HANDBOOK

Fine Arts Doctoral Program (Art)

Revised February 2022

NOTA BENE

Changes effected after the date of the handbook or the date of revision on individual pages are not incorporated here. In particular, examine revised editions of the General Guidelines formulated by the Visual and Performing Arts Graduate Committee, and visit the FADP web site at: http://www.fadp.vpa.ttu.edu/.

Statement of Purpose: This handbook is intended to assist both doctoral students and graduate faculty. Its contents codify information, procedures, and degree requirements of the Art Track of the Fine Arts Doctoral Program.

Students are expected to become thoroughly familiar with this document and to follow the requirements as outlined.
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SECTION ONE

The Fine Arts Doctoral Program (FADP)

formulated by the COLLEGE OF VISUAL AND PERFORMING ARTS FADP COMMITTEE

for reference by students and faculty

These policies are related to the interdisciplinary aspects of the program. Each student must consult the graduate advisor of the appropriate major area for policies specific to that area. Revisions are in force as the date appearing on the section.

(Revised December 2021)

SECTION I.1 GENERAL GUIDELINES

I.1.A. Mission, Values, and Administration

Established in 1972, the Fine Arts Doctoral Program is administered within the College of Visual and Performing Arts, effective September 2002.

MISSION:

The mission of the Art track of the Fine Arts Doctoral Program is:

1. to cultivate interdisciplinary scholarship and pioneer new directions that advances the field of the visual arts;
2. to construct learning opportunities in a supportive and creative environment that promotes dialogue, exchange, and a respect for diversity;
3. to draw faculty expertise from Art, Music, Theatre and Philosophy, as well as from academic units throughout the university and from other institutions to support students;
4. to attract and serve students from diverse backgrounds and be responsive to groups underserved by higher education; and
5. to prepare the next generation of leaders, scholars, educators and artists capable of working collaboratively and ethically to contribute innovative ideas and develop networks for shared practices.

We define “interdisciplinary education” as a view of knowledge and an approach to curriculum that consciously integrates methodologies from more than one discipline to examine a central theme, issue, problem, topic, or experience. Furthermore, such an education should prepare scholars to frame complex problems through a broader set of perspectives and knowledge bases.

**CORE VALUES:**

The FADP is committed to: artistic and academic excellence and freedom; interdisciplinary perspectives on the arts; active engagement with national and international communities; high standards of creativity and innovation; collegiality based on integrity; professional responsibility; respect for diversity; and collaboration.

**VISION:**

The FADP aims to achieve national and international recognition for its disciplinary and interdisciplinary innovation and excellence by preparing students to fulfil their academic and professional goals and by expanding our collective contributions to academic, civic, social, and cultural spheres.

**ADMINISTRATION:**

The Dean of the College of Visual and Performing Arts appoints the FADP Director and one representative from each of the three major units to serve on the FADP committee, the group charged with supervising the FADP. Additional members of the FADP
committee include CVPA Interdisciplinary Arts faculty and an Associate Dean of the College of Visual and Performing Arts. The FADP Director chairs the FADP committee, and serves as liaison to Chairs and Directors of Art, Music, Theatre and Dance, and Philosophy; all Affiliated Faculty of the FADP; and the CVPA upper administration. The FADP Director works closely with the Associate Dean for Faculty, Research and Creative Activity, who chairs the CVPA Graduate committee.

Among other responsibilities, the FADP committee makes final recommendations to the Dean of the Graduate School on admissions and maintains a continuing review of all aspects of the program.

The three major divisions of Art, Music, and Theatre and Dance exercise responsibility for students in their individual areas. This responsibility includes screening applicants and recommending admission, counselling students in the development of individual degree plans, administering examinations, and overseeing the formation of advisory committees for direction of dissertations. For this reason, the FADP unit coordinator constitutes an important liaison to the FADP Committee.

A note on terminology: the degree program is “Doctorate in Fine Arts,” and track refers to the major (area of specialization), i.e., art, music, or theatre arts.

I.2. PROGRAM REQUIREMENTS, OVERVIEW

Admission

The FADP Committee admits students to the Fine Arts Doctoral Program and awards scholarships/fellowships to Fine Arts doctoral students in compliance with the policies of Texas Tech University and the State of Texas. The FADP Committee was established according to the provisions of the original program proposal.
approved by the Texas Higher Education Coordinating Board. As such, it has the responsibility of reviewing and acting on all applications for admission to the program.

Students applying for admission to the Fine Arts Doctoral Program must apply to the Graduate School.

The School of Art makes the primary review of applications, which are evaluated according to the criteria and policies set down by the FADP art committee and FADP program. The FADP art committee considers the individual profile of the student including his or her professional goals, past professional and educational experiences, portfolios or other demonstrations of ability and motivation, letters of recommendation, the artistic and academic records, and GRE test scores. The FADP art committee evaluates candidates on all pertinent available evidence, seeks to admit the strongest candidates, and records its decision as approved, denied, or conditional (i.e., “with conditions”).

Applications are then forwarded to the FADP committee for consideration. (Only after the FADP committee has voted is an applicant’s offer letter sent out.) The FADP art coordinator, with the approval of the FADP committee, sends the FADP art committee’s final recommendation to the Dean of the Graduate School who notifies the student of acceptance or denial.

**Enrollment**

Initial enrolment in coursework should follow the counsel of the FADP (art) coordinator. Levelling requirements are determined during the application stage, to possibly allow for those levelling courses to be completed in the first semester of study.

**Residency Requirement**

Regardless of the amount of graduate work which may have been completed elsewhere, every applicant for the doctorate is required
to complete the first 3 consecutive semesters of graduate study beyond the master’s degree in residence at Texas Tech. During these 3 consecutive semesters, the 3 core courses – VPA 5301 (fall), VPA 5314 (spring), VPA 5310 (fall) – are taken in sequence, as part of the Core Experience. The aim of this requirement is to foster intellectual exchange and community building, especially amongst the entering cohort of students, and to ensure that every doctoral candidate devotes a substantial period of time to study without the distraction of employment outside the university. For this reason, no one should contemplate doctoral candidacy who is not able or willing to spend at least this initial first year as a full-time student. Note that residency does not guarantee funding by the School or College.

The residence requirement is normally fulfilled in one of two ways: without a TAship or other university employment during the year, a student is expected to take two consecutive semesters of 12 hours each (the two summer terms are counted together as a semester); or, with a half-time assistantship, two consecutive long semesters of 9 hours each, plus 6 hours in the summer. Residency plans varying slightly from those above must be approved in advance by the FADP (art) committee. The plan for meeting this requirement must be indicated on the form for submitting the doctoral degree plan to the Graduate School.

**Progress Reports**

At the end of every semester, every student in the program will update the FADP (art) coordinator or dissertation committee chair as to their progress towards the completion of their degree. Students during the pre-dissertation stage will discuss their timeline of progress with the FADP (art) coordinator; students in the dissertation stage will discuss their timeline with their dissertation committee chair. The FADP (art) coordinator and dissertation committee chairs should use the Advising Worksheet. Students should keep the FADP (art) coordinator or dissertation
committee chair abreast of matters such as applying for conferences and other professionally-relevant work or activity completed or in-progress. Dissertation committee chairs should keep the FADP (art) coordinator abreast of the student’s status (e.g. by filling out the Progress Worksheet), and the FADP (art) coordinator may bring any salient issues to the attention of the FADP (art) committee.

**End-of-Semester Reviews**

An end-of-semester review will be held every fall (for first-year students) and spring (for continuing students, ie. second year and above). These reviews will consist of 30-minute sessions, in which the student will present on any topic that is or might lead to the student’s dissertation topic, or on something in the courses taken by that student up until that point that they’d like to investigate further. All FADP (art) committee members are encouraged to attend all reviews. Students may invite SOA or TTU faculty outside the FADP (art) committee if they choose, with consultation from the FADP (art) coordinator and/or dissertation committee chair.

