization or cognate) must focus on pedagogy. Dramatic literature (play texts) should also be heavily studied in at least one (1) of the three (3) areas.

Areas of specialization often combine a topic, a historical time period, and a geographical area(s) of the world. Or, they may focus on developing a theoretical approach or reconceptualizing the work of a major figure, or figures, in theatre history/dramatic literature.

The supporting areas of specialization are ones in which the student will develop enough breadth and depth to be able to teach classes. Lists of materials for the supporting areas will not exceed fifty (50) items. Formatted in MLA Style, the lists must be reviewed and approved by both the advisor and an additional committee member.

The supporting areas may either buttress or diverge from the primary area of specialization. Yet taken as a whole, the three (3) candidacy exam lists – along with the list of summer reading students receive before arrival on campus their first (1st) year – should support students' efforts to master:

- A knowledge of representative plays and playwrights from a variety of epochs, cultures, and/or movements.
- A historical and cultural understanding of theatre production (including acting, directing, theatre architecture, theatre management and organization, and the visual elements of theatre production).
- An understanding of the function the theatre performs in today's culture and of the functions it has performed in other periods and cultures.
- A knowledge of the major theories and cultural contexts that have informed theatre and performance throughout history.

The Application for Candidacy must be submitted through gradform.osu.edu with all department approvals at least two weeks prior to the Oral Examination date. Please see gradsch.osu.edu for all university requirements pertaining to the Candidacy Exam.

Students will write take-home exams on five (5) days over two (2) successive weeks. The first (1st) week will be devoted to the field-of-specialization exam. The student will receive a list of questions by email at 9 am on the morning of the first (1st) day and is expected to select **one** (1) question on which to write a 20-page essay over three (3) days, working approximately eight (8) hours per day. In order to pass, the essay must demonstrate the ability to synthesize the depth and breadth of knowledge of the topic as discussed so far by scholars in the field, as well as produce an original argument that could subsequently be developed for successful submission to a peer-reviewed journal. The essay will be due, by email, at 6 pm on the evening of the third (3rd) day.

The second (2nd) set of exams will be devoted to the two (2) supporting fields. The student will write on one (1) supporting field the first (1st) day and on the second (2nd) supporting field the second (2nd) day, for no more than

eight (8) hours each day. The student will receive two (2) lists of questions, one (1) at 9 am on the first (1st) day and one (1) at 9 am on the second (2nd) day. Each day, the student will choose **one** (1) question from each list on which to write. Responses will be due back by email no later than 7 pm of each day, and need be no longer than ten (10) pages.

After each set of exams, students will print out and make photocopies of their exam responses to give to each of their committee members. Photocopies may be made in the main office of the Department of Theatre.

Details on the timing and delivery of questions must be agreed upon and circulated to all committee members, the Academic Program Coordinator, and the student. While the exams are take-home, if a student chooses to complete the exam on campus, every effort will be made to find the student an office space in which to write the exam.

Candidacy Examination Committee

The examining committee is selected by the student, with the approval of the student's program advisor, who normally serves as chair. Committee members must agree to serve.

The examination committee will consist of at least four (4) members of the graduate faculty, at least two (2) of whom must be in the Department of Theatre. Other examiners may represent cognate fields. According to the *Graduate School Handbook*, "Non-Graduate Faculty members may be appointed to the candidacy examination committee by approval of the Graduate Studies Committee in the student's home program and by petition to the Graduate School. Non-Graduate Faculty are in addition to the required four current Ohio State Graduate Faculty members."

Students wishing to have a Non-Graduate Faculty member serve on their committee must complete the Petition Form for Graduate Committee and Examinations Form available on [Gradforms.osu.edu](http://gradforms.osu.edu).

Doctoral students preparing for their Candidacy Examinations will hold tutorials with the members of their committee in preparation for the Candidacy Exam for a total of nine (9) credits. Three (3) course numbers will be used for the tutorials:

- 8700.01—Candidacy Exam Preparation: Specialization
- 8700.02—Candidacy Exam Preparation: Cognate I
- 8700.03—Candidacy Exam Preparation: Cognate II

The examination committee will assemble the examination from questions prepared by appropriate faculty in the various areas to be included in the examination. After the materials lists are approved by each of the three (3) members of the committee, the student arranges individual tutorial meetings with the committee members in order to prepare for the Candidacy Examination. Each committee member will decide how many tutorial meetings are needed before the examination. The student and each member of the committee work together to review the material and establish possible questions, based upon the approved lists.

The Application for Candidacy Exam Form, available at <http://gradforms.osu.edu>, must be submitted to the Graduate School online with all approvals no later than two (2) weeks prior to the proposed date for the oral portion of the candidacy exam. Section 7.4 in the *Graduate School Handbook* pertains to the candidacy examination.

Oral Examination

The oral portion of the Candidacy Examination normally is held within one (1) month of the written examination. It must be scheduled with the Graduate School at least two (2) weeks in advance (and more time is recommended).

Students should carefully review the procedures in the *Graduate School Handbook* (available at gradsch.osu.edu). The two-hour oral portion of the examination will be given by the same committee for which the student has written. The answer to the written portion of the examination will serve as the basis for questioning during the oral portion. The oral examination gives students the opportunity to elaborate upon the ideas they have

expressed in writing; it gives faculty the opportunity to ask for clarification or expansion of ideas, as well as to evaluate students' abilities to express themselves verbally.

The student is considered to have passed the Candidacy Examination only when the decision of the examining committee is unanimous. If the student fails the examination, a second (2nd) examination is permitted only if the committee recommends it. A student may not take the Candidacy Examination or any portion of it more than two (2) times. Provided all other requirements have been met, the satisfactory passing of the Candidacy Examination admits the student to candidacy for the degree at the end of the semester in which the examination is completed.

Graduate students must complete the Candidacy Examination within five (5) years of commencement of graduate studies for the PhD. However, the graduate faculty in the PhD program expects that the Candidacy Examination be taken during autumn semester of the third (3rd) year of residency. All post-candidacy doctoral students must register for a **minimum** of three (3) credit hours per semester whether they are funded or self-funded; continuous academic year registration is required for post-candidacy doctoral students admitted autumn quarter 2008 or after; and summer semester registration will be optional starting in summer quarter 2009.

Dissertation

PhD students must complete a satisfactory dissertation in theatre performance, history, and theory. The dissertation may involve textual analysis, archival historical research, ethnographic fieldwork, and/or contributions to theories of the theatre/performance. It should be accurately researched, clearly organized, well-written, and make a contribution to current discussion in the fields of Theatre or Performance Studies.

Prospectus

Each PhD candidate must prepare a dissertation prospectus that spells out the topic and argument of the proposed study. Approximately twenty (20) pages long, excluding endnotes and bibliography, the prospectus should provide a basic overview of the field of study and scholarship, the problem and issues to be taken up, the line of argument, and the proposed model of organization. It should also include an appropriate bibliography to illustrate the candidate's knowledge of the scholarship on the topic. If Institutional Review Board (IRB) approval of the proposed research is required, the student should consult with the advisor about whether to seek IRB review before or after the prospectus is completed.

The prospectus must be submitted to the dissertation advisor and the members of the committee for their approval. The student should therefore provide a copy of the prospectus to the Director of Graduate Studies, with a cover page that includes the signatures of the members of the dissertation committee. This copy of the prospectus is kept in the student's departmental file. The prospectus should be prepared (i.e., drafted and revised, as required) and approved by spring of the student's third (3rd) year in the PhD program.

Once the prospectus is approved, the student should inform the graduate studies director of the composition of the committee. The dissertation advisor must have Category P status and the other two readers must be at least Category M. Second readers are selected jointly by the student and the advisor. Nominations for the dissertation committee must be submitted in writing to the Graduate Studies Committee for approval. The student should therefore provide a copy of the prospectus to the Director of Graduate Studies, with a cover page that includes the signatures of the members of the dissertation committee. This copy of the prospectus is kept in the student's departmental file.

Time to Complete the Dissertation

If a doctoral candidate does not complete the dissertation and the oral examination within the required five years after the Candidacy Examination, as specified by the Ohio State Graduate School, they must reapply for candidacy by taking the Candidacy Examination in full, both written (18 hours) and oral (2 hours). The faculty member who served on the first examination can be asked to continue, if in fact they are available and agree to serve. Otherwise, a new committee should be established. For the procedures of the examination, review the requirements for the

“PhD Candidacy Examination” and the “PhD Candidacy Examination Committee” in this section. The written examination will normally occur on The Ohio State University campus, unless sufficient provisions are made for a fully monitored examination elsewhere. Any off-campus examination will require the approval of the Graduate Studies Committee in the Department of Theatre. The oral examination must occur on campus.

Upon passing the examination, the student is readmitted to candidacy. If the dissertation topic has not changed and the previous advisor is willing or able to continue to serve in that capacity, there may be no need to write a new prospectus. However, this matter is at the discretion of the advisor. If a new advisor agrees to direct the dissertation, a new prospectus must be written and approved. And if any new committee members are added to the committee, they must approve the prospectus. The selection and approval of committee members is the responsibility of the advisor, but the candidate is then responsible for asking people to serve. Review the section on “Dissertation” in this *Handbook*. OSU Graduate School rules and procedures apply during candidacy (please review the latest edition of the OSU *Graduate School Handbook* <https://gradsch.osu.edu/handbook>). The dissertation must be completed within two years. Also, as per Graduate School requirements, a student must be registered for at least three graduate credit hours during the semesters when the Candidacy and Final Oral Examinations are taken and during the semester in which graduation is expected.

Oral Examination

A two-hour oral examination on the dissertation will be conducted by the student's dissertation committee. Following Graduate School requirements, a student must be registered for at least three (3) graduate credit hours during the semester in which the oral examination is taken. The completed dissertation manuscript must be provided to the committee at least two (2) weeks before the defense date.

The Ohio State University *Graduate School Handbook* includes deadlines, procedures, and required forms for the Final Examination.

Publication

The dissertation must be prepared following the standards set forth in The Ohio State University Graduate School Handbook. Graduation Services can also answer any questions doctoral students may have about the electronic submission of doctoral dissertations. Completion deadlines for the dissertation are announced by the Graduate School in their Calendar of Events (<https://gradsch.osu.edu/>).

Doctoral Student Procedures - Final Semester

There are many deadlines and forms required by the University during the final semester of the doctoral program. Visit gradsch.osu.edu in advance of your final semester to familiarize yourself with the complete calendar and checklist for graduation.

4.5 Graduate Minor—Cinema/Video

The Graduate Minor in Cinema/Video production allows graduate students to explore creative and expressive possibilities of single-camera electronic cinematography and provide them with an understanding of the aesthetic issues involved with cinema/video production. The minor emphasizes the practice of moving image art-making through creative projects. This program provides a comprehensive study of the varieties of Cinema/Video expression and the dramatic structures underlining the practice of this art.

For more information about the Graduate Minor in Cinema Video Production, visit theatre.osu.edu/gradstudies/minor-cinemavideo or reference the advising sheet and program form found in Appendix D of this handbook.

4.6 Graduate Minor—Theatre and Performance

The Graduate Minor in Theatre and Performance allows students in various fields in the arts and humanities to develop a supporting program in the Department of Theatre that will complement their graduate study. This concentration serves students who are investigating the heritage of drama and theatre in any of the literature and language fields. Likewise, some students who work in the interdisciplinary areas of medieval and renaissance studies, comparative studies, folklore studies, and African and African American studies benefit from a concentration in theatre and performance.

Students can select from courses offered by the graduate faculty in the Department of Theatre with a concentration on dramatic literature, theatre history and historiography, film and video studies, and the theories and criticism of drama and performance. These courses provide each student with a critical foundation in the scholarly methodologies that underlie research and analysis in the interconnected fields of theatre studies and performance studies.

For more information about the Graduate Minor in Theatre and Performance, visit theatre.osu.edu/gradstudies/minor-theatre-performance or reference the advising sheet and program form found in Appendix D of this handbook.

4.7 Graduate Interdisciplinary Specialization in Fine Arts (GISFA)

The graduate interdisciplinary specialization in fine arts (GISFA) makes it possible for students who want to pursue a broad-based art education or a close focus in a second art field, beyond their major program of study, to do so. A programmatic approach to interdisciplinarity among artists pursuing their graduate degrees at the Ohio State University, the GISFA program offers such students a well-rounded, pedagogically founded sequence of courses (even as the program has enough flexibility to be tailored to fit any single student's particular needs), providing a template for what will essentially constitute a "graduate minor" in the making of art that cuts across all arts disciplines, earned concurrently with the M.F.A. (or the equivalent degree in other fields—e.g., the M.M. or D.M.A. in Music) in the student's own discipline.

The GISFA Program is open to graduate students in creative writing, music composition and performance, dance, theatre, and all fields of visual art, including design. There is no admissions process; any graduate student whose admission to OSU was based on a portfolio submission and/or audition is automatically eligible to pursue the GISFA. A student's own faculty advisor in his or her field can help plan GISFA elective courses, along with Professor Michelle Herman, who administers the GISFA program and will provide advising oversight.

Contact Professor Herman as early as possible in your graduate education if you are interested in the GISFA. Upon completion of the program, your application to graduate from Ohio State will be accompanied by a Graduate Interdisciplinary Specialization Transcript Designation Form.

The forms necessary for undertaking, and graduating with, the Graduate Interdisciplinary Specialization in Fine Arts can be accessed on gradforms.osu.edu. More information about the GISFA is available here: <http://gisfa.osu.edu/index.cfm>.

