

**Department of Theatre and Dance
Theatre, PhD**

**Handbook and Curriculum Guide
2025-26
(Revised Fall 2025)**

**Ph.D. in Theatre
Performance as Public Practice Specialization
Handbook and Curriculum Guide
(Revised Spring 2025)**

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Field of Study

The Ph.D. degree in Theatre with a specialization in Performance as Public Practice is an advanced, terminal degree that is typically completed in five years (or 10 semesters). The degree qualifies graduates to teach at the university level or to work in a variety of other academic, organizational, artistic, and professional settings. The Ph.D. requires a minimum of 45 credit hours and the successful defense of a written dissertation.

UT's Ph.D. in Theatre with a specialization in Performance as Public Practice merges performance studies with theater history and critical dance studies. Through transnational and interdisciplinary perspectives, PPP examines what performance is, what it does, and how it makes meaning in distinct contexts, including theatrical and political stages, nontraditional sites and museums, festivals, and everyday life. We center PPP around its three core concepts.

Performance: Performance is research, theory and methodology; it is a pedagogical approach; and a site of analysis. Students examine a wide range of performances, texts, and embodied practices in order to consider the myriad ways in which performance both reflects and produces cultural, historical, social, and political knowledge and meaning.

Public: Public can refer to a place, space, or site of performance; it can mean a group with whom a theatrical, identitarian, or ideological performance is shared. Public can also be an adjectival modifier of performances, such as interventionist performances, or ones that participate in structures of civic society. As such, public affords attention to all the ways that performance is engaged with the larger world.

Practice: Practice is process. It includes the daily doing of dancing, acting, performing, curating, dramaturgy, community engagement, and more. It is thinking and writing. It may produce performances, but it always produces knowledge.

Organization of Graduate Studies in the Department of Theatre in Dance

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

Graduate students in PPP will primarily communicate with PPP faculty and their academic advisor (and later dissertation supervisor) when they need guidance. Students will also work with the Department Graduate Advisor, who signs off on student paperwork, and the Graduate Coordinator, who can answer questions about enrollment status and registration.

Advising

Upon admission, each student is assigned an academic advisor from the PPP faculty. In consultation with this advisor, the student prepares the Program of Study that guides coursework, selects courses each semester, including requirements and electives that support the major field of study. At the end of the student's third semester of coursework, the student should choose a dissertation supervisor from the PPP faculty. The supervisor can be the same faculty member as the academic advisor or a different faculty member; once the transition has been made, the student will consult primarily with the supervisor. Supervisors must be members of the Graduate Studies Committee and the PPP faculty, although students can work with co-supervisors who work outside the Department.

Coursework

All completed work that is included in a doctoral student's degree program at the time of admission to candidacy must have been taken within the previous six years (exclusive of a maximum of three years of United States military service). Work over six years old may be reinstated upon recommendation of the Graduate Studies Committee. The GSC will review the program of every student yearly; the results of this review will be provided to the student in writing. At those times, the committee may recommend additional coursework, further examinations, or termination of candidacy. In addition, the program is subject to review by the graduate dean. Students who are making satisfactory progress toward their degree as determined by their dissertation supervisor and the PPP faculty but who need more time due to extenuating circumstances may work with their supervisor and the Graduate Advisor to apply for an extension.

Program of Study

During the week before classes begin the first semester, students will work with their academic advisor to complete the Program of Study and submit it to the Graduate Coordinator. The Program of Study must be completed in order to register for classes. The Ph.D. Program of Study requires a minimum of 45 credits, which usually includes two years of coursework, a year of exam (and independent study) course hours, and usually two years of dissertation course hours. Doctoral students are not allowed to include undergraduate courses on their programs of study.

Required Courses: Core courses offer the student grounding in a range of critical theoretical, methodological, historical, analytical, and performance practices. Students will generally take a total of 36 credits between required and elective courses.

Core 1: Required Courses (12–15 credits)

- Research Methods (TD 388)*
 - Supervised Teaching in Theatre and Dance (TD 398T)
 - Proseminar: Theories and Methods in Performance as Public Practice (TD 391)
 - Historiography (TD 387D)
 - Performance Theory (TD 391)
- (*Recommended for all, but required only if student did not take a comparable course in a M.A. or M.F.A program. All other courses are mandatory, and cannot be substituted for another course.)