**Degree Plan**

The degree plan records the *minimum* coursework required to complete the program of study and is filed with the Graduate School for its review and approval. At its inception, information required on the plan comprises: levelling courses (if any), tool or foundation subject (if any), required coursework in the interdisciplinary core, eleven courses in the major, dissertation hours (12), name of the Dissertation Committee Chair, and the dissertation topic. The degree plan should be submitted to the FADP art coordinator by the end of the third year of coursework, ordinarily after the Qualifying Exam. Upon review, the FADP unit coordinator forwards the plan to the Dean of the Graduate School
for final approval, after which it becomes the official program of study.

**The Dissertation Committee** (see also section III.8.B)

Soon after the student’s core exam, the student selects a dissertation chair. If the proposed chair agrees to serve in this capacity, the student and the chair will form a dissertation committee. Each nominee must hold membership on the Graduate Faculty. This committee ordinarily includes at least three members from the School of Art, two of whom must be from the FADP (art) committee. The two additional members may include faculty from or outside of TTU. Any proposed committee member who is not TTU Graduate Faculty (per OP 64.10) must go through an official approval process by the Graduate School. This process includes the submission of a CV, an explanation of the applicability of the proposed member's expertise, and a rationale for reaching outside of TTU for committee membership. All external (ie. non-TTU members) need to be approved by the Graduate School (typically this is done before the dissertation defense). The Dissertation Committee Form should be submitted to the FADP art coordinator once the committee has been formed (typically, this occurs before the Qualifying Exam). The function of the dissertation committee is to guide the student in a research and writing process leading to the successful completion of the dissertation.

**Changes to Dissertation Committee**

Students may request a change in the makeup of their dissertation committee. Ideally, a student making a request would do so only if the content or methodology of the dissertation research has changed (e.g. if the student’s research has moved in a different direction, and a committee member’s expertise is no longer required). Prior to making the request, the student should first have a thorough discussion with the applicable committee member(s) in order to reconcile any problems. In other words, the matter needs
to be discussed with the faculty member in advance, rather than the faculty member being informed of the student’s prior decision. The student will need to discuss the desired change with their dissertation committee chair, and the chair will allow or deny it. Then, the student should initiate the search for a replacement, discussing the possibility of serving on the committee with the potential replacement and confirming that he/she/they is/are in agreement. Once the new composition has been determined, the student should write a statement of request that will be signed off by the dissertation committee chair and the FADP (art) coordinator, before the committee is effectively re-composed. In some cases, the FADP (art) coordinator will bring the matter to the FADP committee for discussion.

**Dissertation Hours**

Each student must complete a minimum of 33 hours in the doctoral degree. The coursework in the major is determined in consultation with the graduate coordinator or the dissertation committee. The dissertation requires an additional enrollment of at least 12 hours. Once dissertation research has begun, the student must enroll in dissertation hours (8000) each semester (ie. 1 credit hour), including summers, until the project is complete. Continuous enrollment in dissertation hours can be curtailed only if a formal leave of absence from the program has been granted for medical or emergency reasons.

**FADP Core Examination**

The core examination is designed to test the student’s general understanding of concepts and materials implicit in the program of core courses required for the degree. It is conducted according to the policy set forth in **SECTION I.4 CORE EXAMINATION GUIDELINES**.

**The Qualifying Examination**
Near or at the end of the coursework, and after the FADP Core Exam, each doctoral student undergoes extensive examination over the fields of study involved in the dissertation.

The FADP (art) coordinator reports the results of the Qualifying Exam to the Graduate School. If all examinations have been passed and all other requirements for candidacy have been met, the FADP (art) coordinator will recommend that the student be admitted to candidacy for the doctorate. If the examination is not passed, the Graduate School will notify the student that one additional opportunity to pass the examination will be permitted.

**The Dissertation**

The FADP (art) program requires a Dissertation Proposal Defense. This is typically conducted a semester or two after the Qualifying Exam. In this meeting, the student presents their dissertation proposal (typically 20-30 minutes) to their dissertation committee. The meeting is designed to make sure the committee is on board with the dissertation topic, and typically takes 1-2 hours. The proposal defense is open to the public, but, after about 15 minutes of audience discussion, moves to a closed-door session between the committee members and the candidate, and then between the committee members (for deliberation).

Each candidate for the doctorate writes a formal dissertation under the direction of his or her advisory committee for submission to the Dean of the Graduate School. The form of the dissertation project varies from student to student. All dissertations should strive to be interdisciplinary, and not hew to conventional art history or art education approaches. The project will involve some mode of research and analysis, and will include a stated problem, methodology, and planned structure of investigation. A historiography section is often encouraged. The dissertation format conforms to the Graduate School’s Instructions for Preparing and Submitting Theses and Dissertations (see website).
The Final Examination (“DEFENSE”)

A final public oral examination over the general field of the dissertation, often termed the defense, is required of every candidate for the doctorate. It may be scheduled at any suitable time after the dissertation (not necessarily the final version) has been approved by the advisory committee. The examination may not be administered until at least three weeks have elapsed following the candidate’s submission to the Graduate School of the Defense Notification Form. The student and the Dissertation Committee Chair must adhere to Graduate School deadlines regarding graduation, including submission of the Defense Notification Form (see the Graduate School website).

The dissertation committee and the Dean of the Graduate School (via the dean’s representative, selected in advance by the Dissertation Committee Chair from across the university) conduct the examination. All members of the committee participate fully in the examination and cast a vote. As the examination is public, visitors, including professors other than members of the committee, may participate in the examination, although they have no vote in determining the outcome. At the conclusion of the examination, the Dissertation Committee Chair sends a written notice to the Graduate School (the Oral Defense and Thesis-Dissertation Approval Form), giving the result of the examination. The form (with signatures of all dissertation committee members) and the final copy of the dissertation are due no later than two weeks after the oral defense.

I.3. FADP Core Courses

The Fine Arts Core

In addition to study in the field of specialization area, each student completes a series of core courses as a minor comprising 15 hours of work outside the field of specialization. Students participate in
three required cohort courses, one philosophy course, and one option from philosophy or interdisciplinary topics:

**VPA 5301 (VPA 5300 subsection):** Colloquium, cohort course

**VPA 5310 (VPA 5300 subsection):** Arts Histories, cohort course

**VPA 5314 (VPA 5300 subsection):** Arts in A Contemporary Context, cohort course

**VPA 5300:** Topics in the Visual and Performing Arts, option

**PHIL 5310:** History of Aesthetics

**PHIL 5314:** Contemporary Aesthetics

**FINE ARTS CORE COURSES: 5301, 5310, 5314 (sequence: 5301 (fall) -> 5314 (Spring) -> 5310 (Fall))**

**VPA 5301. Colloquium: Inter/disciplinarity in the Arts.** The principal goal of this course is to introduce students to interdisciplinary research and inquiry in the arts.

**VPA 5310. Arts Histories.** The principal aim of this course is to provide an historical and critical overview of the field. Areas covered will include historical and critical interpretations, introduction to major theories and methodologies, investigation of particular artists, works or movements which provide insight into specific creative techniques, basic media and techniques of the field, and interdisciplinary relationships with the other arts.

**VPA 5314. The Arts in Contemporary Context.** The principal focus of this course is contemporary issues in the field. The course will include current artistic trends, theory and criticism, organization (e.g. funding, administration), and cultural policy (e.g. education, assessment, censorship, multicultural issues).

**VPA 5300. Topics in the Visual and Performing Arts**
PHIL 5310. History of Aesthetics

Major philosophical theories of art and beauty from classical Greece to the twentieth century.