SECTION 5. Advising

5.1 Assigning or Changing Advisors

All students are assigned an advisor upon admission to the graduate programs. Procedures for assigning advisors are unique to each degree program and are described below. It is imperative that the student and the advisor meet during the first (1st) semester to map out an overall plan of study based upon the degree requirements and options. This plan may be modified because of specific developments in the student's course work, needs, and plans, but it will provide a guide for the student to the degree program. Each semester, the student should meet with his or her advisor not only to select elective and required courses, but also to assess the student's progress toward completion of the degree.

A change of advisor may be initiated by the student or by the advisor. The student must secure agreement concerning the change from the proposed new advisor and current advisor before informing the Director of Graduate Studies and Academic Program Coordinator. The Director of Graduate Studies will review this change of advisor for procedural compliance with both departmental and Graduate School rules and guidelines. If the change is not in compliance, the Director of Graduate Studies will refer the matter back to the student's area faculty for review.

Master of Fine Arts—Acting

The area head of acting/directing will serve as academic advisor for all students in their first (1st) semester of residence. After the first (1st) semester, students will select an academic advisor from among the acting/directing faculty.

Master of Fine Arts—Design

A student's advisor will be the principal instructor in the student's area of design emphasis. The area head of design/technology will identify those principal instructors. In areas with more than one (1) principal instructor, academic and production advising may be shared or alternating.

Master of Arts—Performance/History/Theory

Each MA student will be assigned an interim academic advisor before the first semester of residency commences. The candidate is responsible for choosing a permanent advisor from the PHT graduate faculty by the third (3rd) Friday of spring semester of the first (1st) academic year. This permanent advisor will serve as the student's thesis advisor. The student and the thesis advisor will then consider possible faculty members to serve on the thesis committee. It is the responsibility of the student to ask a faculty member if he or she is willing to serve on the thesis committee. The decision belongs to the faculty member. Normally, the two (2) committee members will be Department of Theatre graduate faculty, but special topics may require special committees. Consult with the advisor and see Graduate School guidelines.

Doctor of Philosophy—Performance/History/Theory

Each PhD student will be assigned an interim academic advisor before the first (1st) semester of residency commences. The student is responsible for choosing a permanent advisor from the PHT Graduate Faculty by the third (3rd) Friday of spring semester of their second (2nd) academic year. This permanent advisor will normally serve as the advisor for both the candidacy examination and the dissertation. This advisor must have a Category P status and be willing to accept the assignment. The student and the advisor will then select three (3) faculty members to serve on the candidacy examination committee and subsequently they will select together the faculty members of the dissertation committee. It is the responsibility of the student to ask a faculty member if he

or she is willing to serve on the two (2) committees. The decision belongs to the faculty member. Normally, at least two (2) committee members (on each committee) will be Department of Theatre graduate faculty, but special topics may require special committees. Consult with the advisor and see Graduate School guidelines.

5.2 Graduate Advising Best Practices

Graduate advising is best understood as a relationship between graduate student and faculty advisor where both parties can expect that the other party will follow best practices in fulfilling his or her responsibilities as graduate student or advisor.

The relationship between a graduate student and advisor is one that can have a great impact on the academic achievements and life of a graduate student. This relationship can greatly encourage the academic pursuits of the graduate student, proving to be one of the most influential interactions of the scholar's life. A relationship in which mutual expectations are not understood, however, may diminish a graduate student's potential.

This document outlines the minimum expectations for best practices in graduate advising at The Ohio State University. It is meant to be a spring board for each graduate program to discuss, develop, or reevaluate its local advising expectations and practices. This document was created in 2012 by the Council of Graduate Students in consultation with the Graduate School and approved by the Graduate Council.

Communication and Graduate Advising

Regular and clear communication is essential to good graduate advising. It is recommended that as much communication as possible occur in person or over the phone to enhance clarity, reduce ambiguity and misunderstanding, and to resolve conflict. Written communication, e.g. via mail and e-mail, is appropriate, especially to document situations and potentially contentious issues. Problems that arise should be addressed immediately and clearly so that both parties can work to remedy issues in an expedient manner. Graduate students and advisors should recognize that social media can blur the line between professional and personal lives and should be used only if deemed appropriate by both parties.

Graduate Student Responsibilities

- Conduct academic pursuits in an ethical manner and develop professionally
 - Uphold Ohio State's Code of Student Conduct
 - Pursue opportunities that advance career as a graduate student and beyond
- Take ownership of academic progress
 - Devote significant and productive time toward degree completion
 - Stay abreast of requirements for degree completion through active and regular discussions with advisor
 - Communicate career goals and concerns related to academic progress clearly
 - Initiate communication with the advisor
- Respect the responsibilities of the advisor
 - Maintain open communication with advisor
 - Allow sufficient time for the advisor to provide feedback in advance of deadlines
 - Maintain professionalism by keeping up with graduate student responsibilities even when advisor is not present

Graduate Advisor Responsibilities

- Conduct advising in an ethical manner, including when recruiting advisees
 - Communicate clear intentions, expectations, and requirements to potential and current advisees, including how long the advisor expects to stay in his or her current position and the amount of funding support available to advisees
 - Address problems immediately so both parties can remedy issues expediently
 - Maintain communication and interact with graduate students in a professional manner
 - Communicate clear expectations for time to degree completion and publication expectations
 - Provide periodic and regular evaluations of progress toward degree
 - Provide timely written feedback on advisee's professional writing (article drafts, dissertation chapter drafts, etc.)
 - Give students appropriate credit for their work, e.g. as reflected in author strings in journal articles or books
- Aid in preparing students to be the best professional they can be
 - Initiate conversations about academic progress and stay current about degree requirements and procedures
 - Initiate conversations with advisee about career goals
 - Support traditional and non-traditional career goals
 - Help graduate students develop professional skills that will make them competitive for employment in their given field
 - Encourage students to take part in activities that will enrich their academic development, e.g. by participating in professional conferences and other networking activities
- Respect advisees' academic and non-academic commitments and responsibilities
 - Provide prompt and honest feedback on student's work
 - Allow reasonable time for students to prepare requested materials
 - Do not require that a student continue to provide a service (e.g. teaching, laboratory management, mentoring of other students, etc.) under terms that can hinder a student's degree completion

Graduate Program Responsibilities

- Establish graduate advising best practices that pertain specifically to the local graduate program and its graduate degrees
- Maintain a graduate program handbook, including the steps and processes for students to complete degree requirements and grievance procedures for graduate students and advisors
- Create and maintain an easily accessible online list of information for graduate students that contains links to the *Graduate School Handbook* and other relevant university resources
- Provide yearly written review of performance for graduate students and advisors
- Maintain clear communication with students and advisors
- Hold a yearly orientation to familiarize new students and faculty with the graduate program and the university

5.3 Recommended Reading and Acknowledgements

Graduate School Guidelines: Advising and Mentoring Graduate Students (rev. 2011)

We recognize and appreciate all of the work by the following organizations and institutions that laid the groundwork for this document: University of Oregon Graduate Council, University of California Davis Graduate School, University of Arizona Graduate College and Graduate Council, University of Southern California Office of Graduate Studies, North Carolina State University Graduate School, University of Washington Graduate School, University of Missouri Columbia Graduate School, the University of Nebraska Lincoln, and an *ad hoc* committee of The Ohio State University Graduate School's Council.

SECTION 6. Academic Standards

Graduate students in all programs are required to have an up-to-date CV or resume on file in the Department of Theatre's main office. Updated CVs and resumes are submitted annually along with the Graduate Annual Reviews.

Graduate students in all programs are required to attend meetings during every year of study. This includes but is not limited to: orientation meetings one (1) week before autumn semester classes begin; GTA-specific training sessions and meetings throughout the academic year; program-specific meetings, seminars and symposia; general department meetings. Students must stay in town and be available for meetings through the last day of finals week.

6.1 Student Code of Conduct and Professional Standards

All graduate students are expected to be familiar with and observe the Student Code of Conduct and Professional Standards set forth by the University and the Graduate School. Information on the Student Code of Conduct and Professional Standards can be found at studentconduct.osu.edu and in Section 5.9 of the Graduate School Handbook.

6.2 Minimum Writing Threshold

The "Minimum Threshold Policy" was first implemented by the Southern Illinois University-Edwardsville's Business School. It refers to technical errors of form in written English that impede clear communication. Because graduate students must practice professional standards in all writing, we are beginning from a belief that your high school and undergraduate study has already provided you with a basic writing skill set upon which we can further build. Therefore: all written assignments **must** meet a "Minimum Threshold," or baseline, of writing standards to be acceptable. These standards address not only spelling, punctuation, format, and grammar, but also the key rules and expectations of clear argumentative writing.

How you prevent or correct "Minimum Threshold" errors in your work is up to you: graduate school is not the place for teaching basic writing competency. You may make use of peer readers. You may also contact Ohio State's Writing Center at <https://cstw.osu.edu/writing-center>. But the graduate faculty in the Department of Theatre expect high quality writing from our graduate students in every assignment, from your first moment in the program all the way through to your candidacy exams (for MFA Acting/Directing students and PhD students), your theses (for MFA Designers and MA students), and your dissertations (for PhD students).

Mechanics

No written work turned in to instructors should present any of the following problems:

- sentence lacks a subject or a verb,
- sentence does not begin with a capital letter,
- sentence fragment (especially beginning with a relative pronoun such as *which*, *who*, *that*, *where*, or *when*),
- pronoun lacks clear antecedent (*it*, *he*, *she*, or *they* do not have an obvious link to a noun),
- pronoun or verb fail to agree with antecedent in number,
- sentence run-on or uses a comma splice,
- error in punctuation that obscures meaning,
- spelling error,
- incorrect or inconsistent citation style,
- incorrect or inconsistent footnote style.

Style Guide

No written work turned in to instructors should achieve less than a “3” in all areas of the Ohio State-sanctioned rubric, which can be found in Appendix E of this handbook.

6.3 Annual Academic Review

The Director of Graduate Studies monitors the annual reviews of all graduate students. It is the responsibility, however, of faculty advisors to conduct annual reviews. Graduate faculty members, in turn, consider these annual reviews in order to determine whether or not students are making reasonable progress towards their desired degrees. A student who does not maintain reasonable progress towards the degree or does not fulfill other Graduate School and departmental requirements may be denied funding support and/or denied further registration in the program. Departmental and Graduate School procedures apply in all cases.

Reasonable progress toward a degree is defined as the timely completion of the requirements of the student's graduate degree program. All students must maintain a 3.00 or better grade point average. The department defines timely completion of the MFA as completion of all coursework and the thesis project within three (3) years following commencement of graduate studies. The department also defines timely completion of the MA degree as the completion of coursework and the MA thesis within two (2) years. While the university sets a maximum of six (6) years for the completion of graduate studies, the department defines timely completion of the PhD degree as the completion of all requirements, including coursework, qualifying exams, the dissertation, and the production requirement, within four (4) years. For further details, specific requirements and timelines for each degree program, please refer to Section 4 of this handbook.

There are several components included in the Annual Academic Review for graduate students:

- **Student Self-Assessment:** Part One of the Annual Review Form should be completed by the student and submitted to the advisor with all appropriate attachments (CV, eSEIs, and the signed GA Supervisor Review).
- **GA Supervisor Report:** Each supervisor of a graduate associate must provide a written review of his or her associate to the student's advisor by **February 15**. Details of the GA Supervisor's report can be found in Section III of this handbook.
- **Advisor's Report:** Each advisor must provide a written review of his or her advisees to the student's graduate faculty area head by **March 1**. Details of the advisor's report can be found later in this section of the handbook.

Examples of the required forms for the Annual Academic Reviews can be found in the Appendix G of this handbook. Forms should be completed and submitted electronically and can be downloaded from the Forms folder in Grad Central or the General Distribution folder on Buckeye Box.

The Director of Graduate Studies checks for procedural compliance and forwards the review, along with a recommendation, to the department chair by **March 15**. In addition, if the student's GPA falls below a 3.0 average, the Graduate School will place the student on Probation, with the possibility of removal from graduate study if coursework does not improve (see the *Graduate School Handbook*). Recommendations may be made for any or all of the following reasons in each category. The student has the right to be informed of the recommendation. The advisor will provide the student with a written explanation of the overall recommendation, which reflects the evaluation of the advisor and the assessment of the members of the student's graduate faculty area. Recommendations are based on academic and artistic progress as demonstrated in oral and written performance and participation in the classroom and laboratory.

The four (4) types of recommendations are defined as follows:

1. Proceed

The student's performance meets or exceeds the criteria established within the degree area. The student is making satisfactory progress towards the degree. The student is also meeting the requirements of the GA assignment.

2. First Warning

One-Semester First Warning Status: the student will be placed under observation for a semester by the graduate faculty area and the Director of Graduate Studies to determine progress toward meeting the review criteria. The student will be provided with specific written reasons for the First Warning and will be given suggested corrective actions. The Director of Graduate Studies will oversee the process, in coordination with the graduate faculty area head and the student's advisor, and will keep the Graduate School informed, as needed. The graduate faculty area head and/or the student's advisor will notify the Director of Graduate Studies at the end of the semester, if and when the First Warning status is to be lifted.

3. Final Warning

One-Semester Second Warning Status: the student will be placed under observation for a semester by the graduate faculty area and the Director of Graduate Studies to determine progress toward meeting the review criteria. The student will be provided with specific written reasons for the Second Warning and will be given suggested corrective actions. The Director of Graduate Studies will oversee the process, in coordination with the graduate faculty area head and the student's advisor, and will keep the Graduate School informed, as needed. The graduate faculty area head and/or the student's advisor will notify the Director of Graduate Studies at the end of the semester, if and when the Second Warning status is to be lifted. Without sufficient improvement, the student may be removed from the graduate program.