Core 2: Required Courses (9 credits)

- Performance and Media Analysis: Topics in Performance Analysis (TD 387D)
- Research and Practice: Performance Ethnography (TD 387D) or Performance as Research (TD387D)
- Practice (3 credits). May include courses or topics such as: Choreography, Devising, Directing, Dramaturgy, Narrative in Physical Performance, Playwriting, etc.

Some of the courses above are offered on regular rotations:

Fall, even-numbered years (eg 2026)	Fall, odd-numbered years (eg “2027”)
• Research Methods (TD 388) • Supervised Teaching in Theatre and Dance (TD398T) • Historiography (TD 391)	• Research Methods (TD 388) • Supervised Teaching in Theatre and Dance (TD398T) • Proseminar: PPP (TD 391)
Spring odd-numbered years (eg 2027)	Spring, even-numbered years (eg 2028)
• Performance Ethnography (TD 387D)	• Performance as Research (TD 387D) • Performance Theory (TD 391)

** Some courses may be applicable to more than one core 2 requirement, ie.. a course might fulfill “Performance and Media Analysis” and “Devising,” allowing some flexibility in the Program of Study. The student and advisor select which (single) requirement the course is meant to fulfill. To determine what requirements a course fulfills, consult your advisor.*

Electives (12-15 credits, at least 6 of those outside the department):

Within the program and department, some electives will be offered regularly, while others only occasionally. They vary in content, methodology, and approach. PPP electives are offered as TD 387D (not to be confused with those courses, above, which serve as Core 1 or 2 requirements)

For courses outside the department, students should carefully consider the professor, content, and methodology in relation to their research. We recommend seeking out courses taught by PPP's affiliate faculty, who often center performance in their courses and research.

Language Requirement The Program requires reading competency in one language in addition to English, except when spoken language competency is also required to conduct dissertation research. Students should make their choices according to their research and career objectives, and should consult their faculty advisor or supervisor while making these decisions. The language requirement can be fulfilled in a number of ways including but not limited to: transcript evidence of at least two years of language study at the undergraduate level (that is, an intermediate level of competency); additional language coursework while at UT; passing a translation or language test to determine reading competency. Please note that credits toward the language requirement do not count toward the Ph.D. degree. Students must fulfill the language requirement before advancing to candidacy.

Exam Course Hours (TD 395, minimum 3 credits):

Students should plan to take TD 395 at least one and up to two semesters to prepare for their first and second qualifying exams. For additional exam study, students may enroll in independent studies (TD 395P) with their supervisor (or other committee members) while studying for the first qualifying exam.

Qualifying Examinations

The University requires that each doctoral student pass qualifying examinations to be admitted to candidacy for the Ph.D. degree. The qualifying examination in Theatre and Dance is divided into two parts and is usually completed during the fifth and sixth semesters of graduate study (the fall and spring of the third year). In some cases, the student may opt to take the first part of the exam in their fourth semester. The first part must be completed satisfactorily before the second part can be taken.

Key Dates

Year	Semester	Task	Date
Fall, Year Two	Three	● Select a Dissertation supervisor	End of semester
Spring, Year Two	Four	● Complete exam bibliographies ● Select committee members	During the semester Week eight
Summer, Year Two		● Read all texts on the bibliographies and complete annotations ● Draft questions	
Fall, Year Three	Five	● Submit exam questions to advisor ● Submit revised questions to advisor for faculty review ● Finalize exam questions for approval by exam committee ● first Qualifying Exam ● Begin drafting Proposal	Week one Week five Week six Week seven or eight Weeks ten - fifteen
Spring, Year Three	Six	● Turn in first draft of proposal to advisor ● Draft and revise proposal in response to supervisor feedback ● Schedule defense ● Turn in final draft of proposal to advisor to share with committee ● Defend	Week one Weeks two - ten Week nine Week eleven Week thirteen or fourteen

Qualifying Examinations

Examination Committee

The examination process begins with the selection of the exam committee, which must be completed by week 8 of the fourth semester. Students will request committee members in consultation with their primary advisor. The examination committee will consist of a minimum of three faculty (including the supervisor). At least two of the members must be PPP core faculty.

First Qualifying Exam

The first part of the qualifying examinations is designed for students to demonstrate a facility with key texts and ideas of Performance as Public Practice as well as bodies of literature that are foundational to the students' future dissertation research.