PHIL 5314. Contemporary Aesthetics

Current problems in aesthetics; the nature of a work of art, of aesthetic experience and judgment: issues of interpretation and evaluation in the arts.

I.4. FADP CORE EXAMINATION GUIDELINES

The core examination tests the student’s general understanding of concepts and materials implicit in the program of the FADP core courses. The exam typically consists of one question, which may have several components, and which touches upon the various arts (i.e., art, music, theater, philosophy). The student presents a 20-minute oral response to the question to the core exam committee and answers questions posed by the committee and the audience. During this process, the student should demonstrate an ability to relate general issues and concerns common to all the arts.

The following is a guide to the process:

1. When should a student take the core exam?

Students should take the core exam during the semester following the conclusion of their core classwork or at the end of the last semester in which they are enrolled in core courses. (This is typically a student’s fourth semester, after the 3-semester core sequence.)

2. How is the core exam committee formed?

In consultation with the FADP (art) coordinator, the student selects the Core Exam committee (which is separate from the Dissertation
Committee). One member must be from Art, one from Music, one from Philosophy (or Dr Warren-Crow or Dr Sears), and one from Theater. Typically, the committee members will be the instructors who have taught the student in the core classes; when this is not possible, other core course instructors can be asked to serve on the committee. The student contacts these faculty members to ask if they would like to serve on the committee. The student selects one of these 4 individuals to be the chair of the committee; this person leads the writing of the core exam question, in consultation with the other members of the core exam committee. The person who writes the question cannot be from the student’s home unit (ie. Art/Music/Theater). All members of the committee are voting members. (The FADP director will not be in attendance at every core exam.)

Students should obtain, and ask the Core Exam committee members to sign, the Core Exam Participation Form, thereby indicating their agreement to serve.

3. How is the exam scheduled and how are the arrangements finalized?

Once the question has been approved by the core exam committee chair, in consultation with the other committee members, the author of the question confirms the day and time of the exam (via Doodle poll) and reserves a suitable room or schedules the meeting on Zoom. The author of the question informs the members of the committee and the FADP (Art, Music, and Theater) coordinators of the date, time, and location of the exam, who may in turn publicize the announcement.

The question must be formally approved and given to the student two weeks in advance of the exam date. After receiving the question, the student is expected to meet with each committee member in preparation for the exam.
4. What happens at the core examination?

The core exam committee chair presides at the exam. The exam is open, meaning that other students, faculty members, or interested parties may attend as visitors. As the exam begins, all individuals present are recognized, and the question is read aloud. The student then has up to twenty minutes to make a presentation responding to the question. The members of the core exam committee will then ask questions of the student about the presentation. The questioning period typically lasts about forty-five minutes to an hour. If time permits, when all of the committee members have had an opportunity to question the student, any visitors present may ask questions.

At the conclusion of the questioning, the student and any visitors are asked to leave the room, and the committee members discuss and evaluate the student’s presentation and responses. No written vote is taken, and the committee decision does not need to be unanimous; a majority in favor of passing will result in a decision to pass, while a majority in favor of failing will result in a decision to fail. When the committee members have reached a decision about whether the student has passed or failed, the student is invited back into the room and is given the committee’s decision, at which time committee members are encouraged to discuss briefly both performance and outcome with the student.

5. What does the core exam committee expect in students’ core examinations?

Examiners expect the following:

• The ability (a) to formulate an argument in response to the given question; (b) the ability to provide evidence to support the argument; and (c) the ability to respond intelligently to challenges to the argument.

• An understanding of key principles of the arts (i.e., art, music,
theater) and aesthetics/philosophy.

- The ability to synthesize and apply concepts presented in the core courses.

- The ability to accurately and clearly discuss selected examples of art, music, and theater that pertain to the question.

- A broad general knowledge of art, music, theater, and aesthetics.

The use of a PowerPoint presentation in the core exam presentation is mandatory; use of hand-outs, video clips, or other audio-visual aids is welcome, as long as the aids are appropriate for the topic and for the student’s approach to the topic.

6. What happens after the core examination?

If the student passes the core exam, the student proceeds with the dissertation phase of the program – beginning the process by choosing a dissertation committee chair, forming a dissertation committee, and scheduling the Qualifying Exam.

7. What if problems arise concerning the core examination?

The FADP director will be responsible for making decisions in such cases.
SECTION II. THE ART TRACK

Title of Degree Program: Ph.D. in Fine Arts

Track: Art

II.1. PROGRAM OUTLINE, ART TRACK

Mission Statement, School of Art:

The mission of the School of Art is to provide a stimulating and challenging environment in which students develop creative and scholarly potential, to support faculty members in the pursuit of excellence in teaching and research, to serve and lead public and professional constituencies, and to facilitate intercultural understandings through art.

Mission Statement, Fine Arts Doctoral Program, Art Track:

VII. PRELIMINARY BIBLIOGRAPHY

The Art track of the Fine Arts Doctoral Program recognizes that the arts in the 21st century often involve questions, problems, and topics that are too broad or complex to be addressed adequately by a single discipline. Our program seeks to deal with this complexity by drawing on multiple disciplines, primarily in the arts, in an effort to integrate their insights and develop a more comprehensive understanding. To that end, TTU’s program is not a doctorate in studio, art education, or art history. Instead, students create an individualized combination of coursework within the arts and beyond as relevant to their dissertation projects.

The Program Goals for the Art track of the Fine Arts Doctoral Program are to:

• Emphasize interdependence among the disciplines of the visual arts.
• Present and model scholarship across disciplinary boundaries.

• Foster knowledge of the objects of visual art as well as the social, political, economic, and aesthetic matrices in which the artworks are embedded.

• Require that students critique their own assumptions.

• Provide opportunities for innovation among the arts disciplines.

• Develop the intellectual knowledge, creativity, critical methods, and academic skills essential for each student to create an original, substantive contribution to knowledge in the visual arts.

Program Definitions:

How do we define “interdisciplinarity”? 

As a research method, interdisciplinarity involves using multiple disciplines in an integrative way to solve a problem or address an issue. Whereas traditionally the arts are separated into disciplines such as theatre, music, visual art, dance, film, etc., an interdisciplinary approach to the arts seeks to merge disciplines in an effort to create, discover, and redefine in a transformative way. The advantage of interdisciplinary methodologies involves new creations, concepts, or discoveries that may not be conceivable through disciplinary approaches.

Program:

The program requires a minimum of 60 hours as follows:

Fifteen (15) hours of FADP Core courses

Twelve (12) hours of art track or VPA courses
Twenty-one (21) hours of approved coursework in multidisciplinary study related to the specialization area

Zero to six (0 - 6) hours in foundation or tool subjects, taken outside the major

Twelve (12) hours of dissertation

Additional requirements are the successful completion of:

FADP Core Examination
Art Qualifying Examination
Dissertation Proposal
Dissertation Defense (final examination)

II. 1. A. ADMISSIONS CRITERIA

Admissions at the School of Art level are based upon satisfactory, holistic review of all application materials. These should include:

1. GRE scores (if applicable)
2. a recommended GPA of at least 3.5 for master’s level work
3. a recommended TOEFL score of high-intermediate and above (for international students; see: https://www.ets.org/toefl/score-users/scores-admissions/interpret)
4. undergraduate and graduate transcripts
5. curriculum vitae
6. an 800-word maximum statement of intent, stating reasons for pursuing interdisciplinary study
7. a sample of scholarly writing; minimum 10 double-spaced pages

8. three current letters of recommendation

9. for acceptance into the doctoral program, the applicant must have completed a master’s degree or its equivalent, normally with emphasis in some area of the visual arts

10. if the student’s career goal involves practicing Art Education, the teaching certification, art teaching experience, art program development, and/or other art related professional experience prior to admission are highly desirable.