4. Academic Probation

One-Semester Probation Status: the Graduate School imposes probation if the student's GPA falls below a 3.0 average. A student may be dismissed from graduate study if the GPA fails to rise to 3.0 or better. See the *Graduate School Handbook* for procedures and rules. The student will be under observation by the graduate faculty area and the Director of Graduate Studies to determine progress toward meeting review criteria. The student will be provided with specific written reasons for probation and given suggested corrective actions. The Director of Graduate Studies and the Graduate School will be officially notified of the recommended probation status by the graduate faculty area head. The graduate faculty area head will notify the Director of Graduate Studies at the end of the semester when probation status is to be lifted. Consult the *Graduate School Handbook* for more details.

5. Denial of Further Registration

When the student has not satisfactorily addressed the areas in need of improvement cited in the Second Warning, the student will be denied further registration in the degree program upon approval of and notification by the Director of Graduate Studies and the Graduate School.

Academic Advisor Report Guidelines

The academic advisor report addresses academic and professional progress. The student's GPA should be noted, as well as an assessment of the student's progress towards the completion of the degree. Degree requirements vary by programs; see section 2 of this handbook for a specific timetable regarding each program.

Any significant research projects may be cited. For example, if the student has participated in an academic conference, his/her contribution should be noted, with title of the paper delivered, and/or conference session / roundtable participation, etc.

The advisor report comments on the student's creative activity. This may include production participation as a performer, designer, director, dramaturg, etc. for productions produced by the department, and/or locally, and/or regionally.

The advisor report cites three strategic indicators that relate to the student, in the form of notable accomplishments to the department, community, university, and/or to the student's growing area of expertise. The strategic indicators may also include accomplishments as cited by the supervisor's report, which is to be attached to the advisor's report.

The advisor report should also address areas of concern and necessary actions for improvement and/or growth.

The report concludes with a statement that addresses continuance in the program, and recommends an action selected from the following options:

- proceed (all is well)
- first warning – observation for a semester
- second warning – observation for a second semester
- probation (if the student falls below 3.0; imposed by the Graduate School)
- denial of further registration

Finally, the advisor's report includes the student's signature and date, as well as the advisor signature and date, indicating that the advisor has met with the student and discussed the report.

Review Criteria Specific to Program

Master of Fine Arts—Acting

Annual Review Criteria

MFA Acting students must adhere to the following standards of classroom achievement, performance and conduct.

Classwork, Workshops, and Residencies

- Maintain a GPA of 3.0 or better.
- Completion and passing of written work and exams according to the requirements set by the instructor.
- Consistent and committed effort to all studio and class assignments projects and exercises.
- Development and application of skills.
- Respectful engagement with classmates, faculty, guest artists, and staff.

Performance

- The quality of truthfulness in a performance by which an audience recognizes the character's actions to be genuine and consistent within the context of the play.
- The ability to connect emotionally and intellectually with an audience in the exploration of the ideas and emotions set out in the performance.
- Full investment in the moment-to-moment action where the actor is fully engaged in a sequence of actions, discoveries and responses that combine to create a varied and compelling performance.
- Commitment to and application of detailed text analysis.
- Meeting the physical demands of the role in terms of characterization, presence and execution.
- Meeting the vocal demands of the role in terms of characterization, vocal freedom and expressiveness, audibility, clarity and dialect.
- Meeting the emotional demands of the role in terms of characterization, stakes of the action/given circumstances and openness.
- Ability to take direction and engage in meaningful collaboration.

- Meeting deadlines for memorization and retaining blocking and stage business.
- Evidence of a consistent effort to develop both skills and process.
- Bring work from the studio classes into rehearsal and productions.
- Strong work ethic as an ensemble member: working well with their cohort, director, designers and crew.

Attendance

- Attendance at mandatory performances, residencies, master classes, departmental meetings, area meetings and other events as specified by the faculty.
- Arriving on time for classes, meetings, rehearsals, events and GTA assignments. Chronic lateness can result in dismissal from the program. Completion and submission of required departmental leave request forms.

Preparation

- Wearing appropriate attire.
- Being mentally and physically ready to begin class, rehearsal, workshop, residency and performance.
- Being responsible for adequate vocal and physical preparation to meet the assignment, exercise or performance.

Contribution to the Classroom Community

- Maintaining cleanliness and order of rehearsal, classroom, and theatre spaces.
- Showing respect for work of colleagues in class and production.
- Developing the ability to collaborate.
- Using descriptive rather than prescriptive language in critiquing work.
- Making constructive use of conflict rather than allowing it to be divisive.
- Learning to give and receive criticism in the knowledge that feedback is a key to improvement.
- Willingness to engage in respectful and dynamic exchange of ideas with professors, colleagues, staff and guest artists.

Self-management

- Caring for personal health, hygiene and well-being.
- Following all procedures in graduate handbook.
- Bringing a professional attitude and rigorous work ethic to all aspects of the program.

Schedule

Acting/directing area faculty will meet to review the progress of first and second year MFA Acting candidates in classes as well as their performance in departmental productions and independent projects. In the third year MFA Acting candidates will meet with area faculty for an Exit Interview after passing the Comprehensive Exam.

Students should complete the self-assessment in Part One of the Graduate Annual Review Form in preparation for each review.

MFA Acting candidates will be reviewed according to the following schedule:

First Review: end of autumn semester of the first year

- Identification of strengths/weaknesses
- GTA evaluations and written results of review forwarded to Director of Graduate Studies by early in spring semester. Recommendation: Proceed, First Warning and/or Academic Probation

Second Review: end of spring semester of the first year

- Assessment of Progress
- Recommendation: Proceed, First Warning, Final Warning and/or Academic Probation

Third Review: end of autumn semester of the second year

- Assessment of Progress
- GTA evaluations and written results of review forwarded to Director of Graduate Studies
- Recommendation: Proceed, First Warning, Final Warning and/or Academic Probation

Fourth Review: end of spring semester of the second year

- Assessment of Progress; Leads to decision on plan for completion of degree
- Recommendation: Proceed, First Warning, Final Warning and/or Academic Probation
-

Written Comprehensive Exam: spring semester of the third year

Exit Interview: end of spring semester of the final semester

- The Exit interview is a time for summation where the student and acting area faculty reflect upon the student's progress, achievements, future goals, and plans.

Procedure

Following an acting area meeting, in which the acting faculty discusses the progress of each acting student, each student's academic advisor will compile a written evaluation and recommendations of the area faculty together with a summary statement and place these in the student's academic file. The student will also receive a copy.

Each student will meet with the acting faculty to discuss the review and recommendations of the faculty. After the review, the area head will notify the Director of Graduate Studies, and include a statement about recommendations on the student's continuance in the program. This notification, along with the individual evaluation sheets, will be placed in the student's academic file.

Master of Fine Arts—Design

Program Review Guidelines

Each student's portfolio will be reviewed formally four (4) times by the design/tech Faculty during the course of study for the MFA degree in Design. The Design/Technology faculty normally participate in the review. Ongoing informal reviews take place through regular advising sessions.

The student should make a presentation of and be prepared to discuss and evaluate his or her work to-date accompanied by proper documentation (papers, drawing, renderings, projects). Students should consult their academic advisors regarding any questions they may have about the review. The review committee will make written individual critiques of the student's work, which are then placed in the student's file. For each review, the student must update and make available his or her digital portfolio and five printed copies of his or her resume, each incorporating feedback from previous reviews.

Schedule

First Review: The first (1st) review occurs at the end of autumn semester of the first (1st) year of study. This provides an opportunity for review of a student's entrance portfolio and all work in other theatre courses (papers, projects, and research activities). The review notes areas of strength and/or weakness that should be addressed during the course of study.

Second Review: At the end of spring semester of the first (1st) year of study, a second (2nd) portfolio review takes place. It will be a presentation of all theatre course work, project work, and realized designs completed during the

first year of study (entrance portfolio materials are no longer required). It may also include any outside work completed during this time. As in the first (1st) review, areas of strength and/or weakness are addressed in detail for future course planning.

Third Review: At the end of autumn semester of the second (2nd) year of study, the comprehensive portfolio review occurs. All completed course work, papers, projects, research materials, and realized designs are included in a digital format. The evaluation also encompasses the growth of professional design skills and the performance of the responsibilities as a member of a production team. Successful completion of a third (3rd) review is required before a student is permitted to begin his or her thesis project.

Fourth Review/Reception: This review takes place at the end of spring semester of the third (3rd) year of study and following the submission of the thesis document and examination forms. Each graduating MFA Design student will present his or her final digital portfolio and printed resumes that show a complete and professional representation of the body of their work.

Portfolio Standards and Overall Content

All Design Areas

1. All designs are to be neatly and clearly labeled. The name of the show, character, or scene (if applicable), the date of the design, and the designer's name should be identified for each production.
2. Visual materials will suggest an understanding of a range of periods and styles assembled in a method appropriate to the given text, music, and/or performance.
3. Visual materials must demonstrate the ability to conduct research, and present findings in a method that communicates the design approach.
4. For realized designs and project design assignments, a clear and concise written concept statement will be made available.
5. Visual documentation (photographs or digital images) of all realized designs will be included.
6. All drafting necessary for the creation and execution of the design: ground plans, sections, elevations, perspective drawings, light plots, and pattern drafting will be included.
7. All organizational paperwork necessary for the implementation of the design, including but not limited to, budget statements, crew assignments, costume analysis, lighting paperwork, etc. will be made available.
8. Demonstration of related graphic abilities in the arts (including painting, drawing, and sketching) will be included.

Scenery

Include all:

1. Models (or photographs of models)
2. Painters' elevations
3. Design drafting, construction elevations, representative projects (props, rigging, welding, effects, etc.)

Costumes

Include all:

1. Color plates, demonstrating a knowledge of historical costume and basic costume construction
2. Production designs, fully swatched

3. Costume crafts and construction projects

Lighting

Include all:

1. Light plots demonstrating a range of staging configurations, such as thrust, black box, and proscenium spaces
2. Lighting paperwork such as: shop orders, channel hook-ups, instrument schedules, magic sheets, cue orchestration sheets
3. Electrical projects (Production Electrician notebook and paperwork, wiring projects, etc.)

Follow-up Interview

Each student will make an appointment with his or her advisor to discuss the review and recommendation of the faculty based upon the evaluation committee's critiques. After the review, the area head will notify the Director of Graduate Studies, and include a statement about recommendation on the student's continuance in the program. This notification, along with the individual evaluation sheets, will be placed in the student's academic file.

Change in Program Emphasis

Any student wishing to change the area of design emphasis should make a formal request in writing to the design/technology area head after consulting the principal instructors of both areas of design emphasis. If the request does not coincide with a regularly scheduled portfolio review, a special portfolio review may be conducted by the design faculty. If the request is granted but additional enrollment beyond the three (3) academic years is necessary, the student should be aware that GTA funding is not guaranteed.

Master of Arts—Performance/History/Theory

Each graduate student currently enrolled in the MA program is reviewed annually (early spring semester) by his or her advisor for academic progress and achievement. In addition, if the student has a graduate associate assignment, this review should include an evaluation from each faculty supervisor who oversees the student's work during the academic year. The results of the annual review are forwarded to the graduate faculty area head and, in turn, to the Director of Graduate Studies, who makes recommendations to the department chair. The annual review is a key measure of a student's degree progress, and it helps to determine whether or not a student should continue in the degree program. The review guides decisions for or against renewal of a graduate associate appointment for the following academic year. It also serves as one (1) factor in recommendations for appropriate kinds of GA assignments. The following guidelines are intended to help the advisor and the student measure the student's progress towards the degree at the time of each year's annual review.

Schedule

First Year

Coursework. The student has successfully completed required first term coursework and other Autumn semester elective courses, in line with the MA Advising Sheet (page 25). The student has successfully completed (or is in the process of completing) second term required coursework as well as other spring semester elective courses. The student is maintaining an average GPA of 3.0 or better.

Thesis Prospectus. In addition to choosing a thesis advisor from among the graduate faculty (most often the student's faculty advisor), the student has identified and obtained the consent of a second (2nd) member of the graduate faculty to serve on the thesis committee as a second (2nd) reader. The student has submitted a first (1st)

draft of the prospectus to the thesis advisor and second (2nd) reader and is on track to submit a final version by the final week of the Spring semester.

Graduate Associateship Assignments. The student has fulfilled his or her autumn semester GA assignment, and is on track to fulfill his or her spring semester GA assignment. The student has at least one (1) GA evaluation on file, and has met all obligations to attend meetings and seminars associated with GA assignments. These guidelines do not apply to self-funded students or to students receiving fellowship funding.

Other Annual Review Expectations. In discussions with his or her advisor, the student has determined how the language requirement will be fulfilled. The student has demonstrated satisfactory participation in PHT seminars and colloquia as well as departmental events.

Second Year

Coursework. The student has successfully completed third term required coursework and other autumn semester elective courses, in line with the MA Advising Sheet (page 25). The student is on track to successfully complete all coursework required for the degree in the spring semester. The student is maintaining an average GPA of 3.0 or better.

Thesis Progress. The student has completed a full draft of the thesis and is scheduled to defend by the final week of the spring semester.

Graduate Associateship Assignments. The student has fulfilled his or her autumn semester GA assignment, and is on track to fulfill his or her spring semester GA assignment. The student has at least two (2) GA evaluations on file, and has met all obligations to attend meetings and seminars associated with GA assignments. These guidelines do not apply to self-funded students or to students receiving fellowship funding.