After the examination committee has been assembled, the next step in the examination process is the composition of three reading lists which serve as the knowledge base for the exam questions. Students develop their lists during the fourth semester with their supervisor as well as other members of the examination committee with field-specific knowledge. Lists 2 and 3 are centered

on the student's research topic and serve as preparation for dissertation proposal writing. Each list should consist of 25-35 scholarly texts.

- List 1, "Theories and Methods in PPP," should pull theory and methods exclusively from PPP coursework (core 1 and core 2).
- Lists 2 and 3 can include topics within theatre, dance, and performance studies and/or cognate fields or area studies.

The advisor will review and approve the examination lists before the end of the fourth semester. Students will read and study the texts on the lists independently over the summer prior to year three, producing annotated bibliographies with a paragraph that frames each list.

Students will submit a first draft of their exam questions—two exam questions for each list (six total)—to their supervisor in week one of the fifth semester. Over the next month, they will revise questions in response to supervisor feedback. Once the supervisor approves the revisions, a clean, revised copy will be sent to the exam committee for feedback in week five. Revised exam questions, which incorporate committee feedback, must be approved by week seven. The committee will select one question per list.

In week seven or eight, the student will write three 12-15-page essays over ten days beginning Friday at 8 AM and submitted no later than 8 AM the Monday of week nine or ten. The essays must be well-written and proofread, have a clear argument that responds to the question, demonstrate knowledge of the field(s) and the ability to synthesize ideas and put them in relation to one another. ESL students and students with registered disabilities will have an extra two days to take the essays to the writing center (for help with language only).

The examination committee will have two weeks to assess the exam. The possible outcomes for each essay are pass or revise, and students will have until the last day of classes to revise and resubmit. Students will have one opportunity to revise the exams, and they must pass the first qualifying exam to move on to the second qualifying exam. If the student is unable to pass the qualifying exams after two attempts, the Area Head will recommend to the GSC that the student be put on academic probation.

Second Qualifying Exam

This part of the qualifying exam can be completed only after the student has passed the first qualifying exam. The second qualifying exam presents the dissertation proposal for faculty review and approval. A draft of the proposal should be presented to the dissertation supervisor during the first week of the spring semester of the third year (the sixth semester of graduate study). We expect students to work through numerous drafts with their supervisor, to be responsive to feedback and attentive to deadlines.

The dissertation proposal generally follows this format:

1. **Introduction:** This section introduces the project and gives the readers a sense of why the work is important, generally as a question or challenge to the field. Strong introductions often begin with a hook to draw the reader into the project.
2. **Description of Project and its Significance:** This section narrows the focus of the project, giving the reader a sense of the parameters of the study. It overtly states the argument, including what questions the thesis will ask to illustrate the argument and arrive at a conclusion. It also emphasizes how the thesis will make a contribution to research and scholarship.
3. **Review of Literature:** This section details the precedents of the project, explaining why and states how this dissertation will use them. The review of literature also projects how the final document will fit into the larger field. In this section, the author focuses only on the works that contribute to the entire study, not just a chapter or small part of the whole.
4. **Methodology:** This section details how the author will conduct their study and what materials will be used. It defines the research methodologies the writer will draw upon (including precedents), how materials will be accessed and analyzed, how the parts fit together, and what criteria facilitate inclusion in the study. In short, this section demonstrates the author's ability to undertake the project.
5. **Chapter Breakdown and Conclusion:** This section shows how work will be divided into chapters and what will comprise each one. The author describes each chapter fully and concludes the proposal.
6. **Bibliography:** The bibliography includes the primary and secondary texts that will be essential to the dissertation.

The dissertation proposal (double-spaced, 5,000-6,000 words, not including bibliography) must be submitted to the Examination Committee for approval by the designated deadline each semester.

Once the Examination Committee has read the written proposal, the student will prepare an oral defense in week thirteen or fourteen of the spring semester of the third year, at which time faculty provide feedback on the dissertation topic and structure. The possible outcomes for the defense are pass or revise. The deadline for revisions is at the discretion of the Examination Committee, and may be as late as the first day of the following semester. If the student is unable to pass the dissertation proposal after two attempts and prior to the 12th class day of the seventh semester, the Area Head may recommend to the GSC that the student be put on academic probation.

The student will not be admitted to candidacy until the proposal passes. The assessment of the second qualifying exam will be sent in writing to the Graduate Advisor.