11. the completion of 15 hours at the graduate or undergraduate level of art history/visual culture, art criticism, art education, art theory courses with a grade of C- or better; if this criteria is not met, leveling is assigned. Such leveling courses taken here at TTU do not count toward the 60-hour minimum in the doctoral degree plan.

III.2. ART TRACK COURSES

As the “core experience” of the program, these courses have the following objectives:

• Foster knowledge of various types of critical studies used in the art world.

• Provide potential for challenging hybridized study

• Provide opportunities for innovation

• Provide a skill set required for successful completion of final project or dissertation.
• Foster self-critique and instill desire for achievement at the highest level.

LIST OF ART TRACK COURSES

ART 5100. Advanced Art Unit (1:0:2)
Ph.D. students should enroll in ART 5100 “Advanced Art Unit” during their first semester as a TA in the mentorship process. (See Appendix 3 for Mentorship Program Guidelines). Enrollment is with the specific faculty member with whom they are mentoring. This will give the faculty member workload credit for the mentorship process and satisfy the student’s 5100 requirement.

ART 5105. Organizing Public Forums About Art (1:0:2)
Graduate students gain pre-professional experience by organizing a series of scholarly public lectures, discussions, and/or events that focus on a single theme associated with art. Each course offering is unique. May be repeated.

ARTH 5305. Topics in Art History

ARTH 5308. Methods and Theories in Art History (3)

ARTH 5309. Theories of Contemporary Art (3:3:0)

ARTH 5382. Modern and Contemporary Art

ART 5340. Transdisciplinary Approaches to Issues in the Arts (3:3:0)
Instructors from two disciplines approach a challenging topic in art from multiple critical, theoretical, and historical perspectives. Team-taught. Each offering is unique. May be repeated.

ART 5360. Seminar in Art Education
ART 5361. Critical Pedagogy – Visual Arts

ART 5363. Research Methods in the Visual Arts

ART 5364. Feminist Research Methods

ART 5382. Modern and Contemporary Art

VPA 5300. Topics in the Visual and Performing Arts

PROPOSAL GUIDELINES FOR ART 5340 AND 5105 (ie. for faculty)

ART 5340 will be team-taught by two graduate faculty, at least one of whom should be a member of the Art Ph.D. faculty. The two instructors will propose a specific theme or issue to address and submit a proposal to the Ph.D. committee for approval. The course, with its changing topics, will be offered at least once annually. Its principal purpose is to fulfill the objectives of the FADP core. Other graduate students are welcome to enroll.

Proposals for ART 5340 should address the following questions.

1. What is the theme of the course?

2. How does this course meet the objectives of the CSAP major?

3. What are the critical lenses that will be used to approach the material and to design the course?

4. What is the rationale for the collaboration of this particular team of faculty members?

5. What is each member contributing to the course?

6. Provide: a sample reading list, sample assignments, sample course requirements.
Proposals should be under 3 pages in length including the reading list. Proposals will be kept on file for perusal of those wishing to create new course proposals.

For courses to be offered in the **Fall**, faculty must submit proposals to the FADP art coordinator for consideration by the FADP art committee the previous **November**. For courses to be offered in the **Spring**, proposals should be submitted the previous **March**.

ART 5105 should be generated by a group of doctoral students. The FADP art coordinator advises faculty and students that there are sufficient students to comprise such a course. The coordinator may serve as instructor or another faculty whom the students suggest may serve, depending on workload negotiations with the director of the SOA. Upon discussion with the students who wish to enroll, the instructor submits a proposal to the FADP art committee for its approval. The proposal should be similar to the one for 5340 and meet the same deadlines.

The semester prior to the course, students identify a theme for the forum and sketch out a list of participants and events. They and the instructor establish a reading list and determine the availability of speakers or participants. During the semester it is offered, students actually coordinate and stage one or two events that advance scholarly discussion on the chosen topic. The SOA Director earmarks funds for this event but students, instructor and the business Manager should meet to establish procedures for expenditures.

**II. 3. LIST OF COURSES APPROVED FOR ART TRACK**

*Critical Studies courses*

ARTH 5305 Topics in Art History

ARTH 5308 Methods and Theories in Art History

ARTH 5309 Theories of Contemporary Art
ART 5340 Trans-disciplinary Approaches to the Arts
ART 5363 Research Methods in the Visual Arts
ART 5364 Feminist Research Methodologies in Visual Studies
CMLL 5329 Studies in Literary Criticism and Theory
ENGL 5342 Critical Methods
ENGL 5343 Studies in Literary Criticism
WS 5310 Feminist Thought and Theory

*Histories of the Arts courses*

ARTH 5313 Arts of the Ancient World
ARTH 5320 Arts of Medieval Europe
ARTH 5335 Arts of the Americas
ARTH 5363 18th and 19th Century Art
ARTH 5315 Renaissance and Baroque Art
ARTH 5382 Modern and Contemporary Art
ARTH 7000 Research

And upper-level undergraduate courses in the history of art taken at the graduate level (as ARTH 5305 or ARTH 7000), with consent of instructor.

*Art Education courses*

ART 5360 Trends in Art Education
ART 5361 Critical Pedagogy in the Visual Arts
ART 5366 Instructional Technology in the Visual Arts
ARTH 7000 Research

*Visual and Performing Arts courses*

VPA Topics in the Visual and Performing Arts
Museum Studies courses

MUSM 5321 Museology
MUSM 5326 Museum Administration
MUSM 5333 Museum Education

Arts Administration courses

THA 5312 Theatre Management
THA 5316 Promotion in the [Theatre] Arts
THA 5317 Funding of the [Theatre] Arts
THA 5318 Advocacy for the [Performing] Arts

Students may also choose from courses in Studio Art, Theater, Music, or other fields, as appropriate to topic, with consent of advisor.

II. 4. FOUNDATION / TOOL SUBJECTS

Tool subjects provide skills for research in the dissertation area. Prescribed by the student’s Dissertation committee chair, the tool subject must be outside the Visual Arts major. It might be a foreign language*, statistics, digital skills, economics, etc. Depending upon a student's background and educational needs as defined upon the degree plan, 0 to 8 hours of “tool” coursework are required. * Competency in the specified research language is fulfilled in one of the three ways explained in the Graduate Catalog, under the section on the master’s language requirement.

SECTION III. PROCEDURES REGULATING THE ART TRACK

III. 1. DOCTORAL FACULTY RESPONSIBILITIES

FADP (Art) Committee:
Faculty members are responsible for voting on admissions, attending end-of-semester reviews, serving as dissertation advisors or committee members and giving advice in that capacity, and recruiting.

**FADP (Art) Coordinator:**

The coordinator handles inquiries from prospective students; monitors applications; calls meetings of the FADP (art) committee; advises incoming students until a Dissertation Committee Chair is designated; organizes and presides over reviews of student progress; coordinates fellowship, assistantship, and scholarship assignments (decisions are made collectively, via the FADP (art) committee); updates program information on the School of Art website and university catalogues; coordinates recruitment and outreach; maintains student files in the Art Office; represents the FADP (art) at School meetings (eg. Executive Committee); represents the FADP (art) at, and attends the FADP Committee meeting.

**Graduate Advisor:**

The SOA graduate advisor assists the FADP (art) coordinator in course scheduling and registration, and other registration and logistical matters.

**Dissertation Committee Chair:**

The dissertation committee chair counsels the advisee; recommends courses ahead of registration; monitors the student's progress in the program, especially after year two of the program; regularly reviews the student’s advising worksheet; coordinates the writing and grading of the student’s Qualifying Exam, and guides research culminating in the dissertation. The chair’s obligations typically extend to after the completion of the dissertation, and involves the writing of letters of recommendation, and advising with regard to jobs.
III. 2. ADMISSIONS

Admissions Committee:

All members of the FADP art committee vote on applications into the FADP (art).