Other Annual Review Expectations. The student has fulfilled the language requirement (or has a plan to do so) by the end of the spring semester. The student has demonstrated satisfactory participation in PHT seminars and colloquia as well as departmental events.

Doctor of Philosophy—Performance/History/Theory

Each graduate student currently enrolled in the PhD program is reviewed annually (early Spring semester) by his or her advisor for academic progress and achievement. In addition, if the student has a graduate associate assignment, this review should include an evaluation from each faculty supervisor who oversees the student's work during the academic year. The results of the annual review are forwarded to the graduate faculty area head and, in turn, to the Director of Graduate Studies, who makes recommendations to the department chair. The annual review is a key measure of a student's degree progress, and it helps to determine whether or not a student should continue in the degree program. The review guides decisions for or against renewal of a graduate associate appointment for the following academic year. It also serves as one (1) factor in recommendations for appropriate kinds of GA assignments. The following guidelines are intended to help the advisor and the student measure the student's progress towards the degree at the time of each year's annual review.

Schedule

First Year

Coursework. The student has successfully completed required first term coursework and other Autumn semester elective courses, in line with the PhD Advising Sheet (page 28).. The student is on track to successfully complete second term required coursework and other spring semester elective courses. The student is maintaining an average GPA of 3.0 or better.

Graduate Associateship Assignments. The student has fulfilled his or her autumn semester GA assignment, and is on track to fulfill his or her spring semester GA assignment. The student has at least one (1) GA evaluation on file, and has met all obligations to attend meetings and seminars associated with GA assignments. These guidelines do not apply to students receiving fellowship funding.

Other Annual Review Expectations. In discussions with his or her advisor, the student has demonstrated increasing clarity concerning the focus of his or her dissertation research and has determined how the production and language requirements will be fulfilled. The student has demonstrated satisfactory participation in PHT seminars and colloquia as well as departmental events.

Second Year

Coursework. The student has successfully completed third term required coursework and other autumn semester elective courses, in line with the PhD Advising Sheet (page 28).. The student is on track to successfully complete all coursework required before the Candidacy Exam takes place in the third year. The student is maintaining an average GPA of 3.0 or better.

Candidacy Examination Preparation. In consultation with his or her advisor, the student has determined the three (3) fields of study (one (1) Specialty Field and two (2) Supporting Fields) in which he or she plans to be examined during the Autumn semester of the third (3rd) year. The student has identified and obtained the consent of three (3) members of the graduate faculty with whom he or she will take tutorials during the autumn semester of the third (3rd) year and who will serve on the candidacy examination committee. The student is on track to finalize the three (3) examination reading lists by the final week of the spring semester so that he or she is able to complete a substantial portion of the reading during the summer months.

Graduate Associateship Assignments. If not receiving fellowship funding, the student has fulfilled his or her Autumn semester GA assignment, and is on track to fulfill his or her spring semester GA assignment. The student has at least two (2) GA evaluations on file, and has met all obligations to attend meetings and seminars associated with GA assignments. These guidelines do not apply to self-funded students or to students receiving fellowship funding.

Other Annual Review Expectations. In discussions with his or her advisor, the student has demonstrated increasing clarity concerning the focus of his or her dissertation research. The student has fulfilled the language requirement (or has a plan to do so) by the end of the spring semester. The student has fulfilled the production requirement (or has a plan to do so) by the end of the following academic year. The student has demonstrated satisfactory participation in PHT seminars and colloquia as well as departmental events. Ideally, the student has begun to present research at national conferences and to apply for internal research grants.

Third Year

Candidacy Examination. The student has passed the written and oral portions of the Candidacy Examination by the end of the autumn semester.

Dissertation Prospectus. The candidate has identified and obtained the consent of three members (3) of the graduate faculty members who will serve on the dissertation committee. The candidate is on track to submit a final version of a prospectus by the final week of the spring semester.

Graduate Associateship Assignments. The candidate has fulfilled his or her autumn semester GA assignment, and is on track to fulfill his or her spring semester GA assignment. The candidate has at least three (3) GA evaluations on file, and has met all obligations to attend meetings and seminars associated with GA assignments. These guidelines do not apply to self-funded students or to students receiving fellowship funding.

Other Annual Review Expectations. The candidate has fulfilled the production requirement (or has a plan to do so) before the end of the Spring semester. The candidate has demonstrated satisfactory participation in PHT seminars

and colloquia as well as departmental events. Ideally, the candidate has submitted (or is preparing to submit) a book or performance review for a peer-reviewed journal.

Fourth Year

Dissertation Progress. The candidate has completed a minimum of two (2) chapters and is on track to complete the remaining chapters by the end of the summer, at the latest.

Graduate Associateship Assignments. The candidate has fulfilled his or her autumn semester GA assignment, and is on track to fulfill his or her Spring semester GA assignment. The candidate has at least four (4) GA evaluations on file, and has met all obligations to attend meetings and seminars associated with GA assignments. These guidelines do not apply to self-funded students or to students receiving fellowship funding.

Other Annual Review Expectations. The candidate has demonstrated satisfactory participation in PHT seminars and colloquia as well as departmental events. Ideally, the candidate has submitted (or is preparing to submit) an article to a peer-reviewed journal and has applied for both internal and external grants and fellowships to support research and writing.

Beyond the Fourth Year

If the dissertation requires additional time, the student should make arrangements to seek additional funding for a fifth (5th) year, either from outside grants, fellowships, or GA assignments. Departmental GA assignments are not guaranteed for the fifth (5th) year.

SECTION 7. Participation in Department Productions

7.1 Student Directors

Graduate students seeking an opportunity to direct a production in the Department of Theatre must abide by the following procedures, requirements, and guidelines:

- Talk with your advisor about your interests and your reasons for wanting to direct a production. Your advisor, who oversees your progress towards the degree and your annual review, must agree that you could take on this additional responsibility.
- Respond by the announced deadline to the call for directing proposals from the department chair. Usually this announcement is distributed during late autumn or early spring semester.
- Provide a written proposal (1-2 pages) to the department chair/producer that conveys your request for a directing position and your reasons for seeking this assignment. Attach a copy of your CV or resume, including any information about your previous directing experience.
- In order to qualify to direct, you must meet the following prerequisites by the time you would direct:
 - Take TH5111 (Advanced Directing) or have demonstrated professional experience.
 - Serve as stage manager, dramaturg, assistant stage manager, or assistant director for one of the department's mainstage productions or you must direct a Lab Series production.
- If selected to direct, you must follow the guidelines spelled out in the department's Production Handbook. Review this handbook carefully; it should answer most of your questions about production procedures and rules.
- During the semester of your production, you must register for three credits under 7000.18 (Practicum for Directors) with the relevant supervising faculty member. You must continue to be enrolled full-time, as per your GA assignment and your progress toward the degree.
- Meet with the faculty member who is assigned as mentor, supervisor, and consultant for your production. Your grade for your directing project will be coordinated by this person, in consultation with the production team and the department chair.
- Waivers for any of the above requirements must be sought at the time you respond to the call for proposals and should not be issued once production meetings for the relevant production have begun. You must first put your waiver request in writing so that it may be reviewed by your advisor and the Director of Graduate Studies, who must review and approve the request. Finally, the production committee for the relevant production and the department chair must agree to the waiver request. Otherwise, the above-listed requirements, rules, and guidelines apply for all directing projects.

7.2 Student Actors (outside of the MFA acting program)

Any graduate student who seeks an opportunity to act in a production in the Department of Theatre must follow the following procedures, requirements, and guidelines:

- Talk with your advisor about your interests and reasons for wanting to act. Your advisor, who oversees your progress towards the degree and your annual review, must agree that you could take on this additional responsibility. Complete the extracurricular request form at <http://theatre.osu.edu/gradstudies/extracurricular>.
- Sign up for auditions, and prepare according to the instructions posted on the audition notice board.
- Once you've been cast in a role, make sure that your schedule allows you to attend all rehearsals and performances. You must agree to be available for any and all rehearsals and performances before you accept a role.
- Once you have accepted a role, register for 7000.08 (Acting Practicum) for three credit hours with the faculty director of the production.

- Participate in any and all activities required for the cast including, but not limited to, group warm-ups, rehearsals, performances, talkbacks, photo calls, and post-production meetings. Participation is mandatory.

7.3 Student Dramaturgs

A dramaturg is a theatre practitioner integral to the creative process of staging a theatrical work who nevertheless maintains a critical distance in order to serve as an outside eye on the production. Through various production responsibilities, the dramaturg may inform or support the choices taken by the director, actors, and stage designers. While a dramaturg's production responsibilities may vary widely in the professional world, in the Ohio State Department of Theatre, dramaturgs are expected to be prepared to collaborate on:

- **Research and Development**—after reading the play and consulting with the director, compile a production notebook that usually includes a production history, reviews, academic studies, popular press articles, reproductions of images, and any other material that addresses both the culture in which the play was written and the historical/political/cultural circumstances addressed within the work. The notebook should inform and inspire the director, actors, and designers;
- **New Play Dramaturgy**—support the playwright with written or verbal responses to and questions about the play that fuel his/her creative process. Consider organizing a reading, when possible. Consider translating a play from a foreign language, if you are competent in one, and proposing it for a reading or production;
- **Production Dramaturgy**—make available the production history of the play, explore and present the world of the play to the production team, provide an overview of the critical reception of the play, assist the director in editing the script if needed, assist director in casting, attend an agreed-upon number of rehearsals and offer notes to the director;
- **Arts in Education Dramaturgy**—write and edit program material in consultation with the director, create a lobby display, organize and lead post-performance discussions, organize or participate in seminars or symposia related to the production, help create exhibits in the Thompson Library together with the curators of the Jerome Lawrence and Robert E. Lee Theatre Research Institute, prepare high school or college-level study guides;

A call for dramaturgs will be circulated annually by the department chair. Once a dramaturg is appointed, the student will have preliminary meetings with each of the following:

- Faculty dramaturgy coordinator—determines credit hours and will serve as instructor of record for the appropriate practicum course.
- Director of the production—determines the particular dramaturgical needs of the production and discusses his/her ideas for a production concept with the dramaturg.
- Director, curator, or associate curator of the Jerome Lawrence and Robert E. Lee Theatre Research Institute—assists the dramaturg in finding the appropriate resources.

While the contributions of the dramaturg will vary from production to production, the following is a list of the minimum requirements for successful completion of the dramaturgy assignment:

- The dramaturg collaborates on the entire production process. To meet this requirement dramaturgs should:
 - Attend production meetings
 - Be prepared to share findings of ongoing research
 - Keep track of deadlines and rehearsal schedules
 - Attend rehearsals as agreed upon and attend run-throughs as agreed on, serving as another "eye" for the director with regards to how his/her vision might best be realized
 - Keep track of the working script

- Facilitate textual editing, cuts, or revisions
 - Identify translations and versions, as well as their strengths/weaknesses
- Facilitate contextual/background research when needed such as
 - Producing a resource guide for the production team
 - Providing images, music, videos, internet sites, or reading materials for rehearsals
 - Researching specific references in the play
- The dramaturg moderates post-show discussions.

These "talkbacks" occur after the second (2nd) Thursday night performance. The talkback will be announced in the program and at the performance. The dramaturg reconvenes the audience members who stay for the discussion, introduces a guest respondent selected by the dramaturg in consultation with the department chair and director (giving a brief bio of the respondent's accomplishments), and then facilitates the discussion.

- The dramaturg creates a lobby display for the production.

The display should appear at least twenty-four (24) days prior to opening. The display concept must be approved by the faculty dramaturgy coordinator, and installation should be approved and scheduled with the Drake Office.

In addition to the above standard requirements, the dramaturg also may be asked to assist in the following:

- Program note: If the director requests a program note, the dramaturg should offer his/her own ideas for the essay but accept that the director has final approval over the content of the note. Typically, notes might introduce the production concept and/or provide background about the play or playwright. Program notes must be approved by both the director and the dramaturgy coordinator before publication. The dramaturg must meet the production deadline for development of program materials.
- Study guide: The need for a study guide will be determined by the department chair in consultation with the box office manager. Study guides often include analysis of plot, character, and setting, as well as discussions of key themes and images. Information about the playwright and details about the production process may also be included. Keeping in mind the level of the intended student audience, dramaturgs may also offer lesson plans and discussion questions to help teachers organize a class centered on the play. A list of further readings and videos may also be included. Images can make the study guide more lively and timelines may help clarify historical events, either events in the world of the play or in the biography of the playwright.

SECTION 8. Activities and Absences Requiring Department Approval

Any length of time away from the University may have a significant impact on academic performance, funding, and progress toward the degree. It is expected that all theatre students will remain on campus, attend classes, and complete all course work while in residence. (Residency requirements for each degree program are described in Section 4 of this handbook.) If you must be absent, approval or notification (in cases of an unexpected illness or emergency) is required.

Advance approval may also be required for students who wish to take on extra-curricular projects and outside employment that *do not* require time away from the University. Students should discuss all long-term extra-curricular activities with their advisor to determine the effect on the degree program and whether an official approval is required. Official approval is *always* required for students on departmental funding.

8.1 Extra-Curricular and Research Project Approval (including Outside Employment)

A graduate associate (50%) who is considering additional employment or teaching outside the Department of Theatre **or** scholarly or creative activities outside of their assigned duties (i.e. in local or regional theatres, the Lab Series, lectures for local organizations, etc.) must petition for permission to participate in the opportunity. Petition forms are available online and must be discussed with and approved by the student's academic advisor. Issues of impact on the student's academic program, teaching responsibilities, and other departmental matters will be considered. Requests for such authorization must be made two (2) weeks prior to the start of any activity.