Admission to Candidacy

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

A dissertation committee must include at least four members. Thus, each student must select a dissertation supervisor and a minimum of three additional people to serve on their dissertation or treatise committee. The supervisor and at least two other committee members must be members of the Department's Graduate Studies Committee (GSC). At least one committee member must be from outside your GSC. The dissertation supervisor should be selected with guidance from the student's faculty advisor; the Area Head must be informed of the student's choice of supervisor.

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

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

If students have not completed the dissertation within three years from the date of admission to candidacy, the GSC and Performance as Public Practice faculty will review their progress. The GSC may recommend that the student meet new requirements that may have been adopted in the interim, or may require the student to take additional courses. The committee might recommend that the student's candidacy be extended one or two semesters, or that the student's candidacy be terminated. After three years have passed in candidacy without completing the degree, the candidate's status will be reviewed annually. Recommendations made by the GSC must be approved by the Dean of the Graduate School.

Public Presentation

Once advanced to candidacy, doctoral students will deliver a public presentation of their proposed dissertations before the general student body during the PPP Fridays@2 Symposium, usually in the fourth year. Presentations will last no more than 30 minutes (generally a 20-minute presentation with 10 minutes for questions) and will offer doctoral candidates a chance to present findings, identify shared interests, answer questions, and receive critical feedback from faculty and peers. Presentations will be advertised via the channels typically used by the Fridays@2 committee. If possible, scheduling two presentations for one Friday@2 session is preferable.

Dissertation

Dissertation Course Hours (TD 399W/699W/999W).

Students enroll in this course with their dissertation advisor while researching and writing the dissertation. Students required to be enrolled full-time should enroll in TD 999W (9 credits); students with external fellowships that do not require full enrollment (and/or do not cover tuition) can enroll in TD399W (3 credits). The minimum number of required credits is 6 (two semesters at 3 credits each), although students often take 36 (four semesters at 9 credits each). Make sure to consult with your advisor and the Graduate Coordinator to ensure you are enrolled in the proper number of credits each semester.

Students normally work with their supervisor until the dissertation research and writing has reached an advanced stage. Students should clarify with each member of their committee when they would like to engage in the process of reviewing the dissertation writing.

Final Oral Examination

As required by [the Graduate School](#), satisfactory final oral examination is required for the approval of a dissertation. The exam is open to all members of the University community and the public, unless attendance is restricted by the Graduate Studies Committee. Every student has the right to defend their dissertation.

The dissertation, reviewed by the supervisor, should be submitted to each member of the dissertation committee at least four weeks in advance of the date of the defense. At least two weeks before the defense, a written request to hold the final oral examination must be submitted to the Graduate School.

The examination covers the dissertation and the general field of the dissertation and such other parts of the student's program as the committee determines. If the members of the committee are satisfied that the dissertation is a scholarly investigation in the major field which constitutes a contribution to knowledge and that the student has passed the final oral examination, they indicate approval on the Report of Dissertation Committee.

In the event that a committee cannot reach a unanimous decision concerning the dissertation, the matter is referred to the Graduate Dean for review. The results of the review are communicated to the student, the Graduate Advisor, the Chair of the Graduate Studies Committee, the committee members, and the Department Chair, if applicable.

After defending the dissertation, the student must submit it in an approved electronic format to the Office of Graduate Studies. The dissertation is retained by the University Libraries. Information about format requirements is available from the Office of Graduate Studies.

Dissertations must be made available to the public. A list of ways of doing this is available from the Office of Graduate Studies. The student may request permission from the graduate dean to temporarily delay making the dissertation available to the public in order to protect patent or other rights. This request must be supported by a written recommendation from the dissertation supervisor. The Graduate Dean makes the final decision regarding delayed publication.

Students may arrange for registration of copyright, at their own expense, by making arrangements directly with the copyright office at: <https://www.copyright.gov/registration/>.

Approval of the Degree

Upon approval by the Dissertation Committee of the dissertation and its defense, the Graduate Studies Committee certifies that the student has completed all degree requirements, has passed all required examinations, and is entitled to the award of the doctoral degree.

Continuing in the Ph.D. Program

Each semester, the PPP faculty evaluate student progress. At the end of the academic year (generally before June 1) the advisor/supervisor provides each student with a letter of evaluation via email.