Admissions Procedures:

(1) The FADP art coordinator notifies all faculty as to the availability of new application materials;

(2) Files of all applicants are made available for review to the FADP art committee (usually via Salesforce). The following admission options should be noted: (a) admission; (b) conditional admission with leveling (note amount of leveling, e.g., 0-3 hours, 3-6 hours, etc.); (c) reject; (d) any concerns regarding the student's focus. The FADP art coordinator notes any reservations under “conditions of acceptance.”

(4) Ordinarily the completion of fifteen hours on the graduate or undergraduate level in art history, art criticism, art education, art leadership, and/or visual culture courses with a grade of “C-” or better is essential to admission; if this criteria is not met, then leveling is assigned.

(5) Admission results for the art track are sent up to the college for approved by the FADP committee. Once results are received, offer letters signed by the SOA Director are sent to the applicants, and the Salesforce applications (administered by the Graduate School) are approved/admitted.

Taking studio art courses as part of the FADP (art) degree

Students should only take studio art courses (undergraduate or graduate) only if it fits within, and contributes toward, the student’s dissertation topic. (We are folding the taking of studio art courses within the umbrella of the interdisciplinary Practice-Based
Research approach.) The student will consult with his/her/their dissertation committee chair. We are putting together a specific course for FADP (art) students to take a Practice-Based Research (PBR) independent study course with a MFA-holding SOA faculty member (in which the student’s performance will be assessed by criteria co-determined by the student, the studio art faculty member, and members of the FADP (art) committee). The VPA 5300 course on Practice-Based Research (taught by Drs Little and/or Smith) should be taken in advance of this PBR independent study course. Currently the VPA 5300 PBR course is optional, but it can be used to imagine possible dissertation projects.

**Studio and office space:**

**Studio space**

There are 4 spaces in SB21. Students wishing to use these spaces must apply to the FADP (art) coordinator. Applications should include a description of the kind of work to be conducted and its relevance to the doctoral dissertation.

The FADP art committee will allocate the spaces based on these criteria: overall academic performance, demonstration of professional activity and need. The latter will be determined as follows:

a. First priority: for students for whom studio work is a component of the dissertation.

b. Second priority: the student is enrolled in a studio course that is relevant to the dissertation.

Each studio allocation is for one semester but the allocation can continue if the student demonstrates significant use of the space.
Office space for Instructors

There are 8 tables in Arch 203 for use as work or instructor meeting spaces with undergraduate students. Priority is given to FADP (art) students serving as Instructors of Record, for meeting with students. Students should apply to the FADP (art) coordinator for the use of a table in Arch 203.

III. 3. DEGREE PLAN

The Dissertation Committee Chair, in consultation with the student, and with the assistance of the FADP (art) coordinator, typically files a degree plan during the third or fourth year of a student’s study (around the time of the Qualifying Exam). The Dissertation Committee Chair should give a copy of the degree plan to the FADP (art) coordinator. Information includes:

(1) A listing of minimum coursework to be completed; (2) The names of the dissertation committee chair and tentative committee members: three members from the School of Art (with at least two from the FADP (art) committee), two at-large members (these latter two members can be from within or outside TTU; non-TTU members have to be approved by the Graduate School) (five total); (3) The dissertation topic; (4) A projected graduation date.

III.4. COURSELOAD

Normal Courseload

Normal full-time enrollment varies between 9 and 13 hours per semester for doctoral students. Full-time enrollment in the summer in a summer term is from 3 to 6 hours. Students on fellowships, assistantships or scholarships designed for the support of graduate study must enroll for 9 hours (and no more than 13 hours) in each regular semester (ie. fall & spring) and at least 3 hours in a summer term. Students on dissertation hours register for a minimum of 1 credit hour per semester (this is called “continuous enrollment”),
but if they are on a fellowship/assistantship/scholarship, they have to enroll for 9 (fall/spring) or 3 (summer) hours. (Students should consult their offer letter regarding the terms of their fellowship/assistantship/scholarship; students should keep a copy of this offer letter.)

It is in the best interest of the student to enroll for courses in the School of Art during the first year, to become acquainted with the faculty. When registering for full-time enrollment, not more than three hours of electives (i.e., courses not counting toward the degree plan) should be included.

**Enrollment in Dissertation (8000)**

Once students begin to enroll in dissertation hours (8000), they must maintain continuous enrollment of at least one hour of 8000 per regular semester and at least one hour over the summer (*either* Summer I or Summer II). When registering for dissertation hours, a contract must define the project. One-hour contracts are available for library privileges and for continuing registration. All other contracts must reflect the amount of faculty effort invested and must include a completed contract proposal form.

**Incompletes**

If a graduate student accumulates six hours (or more) of simultaneous “Incompletes,” any TA/RA/GPTI appointment is reviewed by the Director of the SOA and the Dissertation committee chair. At this point, continuance of the assistantship or GPTI appointment may be withdrawn.

**III.5. PERIODIC EVALUATIVE PROCEDURES**

A. **Formal Evaluation, leveling, and transfer credit**

During the first semester of enrollment, students meet with the
FADP art committee of the School of Art. Students should be prepared to discuss their academic goals and ideas about a research direction. The faculty reviews and evaluates the academic transcripts and other materials that were presented at the time of application to the FADP, and, if necessary to successful progress in the program, assigns leveling coursework. Students may also petition that previous graduate coursework be transferred into the Doctoral program. If doing so, students should prepare documentation of the content of such courses and the work they produced, and description of the course’s relevance to the student’s direction within the Doctoral program. At this meeting, student and faculty initially exchange ideas about the direction of the student’s study in order to optimize the advisement process.

B. Annual Review

Each spring, the FADP art committee conducts an annual review for all continuing students in residence. Its purpose is to review student’s progress in program and to discuss ideas for the dissertation.

C. Semester Review:

Students who accrue more than 99 doctoral hours (the state limit) within the program must be reviewed at least once each year. The FADP has to write for permission for this student to continue matriculation. (Students should be careful to not exceed the 99 credit hour limit.)

III. 6. STUDENT RESPONSIBILITIES

Maintaining Contact:

(1) A student is to meet with his/her/their dissertation committee chair for advising on a regular basis (ideally at least once per
semester). (2) A student is to inform the dissertation committee chair, FADP art coordinator, and the School of Art of changes in email, physical address, phone, etc. (3) A student is to retrieve messages from School of Art mailbox and check email on a regular basis (for email, at least once a day).

**Petitions:**

Requests for changes to the degree plan, deviations from standard procedure, exemptions, special considerations, etc., are handled as follows:

(1) Student initiates by stating the request in writing, providing a rationale, and assembling documentation as necessary; (2) The Dissertation Committee Chair (where applicable) approves the request; (3) The FADP art coordinator circulates the petition to the FADP art committee for a collective decision. In some cases, the petition will be brought to the FADP committee.

**During the dissertation:**

During the dissertation process, the student should seek advice from, and be prepared to satisfy any requirements asked for by the dissertation committee.

**Texas Tech University Statement of Academic Integrity (OP 34.12):**

Academic integrity is taking responsibility for one’s own work, being individually accountable, and demonstrating intellectual honesty and ethical behavior. Academic integrity is a personal choice to abide by the standards of intellectual honesty and responsibility. Because education is a shared effort to achieve learning through the exchange of ideas, students, faculty, and staff have the collective responsibility to build mutual trust and respect. Ethical behavior and independent thought are essential for the highest level of academic achievement, which then must be
measured. Academic achievement includes scholarship, teaching and learning, all of which are shared endeavors. Grades are a device used to quantify the successful accumulation of knowledge through learning. Adhering to the standards of academic integrity ensures that grades are earned honestly and gives added value to the entire educational process. Academic integrity is the foundation upon which students, faculty, and staff build their educational and professional careers.