Approval Application Procedures

The student should discuss the opportunity first (1st) with the work supervisor and academic advisor. Following that discussion, the student submits an Extra-Curricular and Research Project Approval Request Form detailing the specifics of the employment/other opportunity, including:

- a description of the opportunity and rationale for involvement
- impact on course work, including exams and projects
- a statement verifying that for each class you are currently enrolled in, you have discussed the opportunity with the professor and clearly understand the make-up work policy
- impacts on your GA/GTA assignment
- proposed departure and return dates, if any

The form must be completed online at <http://theatre.osu.edu/gradstudies/extra-curricular>.

The academic advisor signs off on the proposal and forwards the request to the appropriate committee for evaluation and approval.

This process is in support of Best Practices in Graduate Advising (see Section 5) to make sure informed communication is occurring between students and advisors.

8.2 Religious Holidays

Students who miss classes because of the observance of religious holidays may not be penalized on this account and should be given ample opportunity to make up the missed work. Faculty should not schedule examinations in their courses on the designated religious holidays or on the calendar day following the designated holidays. Designated Holidays are Rosh Hashanah (2 days), Yom Kippur, Good Friday and Easter Sunday. A year-by-year listing of primary sacred times of world religions can be found at <http://www.interfaith-calendar.org/>.

8.3 Illness

Each professor sets his/her own policy regarding absence from class. Generally this is very restricted. Illness is not acceptable as an excuse unless the individual has a certified note from health officials or the Office of Disability Services. Please refer to Appendix E of the *Graduate School Handbook* for additional guidelines for short-term absences and leave of absence for graduate students appointed as graduate associates, fellows, and trainees.

If a Graduate Associate must miss a class they are scheduled to teach due to unexpected illness or emergency, the GA must notify the course supervisor and the Academic Program Coordinator as soon as possible. The Graduate Associate should, in consultation with the course supervisor, identify a colleague to cover the class. If the class must be cancelled, the Graduate Associate should notify all students and the Academic Program Coordinator before the class is scheduled to begin.

8.4 Early Departure

It is expected that all theatre students will remain on campus, attend classes, and complete all course work for each semester. All teaching and non-teaching assignments held by graduate students run until each is released by completion of both coursework and their GA/GTA contract (if applicable) or by approval through the Extra-Curricular and Research Project Approval form. Requests for early departure must be made well **in advance**, preferably no later than the semester preceding the departure request. GA/GTA and fellowship students are required to stay through the end of finals.

8.5 Absence Due to Research or Creative Responsibilities

Students who need to miss classes or GA responsibilities (including meetings as well as class periods) due to conference presentation, research trip, etc must not only complete the Extracurricular and Research Project approval, they must also clear this proposed absence with their course supervisor and advisor. Failure to do so will be reflected on their annual evaluation.

MA/PhD students teaching online courses may be eligible for up to one month of research leave while teaching during the year. MA/PhD teaching an in-person course may be eligible for up to one week of research leave per semester. Petitions for research leave will be considered by the faculty and considered on their merits. Approved petitions for research leave submitted through the Department's Extracurricular and Research Project Approval process have no effect on the required course load for graduate students.

Due to the nature of the obligations and responsibilities of student in the MFA programs, requests for extended absences due to research or creative responsibilities are generally not approved. All petitions are subject to review by the appropriate faculty.

SECTION 9. Academic Petition Procedures

Petitions for changes to a graduate student's plan of study must have the approval of the student's advisor. These recommendations will be forwarded to the graduate faculty of the area affected. This petition should take the form of a letter drafted by the advisor requesting specific changes to the program of study. This letter will bear the signature of the student and the advisor. Once reviewed by pertinent area faculty, this is forwarded to the Director of Graduate Studies for their review and approval.

The Director of Graduate Studies will determine whether the recommendation is in compliance with departmental and university standards. Should problems arise with compliance of the recommendations to these standards, the Director of Graduate Studies will refer the recommendations to faculty committee for curriculum which will make its decision in compliance with departmental and university guidelines and requirements.

SECTION 10. Grievances

The faculty are charged with reviewing and evaluating any grievances from (or involving) a graduate student.

- 1) Informal resolution
 - a) Before filing a formal grievance, the graduate student who has a grievance must first meet with his or her advisor to seek informal resolution.
 - b) If the grievance concerns a problem with a GTA assignment or a specific course, the student must first meet with the course supervisor or instructor in order to resolve the matter. Then, if necessary, the student should consult his or her advisor.
 - c) If the grievance cannot be resolved at this level, the student may request a meeting with the area head. Before meeting with the area head, the student must set forth his/her grievance in writing.
 - d) The area head will meet with the student in order to discuss steps to resolve the grievance.
- 2) Formal resolution
 - a) If the area head believes that it is not appropriate to reach an informal resolution, the area head will put the written grievance before the area faculty at its next scheduled meeting.
 - b) The area faculty will either recommend steps to address the grievance, or dismiss the grievance. The area faculty's decision will be made in writing and emailed to the student by the area head within twenty-four (24) hours of the committee's meeting.
 - c) The student may appeal the area faculty's decision to the Director of Graduate Studies. The appeal must be in writing and must be filed with the Director of Graduate Studies within fourteen (14) days after the committee's decision was emailed.
 - d) In turn, if necessary, the student may request a meeting with the Director of Graduate Studies, who may decide to put the grievance before the Graduate Studies Committee for review and decision. The results of the decision are reported to the student, the student's advisor, the area head, and the department chair.
 - e) If the matter requires a review by the full Graduate Studies Committee, a meeting will be called by the department chair. Once a decision has been reached by the Graduate Studies Committee, the department chair will communicate these findings in writing to the person with the grievance.
 - f) The student may appeal the committee's decision to the Graduate School. Graduate Student Grievance Review Guidelines are available in the Graduate Schools' Graduate Handbook.
- 3) If the student's advisor and the subject of the complaint is one and the same, the student should proceed to the next person in the chain of communication.
- 4) If this process is not followed, the grievance may not be considered.

APPENDIX

[APPENDIX A: Graduate Associateship Duties and Responsibilities](#)

[APPENDIX B: Application for Graduate Research Support](#)

[APPENDIX C: Graduate Excellence Award Nomination Form](#)

[APPENDIX D: Graduate Minor Forms](#)

[APPENDIX E: Writing Style Guide](#)

[APPENDIX F: Extra-Curricular and Research Activity Approval](#)

[APPENDIX G: Graduate Annual Review Forms](#)

[APPENDIX H: Department Instructional Policies and Procedures](#)

APPENDIX A: Graduate Associateship Duties and Responsibilities

JOB TITLE: CLASSROOM/LECTURE AND TEACHING ASSOCIATE

Duties

The graduate teaching associate (GTA), working with the supervisor, prepares for the teaching assignment by meeting all the professional demands of the course. General duties for teaching include, but are not limited to, the following:

- Working with the teaching supervisor to develop effective teaching practices.
- Learning and preparing for the course procedures and aims.
- Doing the class preparation before class meetings.
- Conducting classroom discussions, presentations and lectures.
- Attending meetings with teaching supervisor and Graduate Associates
- Setting and maintaining reliable office hours for students
- Attending of workshops for the improvement of teaching.
- Clerical duties such as the copying and preparation of auxiliary classroom teaching materials and teaching aids.
- Grading: The GTA should provide fair and consistent grading of the students, according to the procedures and course requirements, as worked out with the supervisor.
- Book Orders: If this responsibility is assigned to the GTA, the book orders should be placed in time so that the course does not experience the late arrival of books or the cancellation of book orders.
- Student Evaluation: All courses require student evaluations. The GTA, in consultation with the supervisor, should make sure that the evaluations are administered at the end of the semester.

Skills

- Teaching skills: in instruction, demonstration, and evaluation.
- Success in meeting course objectives.
- Organization and class preparation skills.
- Ability to create an effective and congenial classroom environment.
- Effectiveness of communication with students, colleagues and supervisors.
- Theoretical and practical knowledge.
- Problem-solving: the ability to identify problems and apply logic to seek an appropriate solution.
- Completion of clerical tasks with timeliness and accuracy.

Time

Graduate associates are required to work an average of twenty (20) hours per week. Specific times correspond to the needs of the course and are determined in conference with the faculty supervisor.

Office Hours

The GTA should set and maintain reliable office hours for students.

Supervisor

Course supervisor is the person with whom the GTA consults on the course aims and procedures, and on teaching requirements and assessment. The supervisor observes the teaching of the GTA and writes an annual evaluation.

JOB TITLE: STUDIO ASSOCIATE

Duties

- As a member of the production team for the season's productions, associates will make a major contribution to the successful execution of the scenery, costumes, lights, sound, or properties.
- Associates will instruct and supervise undergraduate crews.
- Associates will assist the studio supervisor and area head with administrative duties.
- Associates will assist in the maintenance and cleaning of equipment, work areas, and storage areas, which are part of each studio.
- Associates will attend all staff meetings as assigned by the studio supervisor.
- Associates will attend and assist at rehearsals and strikes as assigned by the studio supervisor.
- Associates will abide by and maintain the operating and safety policies of each studio.

Skills

- A basic knowledge of and practical experience in the technology of the studio is desirable but not absolutely necessary.
- The ability to work well with others and to communicate effectively.
- The ability and willingness to learn and apply new skills.

Schedule

Studio work schedules are arranged by the studio supervisor and the area head. Associates will be consulted but the efficiency of the studio is the priority. Generally hours will be scheduled afternoons, five days a week. Academic schedules may necessitate special consideration.

Supervisor

Studio supervisor and advisor

JOB TITLE: ARCHIVAL ASSISTANT, LAWRENCE AND LEE THEATRE RESEARCH INSTITUTE

Duties

- Archives manuscripts, work including processing, preservation, inventorying, creating and inputting computer database records, creating paper finding aids.
- Office work including telephone duty, filing, word-processing, photocopying.
- Patron assistance including reading room duty, assisting patrons in use of collection materials and equipment and use of OSCAR catalogue, monitoring use of collection materials, responding to telephone and mail research requests.
- Exhibit preparation and mounting.
- Supervising undergraduate student employees; conducting and transcribing oral history interviews.
- Assisting with special events.
- Responsible for security and use of library in the absence of curator and director.
- Other duties are requested by curator or director.

Skills

- Knowledge of theatre, historical and contemporary; knowledge of library resources for theatre research.
- Ability to work well with others and to communicate effectively; ability and willingness to learn and apply new skills.
- Reading knowledge of a foreign language, particularly French, Italian, German, or Russian helpful.

Time

280 hours per semester with a schedule of twenty (20) hours per week (or less, depending on contractually established parameters) set at the beginning of the semester and maintained throughout the semester. Regular hours are not scheduled during finals week or breaks; however, any missed hours may be made up during finals and breaks. All missed hours should be excused in advance by the curator or director, and makeup scheduled between 8:00 am – 5:00 pm Monday through Friday. Occasional after-hours events may require evening and weekend work. Graduate Associates will be notified in advance of such needs and may deduct those hours from the regular schedule in consultation with the curator or director.

Office Hours

N/A. Library hours are established each semester and are dependent on staffing.

Special Policies

- Each GA maintains an activity log, which is turned in to the curator at the end of each semester.
- All employees, interns, and volunteers must abide by the TRI Policies and Procedures manual.

Supervisor

Curator and director

JOB TITLE: TOUR MANAGER

Duties

The graduate associate (GA), working with the box office manager, manages the School Tour.

School Tour:

- Supervising all tour personnel
- Securing and driving University cargo van, transporting actors, stage manager and/or set/costumes/props for all school tour performances.
- Coordinating all tour logistics with stage manager and appropriate school officials.
- Assisting stage manager with prop acquisition.
- Assisting box office manager with scheduling of tour bookings.
- Managing time on tour, including during workshops (if scheduled)
- Creating Study Guide for Teachers (if not completed by a Dramaturg), to be approved by director, and department chair.

Skills

- A basic knowledge of and practical experience in tour management or supervision desirable but not essential.
- Strong customer service skills.
- The ability to work well with others and to communicate effectively.
- The ability to work independently.
- The ability and willingness to learn and apply new skills.
- Problem-solving: the ability to identify problems and apply logic to seek an appropriate solution.

Time

Graduate associates are required to work an average of twenty (20) hours per week or 280 hours per semester. Specific times will fluctuate each semester and correspond to the needs of the School Tour. School tours hours are Tuesday and Thursday, approximately 8 am – 1 pm, with some requiring transportation to begin earlier in the morning. The School Tour GA must be available during the School Tour performance hours and cannot schedule a class during this time.

APPENDIX B: Application for Graduate Research Support

The Application for Graduate Research Support should be completed and submitted electronically. Forms are available on Buckeye Box in the TH-General Distribution or in the Forms folder in Grad Central.

DEPARTMENT OF
THEATRE

APPLICATION FOR GRADUATE RESEARCH SUPPORT

APPLICATION

FIRST NAME

LAST NAME

STUDENT/EMPLOYEE ID

OSU EMAIL ADDRESS

DEGREE PROGRAM

ADVISOR

PROJECT START DATE

PROJECT END DATE

PROJECT PROPOSAL

Include a statement of 100-500 words to describe your research or opportunity. Please explain why this project or conference is important to your course of study and describe your goals and/or anticipated outcomes. Be as detailed as possible. Include the title of paper or presentation, if applicable.