Continuing in the Program depends on satisfactory progress. The Graduate School requires that students maintain a grade point average of at least 3.0; failure to do so will result in probation and possible dismissal from the program. The Program expects a grade point average of at least 3.5, no record of lingering incompletes, positive participation in and a clear commitment to the Program, satisfactory execution of TA or AI duties, and satisfactory and timely progress toward academic requirements and the degree. Failure to meet any of the Program expectations will result in a letter of warning from the Area Head that outlines expectations for improvement. If these expectations are not met, the Department's Graduate Studies Committee will recommend that the student be put on probation. If the Program does not see satisfactory progress following a period of probation, the student could be dismissed from the Program. See the university's [probation and dismissal policies](#) for more information.

The Graduate School allows doctoral students a period of six years (twelve semesters) to complete their degrees. Doctoral candidates who have not completed their dissertation after six years of study will be reviewed by Program faculty and the Graduate Studies Committee, who will decide whether to petition for an extension or to terminate studies.

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

Accommodations and Leaves

Students who require accommodations should contact and register with [Disability and Access](#).

Degree-seeking graduate students may apply for a [leave of absence](#) of no more than two long terms. Requests for a leave of absence must be approved in advance by the Graduate Advisor and the Graduate Dean. Applications from students who have been admitted to candidacy will be approved by the Graduate Dean only in rare and unusual circumstances. A student on approved leave must apply for readmission in order to return to the University, but readmission during the approved period is automatic and the application fee is waived. A student on leave may not use any University facilities; nor is the student entitled to receive advice from any member of the faculty. A leave of absence does not alter the time limits for degrees or coursework.

Policies for Assistant Instructors (AIs) and Teaching Assistants (TAs)

Policies for AIs

In accepting your appointment as Teaching Assistant or Assistant Instructor in the PPP area of the Department of Theater and Dance, we expect you to uphold the following standards in alignment with the Area's expectations for faculty and as indicated in the University's [Policies for TAs and AIs](#). Before being appointed to AI or TA, you must complete [Title IX](#) training. We also recommend that you utilize the services of the [Center for Teaching and Learning](#). They offer workshops, 1:1 meetings, and teaching observations. They also offer a [syllabus template](#) with suggestions for official language around university policies. In addition, we want to make sure you are taking care of your well-being; you can contact HR for questions about your insurance. Check out [this website](#) for services and resources for Graduate Students.

The Program considers your experience working as an AI and TA to be a critical part of your education and training in PPP. TD398T, Supervised Teaching in Theatre and Dance, is the first step in this process. Teaching is crucial fieldwork; it provides you with the skills to teach core curriculum in a Theatre/Dance/Performance Department, while developing your own voice, approach, and content.

Supervision

The PPP Area Head or another appointed faculty member will review your syllabus prior to the beginning of the semester. A PPP faculty member will also observe your class at least once during the semester. When you are contacted about an observation, share your syllabus and grant the faculty member access to your Canvas Page as a guest/observer. Prior to the observation, we recommend making an appointment to discuss how the class is going and your teaching goals for the session. The faculty member will write up their observations, assessments, and suggestions. This feedback is meant to be both affirming and constructive. Faculty may suggest a follow-up appointment to discuss the class session; we also invite you to initiate a follow-up meeting if helpful to you. A member of the PPP faculty will also write up an end-of-semester Teaching Assessment Evaluation to submit to the Area Head and Graduate Coordinator. We share these documents with PPP faculty to provide context for annual reviews and letters of recommendation.

Expectations for AIs in PPP

1. You must teach your course in the location and instruction mode printed in the course schedule. Consult the Academic Calendar before planning your course.
2. Turn in a completed syllabus to the Area Head (or their designate) three weeks prior to the start of the semester. Your syllabus requires approval, and you may be asked to revise or make adjustments. Once approved, email your syllabus and CV to the TD course scheduler in the appropriate format in accordance [with state law](#).

3. Prepare and publish your Canvas Page before the first day of classes, and make sure your syllabus is readily available via Canvas by the first day. The Center for Teaching and Learning offers training in how to use Canvas and other technology in class, and we invite you to reach out to them for support.
4. Uphold your scheduled class days and times as listed in the course schedule. If students are registered for a 3-hour course, you should be teaching three hours a week.
5. Attend all class sessions. Planned absences from class require approval from the Area Head. If you need to travel for professional reasons (conference, performance event) or are ill and unable to teach for a session or two, we recommend having a contingency plan in place for coverage instead of canceling the session. If illness, family issues, or professional work means being away for more than a week per semester, please reach out to the Area Head and your advisor for support.
6. Hold regular, weekly office hours.
7. Meet with the Area Head or your advisor if you have concerns about your class, teaching, time management, or are struggling with your teaching. If you feel unable to talk to PPP faculty, or if PPP faculty are unavailable when you need help, reach out to the Graduate Advisor for assistance and counsel.
8. Your appointment is 20 hours, and you should not dedicate more hours to your work as an AI. Discuss strategies for balancing your workload with your advisor. We recommend designating a set period of time weekly for preparation and grading so that you can limit yourself to the hours specified by your appointment.