**Integrity Matters:**

Texas Tech is committed to creating a university atmosphere free of academic dishonesty. All members of the university community, including faculty, students, and staff, are upheld to the highest standards of integrity in every piece of work that they produce. All members of the Texas Tech community to contribute to the campus environment in an ethical and honest manner. Integrity matters because student success matters.

**Academic Dishonesty**

“Academic dishonesty” includes, but is not limited to, cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, and any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor) or the attempt to commit such an act. The Code of Student Conduct contains the definitions of Academic Integrity Code violations. For the TTU Student Handbook, go to: https://www.depts.ttu.edu/dos/handbook/

**III. 7. QUALIFYING EXAMINATIONS UNDERTAKEN UPON COMPLETION OF COURSEWORK**

Between the completion of coursework and graduation, there are several major requirements that demand increasing levels of self-
motivation.

A. Fine Arts Core Exam

As students complete the Fine Arts Core, they arrange to take the Fine Arts Core Exam (see Section I.3).

B. Qualifying Exam

Statement of purpose

The Qualifying Examination is a means of evaluating the student’s understanding of the broad topics related to the dissertation. The exam addresses the dissertation topic, at the discretion of dissertation chair and committee. The examination is an opportunity for the student to apply knowledge learned in the FADP core and coursework to a dissertation topic (it is presumed that the student has the dissertation topic defined by this point). The exam also allows faculty to ascertain whether a student is capable and ready to undertake the dissertation.

Eligibility

A graduate student is eligible to stand for this examination (1) after receiving approval of the doctoral degree plan from the Dean of the Graduate School, (2) after completing language or tool subjects, and (3) after completing most of the course work prescribed by the degree plan. Ordinarily, the qualifying examination should precede presentation of the dissertation proposal; however, the advisory committee must be formulated prior to the qualifying examination. Graduate students must take the examination within one calendar year of completing all the requirements listed on the degree plan.

Procedures

1. Advance preparation. The student identifies a topic for the dissertation, requests the leadership of a dissertation chair, and
meets with that chair in order to clarify the dissertation’s topic and content. The student is expected to investigate this material by means of independent study and/or additional coursework. Working in conjunction with the chair, the student contacts at least two other art faculty members who agree to serve on the dissertation committee. In consultation with the student, the dissertation chair develops the question(s) with the committee members. The qualifying exam typically comprises three written questions and an oral exam, at the discretion of the advisory chair.

2. **Scheduling the examination.** Students must declare their intent to take the qualifying examination by November 1 or May 1 for exams in the following spring or fall semester, respectively. The written portion of the exam is typically conducted in the weeks preceding the beginning of the semester. The oral component is typically scheduled approximately a week into the semester; ordinarily, it is held on a Friday afternoon.

3. **Exam structure.** Written questions are submitted to the student, who completes the qualifying examination over a two week period. The written exam typically consists of three questions, each requiring an answer of ten to twelve pages (approx. 3000 words) in length, with a bibliography of references. Each answer must be spell-checked, grammar-checked, proofread, word-counted, and properly cited according to the agreed-upon style.

Questions focus upon (but are not limited to): (1) critical issue(s) in theory, and inter/trans-disciplinary approaches relevant to the dissertation topic, (2) research and methodology appropriate to the dissertation topic, and (3) specific questions regarding the area of emphasis. This third area may examine the dissertation topic’s broader context or may require demonstration of synthesizing approaches and/or of visual literacy germane to the area of emphasis.

A formal minor (e.g., Museum Science) is represented by an
additional (fourth) written component/question.

The oral component, if required, may include extemporaneous discussion of issues and/or a prepared question.

5. Evaluation and re-testing. Evaluation of the qualifying exam is the responsibility of faculty on the dissertation committee. A copy of the exam may be made available to members of the FADP (art) committee, at the discretion of the Dissertation Committee Chair.

Students have two chances to pass all (ordinarily four) components of the qualifying exam. The final evaluation is pass or fail based upon a simple majority vote of faculty on the dissertation committee. The Dissertation Chair informs the student of the result (with the FADP art coordinator copied on the email). If a student fails only one component, it can be resubmitted within 30 days of the date when the results were sent. Should that component still be unsatisfactory, the entire examination is failed and the student must schedule a second exam.

If the student fails two or more components, a second exam is required. The Graduate Catalog stipulates that the second examination be conducted at least four months and not more than twelve months from the date of the first exam.

III. 8. THE DISSERTATION

A dissertation is required for the Fine Arts Doctoral degree. The following guidelines aim to assist the student and faculty members through the process of developing and presenting a proposal, writing the dissertation according to University standards, and preparing for the final examination of the dissertation, otherwise known as the dissertation defense.

III.8.A. DISSERTATION FORMAT

The dissertation research and writing will culminate in a formal
A dissertation is an original contribution to knowledge. It develops a productive relationship between diverse methodologies, discourses, and subjects/objects of study.

Whether the dissertation is strictly written, or contains an art component, is something negotiated between the student and the dissertation committee chair.

III.8.B. CHOOSING A TOPIC, DISSERTATION ADVISOR AND DISSERTATION COMMITTEE

Students should have an idea of the direction of their dissertation by the third semester of enrollment. At that point, they should begin discussions of the topic with faculty members in order to identify the most appropriate Dissertation Committee Chair. The choice of the Dissertation Committee Chair belongs to the student, but the decision to serve depends on the professor. (Ideally, the professor in question has expertise regarding the intended topic.) The student, in consultation with the Dissertation Committee Chair, will ask faculty to serve as Dissertation Committee members. Faculty may not accept if they feel they cannot guide the student sufficiently or contribute substantially to the project. See section I.2 (p. 11-12) regarding Dissertation Committee composition and changes to the Committee.

Officially, FADP guidelines stipulate that the dissertation chair and committee members are nominated by the School of Art to the college’s Graduate Committee, which ordinarily recommends the committee as nominated to the Dean of the Graduate School. The Dean of the Graduate School actually appoints the committee.

III.8.C. ELIGIBILITY FOR ENROLLMENT IN DISSERTATION HOURS (8000)

After the completion of the Fine Arts Core Exam and coursework
– and typically after the Qualifying Exam and Dissertation Proposal Defense – the student may begin to enroll in 8000. Once begun, enrollment in 8000 must be continuous (ie. every semester) until graduation.

**III.8.D. THE DISSERTATION PROPOSAL**

A student presents a proposal for the content, methods, and scope of the dissertation to the Dissertation Committee for its approval. This important process ensures that the student knows what the Committee requires for its approval of the dissertation.

1) **Formulation of the Dissertation Proposal**

The student works with the Dissertation Committee Chair in formulating the proposal, in consultation with the other committee members. The written proposal should be circulated to all members of the Dissertation Committee at least two weeks prior to the oral presentation.

2) **Content of the Dissertation Proposal**

Models for the content and organization of the Dissertation Proposal vary according to the objects of study, the types of analysis, the theoretical and methodological frameworks used, and the discourses to which the dissertation will contribute. Regardless of the order of concepts presented in the Dissertation Proposal, it typically consists of the following components:

The length of the Dissertation Proposal should be 10-15 pages, double spaced.

A title should concisely express the content of the dissertation. It should contain any key terms that will aid researchers in retrieving the dissertation.

The following is a suggested format:
I. Introduction

A. General statement of the problem and its context.

1. A compelling description of the focus of the study.

2. A description of the limitations of existing theory or knowledge regarding the problem.

3. Delimitation of the scope of the problem.

B. Specific questions, definitions of key terms.

II. Theoretical and Methodological Framework

Describe the how your approach grows out of and relates to the diverse methodologies, discourses, persons, and objects you have studied.