Does your project involve travel? If yes, please include the location of the Event or Conference:

BUDGET

AMOUNT OF FUNDING REQUESTED

DETAILED BUDGET

Please include all expenses you might incur for this project/travel, even if you are not including all expenses in your request. The committee would like to know the full scope of the expenses to better inform funding decisions.

AIR TRAVEL

GROUND TRANSPORTATION

LODGING

REGISTRATION FEES

MEALS

OTHER EXPENSES

Include any explanation or additional information about your budget and expenses below.

Have you applied for or received funding from any other source? If so, please include details of each source.

SIGNATURES

Applicant Signature

Advisor Signature

APPENDIX C: Graduate Excellence Award Nomination Form

The Graduate Excellence Award Nomination Form should be completed and submitted electronically. A call for nominations and a copy of the form is circulated annually. The nomination deadline generally falls mid-Spring Semester.

DEPARTMENT OF
THEATRE

Graduate Student Excellence Award Nomination Deadline: Monday, March 26, 2017

The Department of Theatre honors selected graduate students for **outstanding** contributions to the areas of teaching, service, research, and/or creative activity. Faculty are asked to nominate exceptional students they wish to be considered for this award, which will be granted by a special citation, a gift certificate, and formal acknowledgement at the final department meeting in spring semester.

Criteria for selection of outstanding students will be based on the strength of the statement of support and cited examples of excellence achieved by the student. You are encouraged to consult the Theatre Department Graduate Handbook as you prepare your statement. Duties and skills associated with GTA assignments are clearly noted. The Graduate Studies Committee selects the awards after careful deliberation of the nominations.

Please type your nomination using this electronic form.
The completed nomination form should be submitted electronically to Rachel Barnes.209 by March 26, 2017 at 5pm.

Student Name: _____

GTA Assignment(s): _____

Excellence Area(s): Teaching Service Research Creative Activity

Nominator Name(s): _____

Graduate Student Excellence Award Nomination
Page 2

Statement of Support:

Please include a written statement to describe the exceptional work of the nominated student, citing specific examples and support from other students, faculty, and staff when appropriate. An excerpt from this statement may also be used to recognize the student publically, in the event that they are chosen to receive an award. *(Recommended: 250-500 words)*

APPENDIX D: Graduate Minor Forms

The Ohio State University College of Arts and Sciences and Graduate School

Graduate Minor in Theatre and Performance – Semester Advising Template

The Minor in Theatre and Performance allows students in various fields in the arts and humanities to develop a supporting program in the Department of Theatre that will complement their graduate study. This concentration serves students who are investigating the heritage of drama and theatre in any of the literature and language fields. Likewise, some students who work in the interdisciplinary areas of Medieval and Renaissance Studies, Comparative Studies, Folklore Studies, and African and African American Studies benefit from a concentration in theatre and performance.

The minor requires a minimum of four courses and no less than 15 hours with no more than two 5000 level courses. A grade of B or better (or S when applicable) is required in each course comprising the minor. Students can select from courses offered by the graduate faculty in the Department of Theatre with a concentration on dramatic literature, theatre history and historiography, film and video studies, and the theories and criticism of drama and performance. These courses provide each student with a critical foundation in the scholarly methodologies that underlie research and analysis in the interconnected fields of theatre studies and performance studies.

Required course:

Students must take **Theatre 6701: Research Methods** (3) if an equivalent course is not required in the student's major.

Electives:

Students should complete the remaining credit hours to total 15 hours for the minor from the Electives listed below. No more than two courses at the 5000 level can be counted for the minor.

Theatre 5771.01 The History and Practice of Devising Theatre (3)
 Theatre 5771.02 Theatre for Social Change (3)
 Theatre 5771.03 Out There Alone: The History of Solo Performance (3)
 Theatre 5771.04 American Voices (3)
 Theatre 5771.05 All Singing, All Dancing: The History of Musical Theatre (3)
 Theatre 5771.06 International Theatre and Performance (3)
 Theatre 5771.07 Crones, Curmudgeons, and Living Treasures - Theatre and Aging (3)
 Theatre 5771.08 The Practice of Theatre and Aging (3)
 Theatre 5771.09 Performance in Media: Film, Video and Digital (3)
 Theatre 6194 Group Studies (1-3)
 Theatre 7189 Field Work in Theatre, Cinema, or Video (1-12)
 Theatre 7701 Greek, Roman and Medieval Theatre and Performance: History, Literature and Theory (4)
 Theatre 7702 Early Modern to the Enlightenment: Theatre, Performance, Theory, Text (4)
 Theatre 7703 Mass Entertainment, Modernism and the Rise of Realism (4)
 Theatre 7704 Contemporary Theatre and Performance: Experimentation and New Media (4)
 Theatre 7899.01 Criticism and Theory (2-4)
 Theatre 7899.02 New Media and Performance (2-4)
 Theatre 7899.03 Dramatic Literature (2-4)

Theatre 7899.04 Performance Studies (2-4)
 Theatre 7899.05 Physical and Devised Theatre (2-4)
 Theatre 7899.06 Playwriting (2-4)
 Theatre 7899.07 History (2-4)
 Theatre 8000.03 Advanced Studies: Video (1-5)
 Theatre 8000.07 Advanced Studies: Dramaturgy (1-5)
 Theatre 8000.09 Advanced Studies: General (1-5)
 Theatre 8000.17 Advanced Studies: Criticism (1-5)
 Theatre 8000.18 Advanced Studies: Directing (1-5)
 Theatre 8000.27 Advanced Studies: Theory (1-5)
 Theatre 8000.37 Advanced Studies: History (1-5)
 Theatre 8000.47 Advanced Studies: Playwriting (1-5)
 Theatre 8193 Individual Studies (1-3)
 Theatre 8798.01 Study Tour: Domestic (1-12)
 Theatre 8798.02 Study Tour: International (1-12)
 Theatre 8899 Workshops (1-12)
 Theatre 8990 Directed Teaching Experience in Theatre (1-3)
 Theatre 8995 Proseminar (1-3)

Process

1. In conjunction with their advisors, graduate students should determine the appropriateness of pursuing a graduate interdisciplinary specialization or graduate minor and how best to incorporate it into their program of study.
2. Graduate students must complete the appropriate form, including obtaining the advisor's signature. This form serves as the application to enroll. The student submits the form to the Department of Theatre's Director of Graduate Studies.
3. Once approved, the Director of Graduate Studies sends a copy of the completed program form to the Graduate School and the graduate studies committee chair of the student's primary graduate program. The Department of Theatre keeps the original.
4. The Department of Theatre will send the student an acknowledgment indicating whether or not the request is approved. The Department of Theatre will send a copy to the Graduate School and the student's primary graduate studies committee.
5. The student must adhere to the curriculum of the GIS or graduate minor program as indicated on the appropriate program form. If changes in the approved curriculum are necessary, the student must complete a new program form following the steps above. Departures from the approved GIS or graduate minor program could result in the specialization not appearing on the student's transcript.
6. Upon completion of the GIS or graduate minor program, the student must submit the GIS or graduate minor transcript designation form to the Director of Graduate Studies in the Department of Theatre.

Department of Theatre
 1089 Drake Center
 1849 Cannon Drive
<http://theatre.osu.edu>

**Department of Theatre
Graduate Minor Program Form: Theatre and Performance Studies**

Name: _____ Address: _____

E-mail: _____ Phone: _____

College of Enrollment: _____

Major: _____

Expected Date of Graduation: _____ Semester _____ Year _____

The minor requires a minimum of four courses and no less than 15 hours with no more than two 5000 level courses.

Course Number and Title **Hours**

_____ _____ _____
Name of Theatre/Performance Studies Advisor

_____ _____ _____
Signature

_____ _____ _____
Date

Your application received on _____ was reviewed on _____. As a result of that review your application was:

Approved
Conditions: _____

Denied
Instructions: _____

Distribution, one copy to:
____ Minor Faculty Advisor
____ Student

Name of Theatre Graduate Studies Committee Chair

Signature

Date

7/20/2015

The Ohio State University
College of Arts and Sciences and Graduate School

Graduate Minor in Cinema/Video – Semester Advising Template

The Graduate Minor in Cinema/Video production allows graduate students to explore creative and expressive possibilities of single-camera electronic cinematography and provide them with an understanding of the aesthetic issues involved with cinema/video production. The minor emphasizes the practice of moving image art-making through creative projects. This program provides a comprehensive study of the varieties of Cinema/Video expression and the dramatic structures underlining the practice of this art.

Program Advisor: Janet Parrott
614-292-6171
parrott.1@osu.edu

The minor requires a minimum of four courses and no less than 15 hours. A grade of B or better (or S when applicable) is required in each course comprising the minor.

Electives:

Theatre 5321 Video Production 1 (3)
Theatre 5322 Editorial Process (3)
Theatre 5323 Video Production 2 (3)
Theatre 5331 Screenwriting (3)
Theatre 5341 Studies in the Documentary (3)
Theatre 5189 Field Work (1-3)
Theatre 5193 Individual Studies (1-3)
Theatre 7189 Field Work in Theatre, Cinema, Video (1-12)
Theatre 7311 Advanced Moving Image Art (3)
Theatre 7312 Screen Media (3)
Theatre 8000.03 Advanced Studies: Video (1-5)
Theatre 8193 Individual Studies (1-5)

Process

1. In conjunction with their advisors, graduate students should determine the appropriateness of pursuing a graduate interdisciplinary specialization or graduate minor and how best to incorporate it into their program of study.
2. Graduate students must complete the appropriate form, including obtaining the advisor's signature. This form serves as the application to enroll. The student submits the form to the Department of Theatre's Director of Graduate Studies.
3. Once approved, the Director of Graduate Studies sends a copy of the completed program form to the Graduate School and the graduate studies committee chair of the student's primary graduate program. The Department of Theatre keeps the original.
4. The Department of Theatre will send the student an acknowledgment indicating whether or not the request is approved. The Department of Theatre will send a copy to the Graduate School and the student's primary graduate studies committee.
5. The student must adhere to the curriculum of the GIS or graduate minor program as indicated on the appropriate program form. If changes in the approved curriculum are necessary, the student must complete a new program form following the steps above. Departures from the approved GIS or graduate minor program could result in the specialization not appearing on the student's transcript.
6. Upon completion of the GIS or graduate minor program, the student must submit the GIS or graduate minor transcript designation form to the Director of Graduate Studies in the Department of Theatre.

Department of Theatre
1089 Drake Center
1849 Cannon Drive
<http://theatre.osu.edu>

Graduate Minor Program Form – Department of Theatre Cinema/Video Production

Name: _____ Address: _____

Student ID: _____

E-mail: _____ Phone: _____

College of Enrollment: _____

Major: _____

Expected Date of Graduation: _____ Semester _____ Year _____

The minor requires a minimum of four courses and no less than 15 hours. A grade of B or better (or S when applicable) is required in each course comprising the minor.

Course Number and Title	Hours	Grade	
_____	_____	_____	_____
_____	_____	_____	Signature of Cinema/Video Minor Advisor
_____	_____	_____	_____
_____	_____	_____	Name of Cinema/Video Minor Advisor
_____	_____	_____	_____
_____	_____	_____	Date
_____	_____	_____	_____

Your application received on _____ was reviewed on _____. As a result of that review your application was:

Approved
 Conditions: _____

Denied
 Instructions: _____

Distribution, one copy to:
 ___ Minor Faculty Advisor
 ___ Student

 Signature of Theatre Faculty Advisor

 Name of Theatre Faculty Advisor

 Date

7/16/2015

APPENDIX E: Writing Style Guide

	4	3	2	1
Rhetorical Awareness	Student persuasively articulates a clear purpose and recognizes the expectations that an audience or readership might have for the product or performance within a particular context.	Articulates a clear purpose, and shows some recognition of the audience and context for the product or performance.	Articulates purpose somewhat clearly, but is unassertive and does not adequately take into account potential audiences or contexts for the product or performance.	Purpose is unclear and the student shows little recognition of audience or context.
Personal and Productive Engagement with Subject	Student not only follows the basic requirements for an assignment, but demonstrates a serious, thoughtful and studied engagement with the project or performance.	Follows basic requirements for the assignment. While some components of the project may be lacking, the work demonstrates progress in central learning objectives during the period of the course.	Only nominally follows basic requirements for the assignment, and shows a passing engagement with the project.	Does not follow basic requirements for the assignment, and shows little or no engagement with the project.
Creativity and Originality	Student articulates original ideas, positioning them within a range of differing perspectives. Moves beyond mere description and summary to analysis and critique.	States ideas that are original, and may reference a few differing perspectives. Does more than describe and summarize, but analysis and critique may not be sufficient.	States ideas that are obvious or cliché, offering few differing perspectives, if any. Does little more than describe and summarize the ideas of others.	Restates obvious ideas from one or two sources, and fails to reference differing positions. Merely describes and summarizes the ideas of others.
Central Claims supported by Appropriate Evidence	Student marshals appropriate evidence to support claims in sophisticated ways. Critically evaluates evidence and counter evidence, clearly documenting sources according to expected conventions and acknowledging intellectual debts.	Marshals appropriate evidence competently. Evaluates some evidence and documents sources according to expected conventions.	Supports some claims with evidence, but fails to sufficiently evaluate that evidence or present counter evidence. May only use the bare number of sources required by the assignment. Sources may be documented incompletely or unclearly.	Fails to support claims with appropriate evidence or evidence is unclear or not relevant. Student takes evidence at face value and does not properly document sources.
Organization and Logic	Student arranges material in a clear, persuasive way that an audience or readership can follow. Does not resort to logical fallacies and the connections between points are evident and strengthen the overall claims of the work.	Arranges material clearly so that an audience or readership can follow reasonably well. The connections between most points are clear, though there are occasional gaps in thinking.	Fails to arrange material in a way that audiences or readers will follow easily. Several connections between points are unclear and there are several gaps in thinking.	Material is poorly organized, and audiences or readers may have a very hard time following the student's ideas and arguments. Connections between ideas are unclear and there are numerous gaps in thinking.
Effective Understanding and Application of Conventions	Student has carefully and thoughtfully proofread his or her work according to appropriate stylistic conventions. There should be few or no mistakes in spelling, grammar, word choice, and punctuation.	Work generally proofread, but some conventions have not been followed. There are more than a few mistakes in spelling, grammar, word choice, or punctuation, but these mistakes don't obscure the student's ideas.	Work has not been well proofread, and several important stylistic conventions are not followed. There are several distracting mistakes in spelling, grammar, word choice, or punctuation that may obscure the student's ideas.	Work has been poorly proofread, and stylistic conventions are not followed in any way. There are many distracting mistakes in spelling, grammar, word choice, and punctuation that obscure the student's ideas.