Working with your Teaching Assistant:

1. You are the Instructor of Record, not the TA. Do not ask your TA to lead regular, weekly class sessions as this is against University Policy. See the [UT Policy on Teaching Assistants](#) [Section G] for more information.
2. That said, offer your TA the opportunity to lead a couple of sessions. We support collaboration and co-facilitation.
3. Seek to build a respectful, collaborative partnership with your Teaching Assistant(s). You should discuss and agree upon TA duties before the start of the semester, as well as policies and approaches to assessment.
4. Check-in frequently and meet regularly as a team so that you can plan and discuss concerns, assignments, and assessment.
5. Seek out the Area Head if you are having issues with or concerns about your Teaching Assistant. The faculty member who evaluates your class will meet with you to discuss your teaching and will also complete the TA evaluations for your course.

Policies for TAs

In accepting your appointment as a Teaching Assistant in the PPP area of the Department of Theater and Dance, we expect you to uphold the following standards in alignment with the Area's expectations for faculty and as indicated in the University's [Policy for Assistant Instructors](#). [See C and D]. Before being appointed as a TA, you must complete [Title IX](#) training. We also recommend you utilize the services of the [Center for Teaching and Learning](#). They offer workshops, 1:1 meetings, and teaching observations. In addition, we want to make sure you are taking care of your well-being; you can contact HR for questions about your insurance. Check out [this website](#) for services and resources for Graduate Students.

The Program considers your experience working as an AI and TA to be a critical part of your education and training in PPP. TD398T, Supervised Teaching in Theatre and Dance, is the first step in this process. Teaching is crucial fieldwork, which provides you with the skills to teach core curriculum in a Theatre/Dance/Performance Department, while developing your own voice, approach, and content.

Expectations for TAs in PPP

As written in the University's Policy on [Teaching Assistants](#), TAs help faculty, or the instructor of record, with the conduct and delivery of courses. Services provided by teaching assistants include, but are not limited to, grading, monitoring, leading lab and/or discussion sessions, offering office hour assistance to students, and performing clerical tasks associated with course instruction. Teaching assistants are supervised by the instructor of record and are subject to established departmental policies on student academic employment. At the end of the semester, the instructor of record will complete a TA Assessment Evaluation and turn that into the Area Head. After the Area Head reviews the assessment, it will be shared with the Graduate Coordinator and your advisor, so that we may address your teaching in your annual review.

Guidelines:

1. Meet with the Professor, Instructor, or AI before the start of the semester to discuss the course, expectations, assessment approaches, and duties, and familiarize yourself with the syllabus and the course Canvas page.
2. Attend all class sessions. Occasional absences due to illness, family issues, or professional obligations are okay. Discuss scheduled absences (for professional events, for example) with the Professor/AI in advance. Extended absences require approval from the Professor and Area Head.
3. Hold regular, weekly office hours.
4. You may be invited to lead or co-lead some sessions, which will help you build the skills necessary for serving as an AI. But you may not regularly serve in the role of, or in place of, the instructor of record.

5. One of the primary duties of a TA in PPP is grading and assessment. Seek to complete grading in a timely manner (generally, within one week after the assignment is due). If you fall behind, it becomes difficult to catch up. Not providing feedback to students in a timely manner can undermine the course's scaffolding and can increase student anxieties about their effort or progress.
6. Meet with the Instructor of Record if you are struggling with your duties or have questions or concerns. If you feel unable to talk to the instructor, reach out to the Area Head, your advisor, or the Graduate Advisor for assistance.
7. Your TA appointment(s) may be 10 hours (quarter-time) or 20 hours (half-time). Discuss strategies for balancing your workload with the instructor or with your advisor. We recommend designating a set period of time weekly for grading so that you can limit yourself to the hours specified by your appointment.
8. If you are working with a faculty member, they will supervise your work and write your TA evaluation at the end of the semester. If you are working with an AI, the faculty member who observes the AI's work will complete your evaluation.