III. Chapter Outline

Explain how the questions, research, and findings will be organized.

IV. Include your projected conclusions to your questions. Also, you should address the relevance of the study to existing fields of knowledge and possibly offer suggestions for further inquiry or practices.

V. List the references cited in the proposal (ie. bibliography)

VI. Provide a detailed timeline of work.

VII. Appendices might include such things as:

- Letters of permission to use archives or forms needed to work with human subjects.

3) Presentation of the Dissertation Proposal

**Purpose:** The purpose of the presentation is to receive guidance from the dissertation committee regarding the scope, focus, feasibility, methods, and structure of the proposed dissertation. An approved proposal serves as a research contract between the dissertation committee and doctoral candidate.
Format: After a brief (@15-20 minute) presentation, the committee (for @40 minutes) will deliberate on and evaluate the proposed topic, offer suggestions, and ask questions. Faculty outside of the committee and guests may attend. Following the discussion, the advisor will ask the doctoral student and guests to leave the room while the dissertation committee confers and decides if the proposal passes, passes with minor modifications, or fails. The candidate should wait nearby. The dissertation committee chair will call the candidate back into the meeting to present the decision. The candidate may ask the committee questions at this time. If the candidate’s dissertation proposal passes, the committee will sign the title page that provides spaces for signatures and the date. If the proposal is not passed, the candidate will be guided by the advisor to redevelop the proposal. The dissertation advisory chair will help the student to revise content sections if the nature of the project so requires.

A verbal presentation differs from a written one in its level of detail, organization, and presentation. The student should keep in mind that the presentation is aimed at an audience; clarity and concision are key. The presentation may be augmented with presentational tools such as a PowerPoint.

4) Approval of the Dissertation Proposal

The final responsibility for approval of, and stipulating requisite alterations to the proposal, lies with the Dissertation Committee.

The proposal may be: (1) accepted pending amendments for which the advisory chair will be responsible; (2) revised in written form and re-presented to committee members for acceptance; or (3) rejected.

The Dissertation committee chair is responsible for the student’s incorporation of suggested revisions. The chair indicates when the revised proposal is ready to be re-submitted to advisory
committee-members for final approval.

The title page of the proposal should include spaces for the signature of dissertation committee members. When all members have signed to indicate approval of the written document, the proposal is accepted. Note: in accordance with procedural option 1 (above), members might sign the title page even though minor revisions to the proposal would be required.

The Dissertation Committee Chair reports to the FADP art coordinator if there have been any changes that substantively alter the direction of the dissertation from that which was originally proposed. “Substantively alter” here is construed to be a revision that effects a change of emphasis (e.g. art education to art history), that changes the topic significantly, or that requires a change in theoretical direction. Notice is provided to the FADP art committee if the situation needs to be reviewed. The Dissertation Committee Chair needs to keep the FADP art coordinator abreast of any changes in the Dissertation Committee.

Once the Dissertation Committee approves the Proposal, the Dissertation Committee Chair informs the FADP Art Coordinator that the proposal has been accepted. The Dissertation Chair or FADP Art Coordinator sends a recommendation for the student’s advancement-to-candidacy to the Graduate School. A copy of the signed proposal is placed in the student’s file, held by the FADP art coordinator.

III.9. ADVANCEMENT TO CANDIDACY

In order to advance to candidacy (for the academic degree of Doctor of Philosophy in Fine Arts in Art) the student must have passed the Fine Arts Core Exam, the Qualifying Exam, all required coursework, language/tool requirements, and have an approved Dissertation Proposal. The FADP Art Coordinator informs the
Graduate School that the student has passed the exams and that the dissertation proposal is approved, and recommends advancement to candidacy. The student officially advances to candidacy when the Graduate School accepts the recommendation of the FADP Art committee.

III.10. WRITING THE DISSERTATION

The University requires electronic submission of Dissertations. See the current Undergraduate and Graduate Catalogue for guidelines.

The “Instructions for Preparing and Submitting Theses and Dissertations” prepared by the TTU Graduate School overrules style manuals common to specific fields when preparing a dissertation at Tech. Refer to style manuals used in your discipline for more elaboration and explanations. The APA style manual, for example, is most commonly used in art education. The Chicago Style manual is commonly used in art history. In all cases, scholarly writing reflects precise thinking communicated in a clear and concise manner.

Writing the dissertation requires not only capability in research but also effective communication between the student and members of the Dissertation Committee. Whether in residence in Lubbock or residing elsewhere, the doctoral candidate is encouraged devote complete attention to the task of finishing the dissertation.

Time Limits

The Graduate School has formulated increasingly strict time limits for completion of the degree. The TTU Catalog states:

“Time Limit. All requirements for the doctoral degree must be completed within a period of eight consecutive calendar years from matriculation or four years from admission to candidacy, whichever comes first. Graduate credit for coursework taken at Texas Tech more than eight calendar years old at the time of the
final oral examination may not be used to satisfy degree requirements. Absent an extension, the student may be permitted to retake the qualifying examination, and, upon passing that examination, be readmitted to candidacy by the Graduate Council for some period of time not to exceed four years.

Final corrected electronic copies of the dissertation must be received in the Graduate School no later than one year after the final examination or within the eight-year or four-year time limit, whichever occurs first. Failure to complete this step will result in the degree not being awarded.”

**Initial Draft and Revision(s)**

At the initial stage, a student organizes and formats the dissertation draft according to guidelines published by the Graduate School (**Instructions for Preparing and Submitting Theses and Dissertations**). In accordance with an approved proposal, the student develops a draft that is logically ordered, well-constructed at the paragraph level, and grammatically correct. To this end, the Dissertation Committee Chair may stipulate that the student present detailed outlines and/or obtain editorial assistance. Upon receiving the draft, usually chapter by chapter, the dissertation chair (and committee members, usually via the chair) specify revisions in order to clarify, amplify, or otherwise improve both structure and content.

The student can expect to write and submit multiple revised drafts at this stage.

The Dissertation Chair determines how committee members should evaluate the revised draft. The entire draft or separate chapters may circulate to one or more individuals at a given time, in accordance with a committee member’s area of expertise, and individuals’ schedules. These readers may recommend further revisions.
The student must communicate with the Dissertation Chair if any suggested revisions conflict with others. The Dissertation Chair should take the lead in managing these conflicts, in consultation with the student. Ideally, the student conscientiously addresses recommendations from all committee members, prior to and during the final examination (defense). Complex projects may warrant a committee meeting prior to that point.

**Final Form**

The term “Final form” technically refers to the completed copy that is submitted to the Graduate School so that the dissertation can be checked for conformance with guidelines in *Instructions for . . . Dissertations* (see also “Graduate School Timetable,” below). A student who follows the process outlined above should be ready to present the dissertation in its nearly-final form *one month* prior to the final examination (defense).

**Types of Final Projects:**

- **Dissertation.** An academic study of a problem that reviews the state of knowledge about the issue, collects and reports new information or ideas about the problem, and makes an original contribution to knowledge. The dissertation should have a clear argument. Dissertations may address topics that are theoretical, historical, critical, curatorial, pedagogical, or sociological in nature. The dissertation – regardless of the student’s ‘home’ discipline – should have a clear interdisciplinary thrust, and this should be stated in the introduction.