APPENDIX F: Extra-Curricular and Research Activity Approval

The Extra-Curricular and Research Activity Approval form should be completed and submitted electronically. Forms are available on Buckeye Box in the TH-General Distribution or through the Department of Theatre main office.

DEPARTMENT OF
THEATRE

EXTRA-CURRICULAR AND RESEARCH ACTIVITY APPROVAL

The Department of Theatre requires advance approval for most extra-curricular and research activities undertaken by current graduate students. Advance approval is particularly important if the activity requires time away from the University, impacts your academic responsibilities, or includes payment for services. Please see Section XX of the Department of Theatre Graduate Handbook for more information, or contact the Academic Program Coordinator with questions.

Please complete the form below and receive your advisor's signature. The completed form should be submitted to the Academic Program Coordinator for review by the appropriate faculty.

APPLICATION

FIRST NAME

LAST NAME

STUDENT/EMPLOYEE ID

OSU EMAIL ADDRESS

ADVISOR Please select your advisor

DO YOU HAVE A GRADUATE ASSOCIATE APPOINTMENT?

YES

NO

ACTIVITY START DATE

ACTIVITY END DATE

DESCRIPTION OF ACTIVITY

Include a short statement to describe your activity and its impact on your work and studies in the department. Please explain why this activity is important to your course of study or personal and financial well-being.

DOES THIS ACTIVITY REQUIRE ANY ABSENCES OR ALTERATIONS TO YOUR COURSEWORK?

YES

NO

If yes, please describe.

THE FOLLOWING APPLIES TO GRADUATE ASSOCIATES ONLY

DOES THIS ACTIVITY CONFLICT WITH ANY OF YOUR OBLIGATIONS AS A GRADUATE ASSOCIATE?

Please answer "YES" if you expect this activity will affect your responsibilities in ANY way, or require any accommodations to your teaching assignments.

YES NO

If yes, did you inform your GA supervisor of your expected dates of absence?

YES NO

Please explain how your GA duties will be covered during your absence.

WILL YOU BE PAID FOR YOUR PARTICIPATION IN THIS PROJECT/ACTIVITY? IF SO, BY WHOM?

- YES – I WILL BE PAID BY THE OHIO STATE UNIVERSITY
 YES – I WILL BE PAID BY AN ORGANIZATION OR INDIVIDUAL OUTSIDE THE UNIVERISTY
 NO – I WILL NOT BE PAID FOR THIS ACTIVITY

Please describe the amount and method of compensation you expect to receive for this activity.

The Graduate School requires advance approval of all additional payments to Graduate Associates.

SIGNATURES

STUDENT SIGNATURE _____ DATE _____

ADVISOR SIGNATURE _____ DATE _____

FINAL APPROVAL:

APPENDIX G: Graduate Annual Review Forms

The Graduate Annual Review Forms should be completed and submitted electronically. Forms are available on Buckeye Box in the TH-General Distribution or in the Forms folder in Grad Central. For more information and timelines for Annual Reviews, please see Section 6.3 of this handbook.



THE OHIO STATE UNIVERSITY

Department of Theatre

Graduate Annual Review Form

INSTRUCTIONS: Part One of the Graduate Annual Review for Advisers should be completed by the Graduate Student prior to meeting with the Advisor. Part Two should be completed by the Advisor. The Advisor is responsible for submitting this form with attachments once the review is completed.

PART ONE – PRELIMINARY INFORMATION FROM THE GRADUATE STUDENT

Date:	Student Name:	Degree Program/Year:
-------	---------------	----------------------

Graduate Assistant Assignment	
Fall:	Spring:
Comments:	

<p>Scholarly and Creative Work</p> <p>Please select any Scholarly and Creative Work you have undertaken in the current academic year (SU-SP), and include number of publications, presentations, roles, etc. when applicable. Include detail in the "Comments" section below.</p> <table> <tr> <td><input type="checkbox"/> Editor-Reviewed Publications (# _____)</td> <td><input type="checkbox"/> Dramaturg (# _____)</td> </tr> <tr> <td><input type="checkbox"/> Peer-Reviewed Publications (# _____)</td> <td><input type="checkbox"/> Designer (# _____)</td> </tr> <tr> <td><input type="checkbox"/> Conference Presentations (# _____)</td> <td><input type="checkbox"/> Devisor(# _____)</td> </tr> <tr> <td><input type="checkbox"/> Research Proposals and Grants (# _____)</td> <td><input type="checkbox"/> Actor (# _____)</td> </tr> <tr> <td><input type="checkbox"/> Playwright (# _____)</td> <td><input type="checkbox"/> Technician (# _____)</td> </tr> <tr> <td><input type="checkbox"/> Director (# _____)</td> <td><input type="checkbox"/> Other (# _____)</td> </tr> </table> <p>How many Dept of Theatre Productions have you worked on or participated in this academic year? _____</p> <p>How many outside productions have you worked on or participated in this academic year? _____</p> <p>Comments:</p>	<input type="checkbox"/> Editor-Reviewed Publications (# _____)	<input type="checkbox"/> Dramaturg (# _____)	<input type="checkbox"/> Peer-Reviewed Publications (# _____)	<input type="checkbox"/> Designer (# _____)	<input type="checkbox"/> Conference Presentations (# _____)	<input type="checkbox"/> Devisor(# _____)	<input type="checkbox"/> Research Proposals and Grants (# _____)	<input type="checkbox"/> Actor (# _____)	<input type="checkbox"/> Playwright (# _____)	<input type="checkbox"/> Technician (# _____)	<input type="checkbox"/> Director (# _____)	<input type="checkbox"/> Other (# _____)
<input type="checkbox"/> Editor-Reviewed Publications (# _____)	<input type="checkbox"/> Dramaturg (# _____)											
<input type="checkbox"/> Peer-Reviewed Publications (# _____)	<input type="checkbox"/> Designer (# _____)											
<input type="checkbox"/> Conference Presentations (# _____)	<input type="checkbox"/> Devisor(# _____)											
<input type="checkbox"/> Research Proposals and Grants (# _____)	<input type="checkbox"/> Actor (# _____)											
<input type="checkbox"/> Playwright (# _____)	<input type="checkbox"/> Technician (# _____)											
<input type="checkbox"/> Director (# _____)	<input type="checkbox"/> Other (# _____)											

Service

Teaching

Future Goals

Attach the following to this form before submitting to your Advisor:

- Graduate Assistant Assignment Review Form
- eSEI Reports for Summer & Autumn Teaching Assignments
- Current Curriculum Vitae

PART TWO – SUMMARY OF REVIEW, TO BE COMPLETED BY THE ADVISOR

Summary Comments (attach additional page if needed)

Progress on Degree

Advisor Signature: _____

Date: _____

Student Signature: _____

Date: _____



Graduate Annual Review: Teaching

Date:	Student Name:	Reviewer Name & Role (Supervisor, Advisor, etc):
-------	---------------	--

Teaching Assignment:	
Fall: eSEI Reports Received & Attached: <input type="radio"/> YES <input type="radio"/> NO	Spring:

Rating Scale: 1 – Strongly Disagree 2 – Disagree 3 – Neutral 4 – Agree 5 – Strongly Agree

Command of Subject Material

The instructor is knowledgeable in key terms, concepts, ideas, and theories:	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
The instructor adheres to the course schedule and syllabus:	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
The instructor clearly addresses stated learning objectives:	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
The instructor makes appropriate use of available instructional materials (texts, resources, examples, handouts, technology, etc.):	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5

Student Engagement

The instructor asks questions or makes comments that generate a high level of critical thinking:	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
The instructor uses whole class, group, and/or individual activities effectively:	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
The instructor encourages student participation:	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
The instructor is attentive and responds to student cues of misunderstanding, confusion, boredom, etc.:	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5

Communication & Professionalism

The instructor conveys subject matter in a manner that is understandable to the average student:	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
The instructor provides clear instructions and expectations for class assignments:	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
The instructor uses class time effectively and efficiently:	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
The instructor interacts well with students and addresses students' needs and questions:	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
The instructor is appropriately dressed, punctual, and prepared for class:	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5



Please provide some specific feedback related to the instructor's strengths:

Please provide some specific feedback on areas in which the instructor can improve:

Summary Comments:

Overall Assessment of Instruction:

- Unsatisfactory Needs Improvement Satisfactory Exceeds Expectations Outstanding

Reviewer Signature: _____

Date: _____

Student Signature: _____

Date: _____

Instructional Policies and Procedures

Department of Theatre

Revised August 2019

This document outlines selected instructional policies and procedures in the Department of Theatre and the University as a whole. Topics include:

Things No Syllabus Should Be Without:	1
Textbook Ordering Policies and Procedures	5
Enrollment and Disenrollment Policies	6
Student Evaluations of Teaching	7
Incompletes and Change of Grades	8
Retaining Student Papers	9
Final Exams	9
Teaching Resources	10

Things No Syllabus Should Be Without:

According to policies established by the Committee on Curriculum and Instruction in the Arts & Sciences, all operational syllabi (syllabi distributed to students) must include the following:

- 1. A space for the instructor's contact information, including name, office location, phone, e-mail, and office hours**
- 2. A space for the name and contact information for the course coordinator, if the syllabus is standard for several sections**
- 3. A space for meeting days and times, and classroom location**
- 4. Course number and title**
- 5. Format of instruction (e.g., lecture, recitation, lab) and number of contact hours per week**
- 6. If the course is a GE course, it must include the following:**
 - a. the GE category or categories it fulfills (e.g., Cultures and Ideas)
 - b. the "[GE Expected Learning Outcomes](#)" boilerplate language pertaining to the appropriate area(s)
 - c. a statement beneath these that explains how the course will satisfy the stated Expected Learning Outcomes
- 7. A description of the course**
- 8. A list of required texts and other course materials, and information on where they are available**
- 9. Information about the length and format of all papers, homework, laboratory assignments, and examinations**
- 10. Grading information, indicating the percentages assigned to various requirements**

11. A grading scale

12. Information about the scheduling of examinations and due dates for assignments

13. A class attendance policy.

- **Absence Statement:** Make sure that your syllabus has a clear class attendance policy statement regarding excused and unexcused absences, and that you apply it in a consistent way. Your absence policy can be tailored to fit each particular course, and should be one that you are comfortable with, but it must be in the syllabus in order to carry weight. Without a clear and consistently applied absence policy, a grade based on missed absences can be overturned. Note that it is important to keep accurate records of when a student is late or absent from class.
- **Class Cancellation Policy:** It happens on occasion that instructors must be absent from a scheduled class. When such absences can be anticipated (such as when you are traveling on university business), it is your responsibility to arrange in advance for a colleague to meet your class, carry out a lesson plan that you have prepared, and collect or return student work. When it is more difficult to anticipate an absence (such as in the case of illness or injury), it is your responsibility to communicate effectively to students the message that class has been cancelled. In these cases, please take the following steps:
 1. Contact your students via Carmen, Faculty Center in SIS or using an e-mail nickname file that you create at the beginning of the term.
 2. **IF YOU ARE A GTA: contact your course supervisor**
 3. Call the Department of Theatre at 614-292-5821 or email theatre@osu.edu and the Academic Program Coordinator to request that a note be placed on your classroom door, preferably on department letterhead. Provide the course number, (for example, Theatre 2367.01) class building, room number, and meeting start time for the class that has been cancelled.
 4. If your class meets in a building other than Drake you may call classroom services also between 7:00 a.m. and 5:00 p.m. at 614-247-4357 (4-HELP) to request that a note be placed on your door.
 5. In all cases, contact your students as soon as possible following the cancellation to let them know how the syllabus and work deadlines will be affected.

Suggested wording for syllabus: "In the unlikely event of class cancellation due to emergency, I will contact you via e-mail and request that a note be placed on the door. In addition, I will contact you as soon as possible following the cancellation to let you know what will be expected of you for our next class meeting."

14. A weekly topical outline of course meetings, including topics to be covered, readings, film screenings, and homework (The committee wants a sense of how much work is required of students.)

15. The following statement on academic misconduct is required.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

- You might also mention, either in the syllabus directly or in your opening remarks, that plagiarism via the internet is not only dishonest, it's also liable to be caught. Paper assignments, if they are clear and course-specific, do not match well with what is available on the net, and search engines on the net make detection of plagiarism as easy as plagiarism itself. For more on university policies concerning plagiarism, including information on what to do when you suspect a case of plagiarism, see the OAA website for academic misconduct.

16. The following statement about disability services is required (recommended 16 point font):

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

17. The university recommends including the following mental health statement:

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

18. If you wish to add language on sexual misconduct/relationship violence, the university recommends using the following:

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

19. You may also include the following language on mandatory reporting and trigger warnings at your discretion.

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I also have mandatory reporting responsibility related to my role as an Ohio State employee. It is my goal that you feel able to share information related to your life experiences in classroom discussion or in your written work, and in our one-on-one meetings. I seek to keep information you share private to the greatest extent possible. However, I am required to share information regarding sexual misconduct with the University's Title IX Office. If I can be of assistance in helping you to make a report and in finding campus and community resources, please let me know. If you would like to access resources directly, please feel free to contact the Title IX office (see above). Students may speak to someone confidentially by contacting Counseling & Consultation Services at 614-292-5766 or the 24 hour helpline from the Sexual Assault Response Network of Central Ohio (SARNCO) at 614-267-7020.

Some contents of this course may involve media that may be triggering to some students due to descriptions of and/or scenes depicting acts of violence, acts of war, or sexual violence and its aftermath. If needed please take care of yourself while watching/reading this material (leaving classroom to take a water/bathroom break, debriefing with a friend, contacting Counseling and Consultation Services at 614-292-5766, contacting Student Life Disability Services at 614-292-3307, and contacting the instructor if needed).

While it is inherently impossible to make any public space completely "safe," there are things we can commit to in order to best care for our classroom and campus communities. Working

towards safety does *not* mean that we aren't interested in engaging with difficult, complex material or that we are afraid to talk with depth and authenticity as we develop our thinking around tough topics. Working towards safety *does* mean that we create an environment in which we've made it possible to lean into complexity and to be intellectually and creatively daring because we've committed to looking out for one another the way any good Buckeye does. A "safe" classroom won't always be an easy classroom, but it should be a place where we model respect, generosity of spirit, and lean into curiosity about different perspectives and experiences. I encourage you to look for opportunities to learn, to speak with both care and confidence, and to imagine one another complexly.

20. If you wish to add language on diversity, the university recommends using the following:

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

21. If you wish to add language on safe ride services, the university has partnered with Lyft to provide the Lyft Ride Smart Service at Ohio State. Details available at <https://ttm.osu.edu/ride-smart>

Textbook Ordering Policies and Procedures

Instructors (including Faculty, Associated Faculty, and Graduate Students) should place their own textbook orders on-line. According to the [Higher Education Opportunity Act \(HEOA\)](#), course materials must be available by the first date students may begin registering for classes. While the specific registration dates may change, the general schedule of deadlines is as follows.

- Summer Term: February 1st
- Autumn Term: March 1st
- Spring Term: October 1st

In practice, if teaching assignments for individual instructors are not confirmed by the established deadlines, instructors should submit as soon as possible following receipt of a confirmed assignment. **GTA exception: the main book order for sections of 2100 will be made only by the course supervisor.**

The Department of Theatre does not endorse a particular bookstore and orders may be placed through SBX or through Barnes & Noble The Ohio State University Bookstore. To place an order with SBX, visit [their website](#) and click "Faculty Textbook Orders."

In light of the fact that UBX, Buckeye Books and College Town have closed, Barnes & Noble The Ohio State University Bookstore can have every book needed for your courses on shelves also when you

need them. Textbooks are available in every format, i.e., new, used, rental, and eBook/digital. **The on-line service, [FacultyEnlight](#), is the preferred method for ordering textbooks through B&N.** *FacultyEnlight* provides access to all required information the bookstore needs to fulfill orders conveniently in one location. It also stores individual faculty and book ordering information for quick and easy ordering in the future.

To get started with *FacultyEnlight* review the following quick-start guide:

[FacultyEnlight Quick Start Guide \[pdf\]](#)

Assistance: Please direct textbook order questions and questions regarding desk copies to [Brad Clucus](#), Textbook Manager at 614-247-2220.

Instructors using a course pack along with class texts should include a note on the official book order stating that in addition to class texts supplemental materials will be made available. The instructor should contact students directly via e-mail at the earliest opportunity to inform them of the availability of the course pack. Instructors using ONLY a course pack should submit the book order form indicating "no text," and contact students directly via e-mail as soon as possible to indicate availability through UniPrint or other provider of the instructor's choosing. A "no text" entry will prevent the course from appearing on the bookstore's list of non-responsive sections.

Enrollment and Disenrollment Policies

Information on enrollment deadlines for each semester may be viewed at registrar.osu.edu/faculty. Some helpful information is also included in the University Faculty Rules [Chapter 3335-8 Instruction](#).

Course Enrollment Permission Forms may be used to enroll a student in a course that requires instructor permission. Some situations that may require a conversation with an academic advisor, petition, or denial of enrollment include (but are not limited to):

- A student who wishes to enroll in more than 18 credit hours.
- An undergraduate who wishes to earn graduate credit.
- Enrollment after the published deadline.
- Course enrollment above the maximum room capacity.
- Auditing or repeating a course.

It can be very frustrating to have students appear in your class for the first time in the second week of class, saying that they have been added by SIS or by a College adviser. Your reaction may be to tell them that it is too late for them to be in your course, but the University policy is to allow students to add any class that has not reached its enrollment ceiling from a waiting list through the first week of the term, with or without the instructor's permission. This means that a student may add your course on Friday of the first week, even though he or she will already have missed the first full week of instruction.

- a. The policy on conditions and procedures for disenrollment from a course ([Rule 3335-8-33](#)) states: The instructor (or in the case of a graduate teaching associate, the supervising faculty member), the chair of the instructor's department (with the agreement of the instructor), or other appropriate administrative official may request a student be disenrolled from a course by filing a "Student Absence from Class Report" if after the

- third instructional day of the quarter, semester, session, or term, the first Friday of the quarter, or the student's second scheduled class session of the course, whichever occurs first, the student fails to attend the scheduled course without giving prior notification to the instructor. Under this paragraph, no student may be disenrolled from a course until after the first course meeting following the student's registration. When the department elects to use this procedure, the instructor, the chair, or other appropriate administrative official shall notify the student's enrollment unit. The enrollment unit will notify the student and take appropriate action to remove the student from the course.
- b. If a student's name appears on your original roster and but he/she does not attend classes, you may disenroll that student after the second class session. If students legitimately add your class through SIS by Friday of Week 1, you may not disenroll them unless they then fail to come to the first class meeting of Week 2. The further implication of this is that instructors cannot count as absences any classes missed before the student registered for the course, nor assignments as late that were due before the student registered for the course (that is, possibly through the first full week of the term).
 - c. Obviously this is not completely satisfactory, and you can certainly make it clear to students that they will be expected to complete all assignments for the course and meet all subsequent deadlines. But there are many legitimate reasons students may be closed out of courses and may need to add your course late. We need to be at least minimally accommodating and cannot refuse to admit them if they have added your course within the allowable time period.
 - d. Rule 3335-8-33 also provides for disenrollment of a student for disruptive behavior. The relevant paragraph reads: After investigation, including consultation with the instructor and the student in question, and utilizing other university resources, as desirable, the chairperson (or other appropriate administrative official) may disenroll a student for a course if the student presents a clear and present threat of bodily harm or injury to the instructor or fellow students, or, after warning, continues to engage in disruptive conduct, either of which results in impairment of teaching or learning processes. Any instructor who believes that such a situation exists in their classroom should see the Chair, and Director of Undergraduate Studies or Director Graduate Studies, immediately.

Student Evaluations of Teaching

Discursive student evaluations are an essential part of your performance review. Every instructor should provide students with an opportunity to complete written (i.e., discursive) evaluations of every course taught. This is a guideline built into Faculty Rules ([3335-3-35](#)), obscured somewhat by being placed under the heading of "Duties of the Chair" – "... To promote improvement of instruction by providing for the evaluation of each course when offered, including written evaluation by students of the course and instructors, and periodic course review by the faculty."

For information regarding methods for evaluation of teaching at OSU visit the website for the [University Institute for Teaching and Learning](#). For some Theatre courses (2100, for example) specified evaluation forms are utilized; for others instructors may develop their own forms as they see fit. GTAs should consult with course directors to develop an applicable evaluation form.

Care should be taken to develop a discursive form that is both appropriate and effective. In general, make sure that all evaluation forms have a place for students to comment on the

instructor's performance. It is also recommended, though not required, that instructors use the University's SEI forms. (All faculty should use them).

You should also assure students that you will not read their evaluations until after grades have been turned in for the course. To guarantee this, you should not be in the room when they write evaluations and you should not collect them yourself. Give the students twenty minutes to do the evaluations at the beginning of the class, to make sure they have an opportunity to respond fully, and ask them to write in ink, to avoid problems with photocopying. Designate a student to collect evaluations and take them from the room to the Theatre Office in 1089 Drake or to deposit them in the nearest Campus mail drop box for central delivery.

Once your evaluations have been forwarded to you, you should keep them as part of your permanent file. All SEI's (Student Evaluation of Instruction) will be administered electronically starting AU09 and beyond. The university SEI Administrator will contact you directly with instructions.

Incompletes and Change of Grades

For details regarding incompletes, consult Faculty Rule [3335-8-21](#). In general, incompletes should be given only when the student has completed a major portion of the work for a course and the instructor feels the student has provided legitimate reasons for extending the deadline for the remainder of the course requirements. This also implies that, usually, the request for an incomplete is initiated by the student and not awarded automatically by the instructor. If an incomplete is given, you must also record an alternate grade, representing the grade the student should receive if no further work is submitted. Make-up work should be submitted in time for the instructor to submit the revised grade by the end of the sixth week of the subsequent term. Deadlines for submitting incomplete grades are found at the Registrar's website listed as [Important Dates](#).

If by the end of the sixth week of the subsequent term no make-up grade is submitted, the alternate grade will automatically be entered for the student. If, through consultation with the student, an instructor feels an extension beyond the sixth-week deadline is warranted, a request for extension of the incomplete must be submitted before the incomplete grade submission deadline. Otherwise the incomplete will lapse to the alternate grade. A Grade Assignment/Change request must be submitted; the instructor must check the box to "extend incomplete deadline beyond the 6th Friday of the next term," set a new due date and sign the form.

For grade changes, see Faculty Rule [3335-8-23](#) ("Alteration of Marks"). It is important to note that a grade "is subject to change only when a procedural error has been discovered in evaluation or recording of a grade," and that "action to change a grade must be initiated before the end of the second succeeding term." Changes will be denied by the Dean of the unit unless it is clear that the basis is a procedural error; you cannot, for instance, file a Grade Assignment/Change request on the basis of work submitted late. The principle at work here is that uniform grading standards must be applied to all students in a course.

Should an incomplete grade lapse to an alternate grade inadvertently, the instructor may wish to submit a different grade. If so, a grade change must be initiated.

Grade Assignment or Change Forms may be found at registrar.osu.edu/faculty → Forms

Retaining Student Papers

Papers cannot be left in boxes outside instructors' offices for students to pick up after the end of the term, and grades can only be posted on or outside office doors under special circumstances. Doing otherwise is a violation of law as well as policy:

The Family Educational Rights and Privacy Act (FERPA) places legal restraints on the release of student records, including grades. Without the express consent of the student, grades may not be posted or announced in a manner that allows personal identification of the student. Thus, in most cases, posting grades by first or last names, initials, or social security numbers is not permitted under FERPA. Grades may be posted by a number or other symbol known only to the student and you. Furthermore, in an effort to maintain confidentiality, it is not advisable to leave exams, quizzes, or papers outside of your office to be picked up by students.

As to "retention or disposal of materials submitted to meet course requirements" Rule [3335-8-231](#) states:

- Materials submitted by a student to satisfy course requirements shall either be returned to the student or made available for the student's inspection, after they have been marked or otherwise evaluated, before the end of the quarter, semester, session, or term in which the work is performed or, in the case of final projects and final examinations, no later than the fourteenth day of instruction of the following term [...].
- Materials of this kind which have not been returned to the student shall be retained by the academic unit or the individual instructor until the last day on which a grade change may be initiated as provided for in paragraph (A) of rule 3335-8-23 of the Administrative Code [i.e., "the end of the second succeeding term"].

Simply put, do not leave papers in the hall, but keep student papers for the next two terms; materials may be carried to the department office for disposal (shredding) at the appropriate time. The university's Records Retention Schedule can be found at the following link: <https://library.osu.edu/osu-records-management/retention-schedules>

Final Exams

The policy on schedules for final examinations (Faculty Rule 3335-8-20) states the following:

- All ... examinations administered during the final exam period shall be centrally scheduled by the office of the university registrar. The official examination schedules shall be strictly adhered to by all instructors. Any deviation must first be approved by the appropriate university official (department chair, regional campus dean and director, or college dean) in consultation with the office of the university registrar, which shall have the power to resolve all conflicts. Final grades for graduating students must be submitted electronically to the office of the university registrar by the deadlines established by that office.
- In performing its scheduling function the office of the university registrar shall limit individual examinations to two-hour duration and the total examination period to no more than five days.

Final exam schedules are made available at registrar.osu.edu/faculty → Final Exams Schedule. If you do not plan to hold an examination or class meeting during the final exam period or wish to schedule an alternate final exam time, notify the Academic Program Coordinator at the beginning of the term.

Teaching Resources

Please make use of the [Teaching Resources Box](#), which provides links to accessing teaching support and best practices in effective teaching.

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