- **Practice-Based Dissertation.** Students with a well-developed artistic practice and a research question necessitating nontraditional methods may produce a practice-based dissertation. This usually takes the form of a creative work plus a written text. The written component should
contextualize the research within disciplinary and/or interdisciplinary fields, position the student’s corpus in relation to established or emerging artistic practices, describe and justify the project’s nontraditional methodology, provide evidence to support an original argument, and demonstrate the significance of the project’s contribution to the student’s field(s) of inquiry. The aim of the practice-based dissertation is to generate publishable (or published) written work and professional artwork suitable for exhibition through a hybrid methodology. The creative work should not merely illustrate the theories proposed by the written text, and the latter should not simply describe an artistic practice. Instead, both should work together to form a multimodal argument contributing to academic study of the fine arts.

III.11. THE FINAL EXAMINATION (“DISSERTATION DEFENSE”) AND SUBSEQUENT REVISIONS

Final Examination (Dissertation Defense) A final public oral examination or defense, usually over the general field of the dissertation, is required of every candidate for the doctorate. The Dissertation Committee Chair and the student together decide if the student is ready to undergo the final examination. Among other considerations, scheduling the final examination requires the following of the student: (1) distribution of the dissertation in nearly final form to advisory committee at least one month in advance of the examination, (2) presentation of one copy to the Visual Resource Center for faculty who are not part of the dissertation (advisory) committee at least three weeks in advance, (3) publicizing the examination to the School of Art, and notification of the availability of the reference copy (at least three weeks in advance), and (4) submission of a Defense Notification Form to the Graduate School at least three weeks prior to the final oral examination/defense (please check the Graduate School
website for the deadline).

It is the job of the Dissertation Committee Chair to secure a Dean’s Representative, a few weeks before the defense. This person may come from any school at TTU, outside of the SoA, and must be a member of the Graduate Faculty. The Dean’s Representative ensures that the examination is proceeding in an orderly and fair manner, and that broad Graduate School guidelines are adhered to. The Dean’s Representative is not required to comment on the student’s dissertation, nor be expected to have expertise in the dissertation topic, but may be invited to comment.

**Ultimate Revisions**

At the final examination, the dissertation committee stipulates any remaining revisions to the dissertation. Whether they are minor or major in scope, these revisions must be completed within **two weeks** of the defense. The candidate must satisfy the requirements of committee members, thereby obtaining the signatures that indicate their acceptance of the dissertation. An approved dissertation is the ultimate requirement for the doctoral degree.

**III.12. THE LAST SEMESTER: TIMETABLES FOR THE DEFENSE AND THE SUBMISSION OF THE DISSERTATION TO THE GRADUATE SCHOOL**

During the final semester of enrollment, the degree candidate must observe numerous deadlines issued by the Graduate School. These are published online in the Official Academic Calendar for the current year, and on the Graduate School’s website. For example, during a Fall semester, the last day to hold a Dissertation Defense is in October and the last day to submit a signed, approved dissertation to the Graduate School is in early November. In effect, a student can utilize approximately the first five weeks during the semester to produce a draft in nearly final form and still meet
deadlines for scheduling the final examination, etc. If a deadline is missed, the candidate still may complete all requirements during that semester; however, final registration and conferral of the doctorate is deferred until the next semester.

SECTION IV. GRIEVANCE PROCEDURES

Note: See the School of Art’s guidelines for grade appeals, sexual harassment, and other issues affecting relationships between students and instructors within individual classes.

In situations where graduate students think that they have a legitimate grievance regarding any aspect of their assigned duties or issues affecting their plans of study, they should exhaust all proper channels in resolving the complaint. In order, these channels are, for assistantships: [1] the immediate supervisor or the FADP art coordinator, [2] the director of the School, [3] the associate dean of the academic college, and [4] the dean of the Graduate School. For plans of study, the channels are: [1] the dissertation committee chair or the FADP art coordinator, [2] the director of the School or the FADP coordinator, and [3] the associate dean of the Graduate School.

For University Operating Policies and Procedures, see the following: http://www.depts.ttu.edu/opmanual

OP 70.10 Nonfaculty Employee Complaints and Grievances

OP 10.09 Sexual Harassment

OP 74.02 Conduct of Research and Scholarly Activity
APPENDICES
APPENDIX 1

Student Progress Toward the Degree and Degree Requirements

This plan is based on enrollment of 9-12 hours per semester and at least one summer in residence.

Year One

• The student is admitted with or without leveling course requirements.

• A formal evaluation conducted in the first semester specifies courses to be taken as leveling and guides student toward a degree plan.

• Student enrolls in FADP core and other courses as available.

• The end-of-semester review (1) the FADP art committee monitors student progress; and (2) a faculty mentor is appointed who, along with the FADP art coordinator, will provide informal advice for the incoming student.

Year Two

• Student enrolls in FADP and other courses as available.

• The student consults with faculty mentor and/or FADP art coordinator to clarify the area of study and dissertation topic.

• It may be possible to take the FADP Core Exam if all core courses are completed.

• Any leveling must be completed by the end of the third semester.
• The annual review monitors student progress and clarifies the dissertation topic.

**Year Three**

• Student enrolls in FADP and other courses as available.

• The student consults with the faculty advisor on a regular basis to clarify the area of study and dissertation topic and to assemble the dissertation committee.

• The student takes the Qualifying Exam.

• The student presents the Dissertation Proposal for approval.

• By the end of the third year, the FADP core exam, the Qualifying Exam, and all tool/language requirements should be completed, and the Dissertation Proposal may be approved.

• The student may advance to Candidacy as a Ph.D. in Fine Arts.

• The annual review will be conducted by the dissertation committee.

**Year Four and Beyond**

• Once the student advances to Candidacy, Graduate School regulations stipulate that the dissertation must be completed, defended, and approved by the committee, and submitted to the Graduate School within four years.

• Once a student enrolls in 8000 (dissertation), continuous enrollment of at least one credit hour of 8000 must be maintained.

• In the semester of graduation, the Graduate School timetable for
submission of the dissertation must be observed.

- In addition, a single copy of the completed dissertation should be placed in the Visual Resource Center for faculty who are not part of the advisory committee at least three weeks prior to the oral defense.
APPENDIX 2. Advising Worksheet for FADP (Art)

Revised October 12, 2021

Student name________________________________________
SS#_________________________________
Address_________________________________________________________________
Phone_____________________
Dissertation Committee Chair ____________________________________
2)______________________________________
3)______________________________________
4)______________________________________
Dissertation Committee members 1)_______________________________________
2)______________________________________
3)______________________________________
4)______________________________________
Dissertation topic ______________________________________
Core exam date ____________ Qualifying exam date _____________________
Dissertation proposal defense date _______________ Degree plan filed date _________________
Language/tool completed date ____________
Recommendation to Graduate School for Candidacy __________________________
Transfer credits (indicate course #, title, semester, name of university):
Leveling (must complete by end of third semester; indicate course #, title, semester, name of university):

Indicate semester taken in the blanks on the right:
VPA CORE COURSES (15 credit hours: 1 PHIL (choose 1 out of 4 options) + core sequence (VPA 5301 Fall → VPA 5314 Spring → VPA 5310 Fall) + 1 optional/elective course):

VPA 5301 Colloquium: Inter/Disciplinarity and the Arts (cohort course) _________
VPA 5310 Arts Histories (cohort course) __________
VPA 5314 Arts in a Contemporary Context (cohort course) _________
VPA 5300 Topics in the Visual and Performing Arts (topics vary; other VPA 5300s are counted in the section below) ______
PHIL 5310 History of Aesthetics _________
PHIL 5314 Contemporary Aesthetics _________
VPA 5300 Continental Philosophy Across the Arts by Dr Warren-Crow (can count as a PHIL course OR elective) ______
VPA 5300 The Digital Humanities in the Arts by Dr Sears (can count as a PHIL course OR elective) ______
VPA 5300 Practice-Based Research by Drs Little & Smith (elective) _________
VPA 5300 Performance Art Across the Arts by Dr Warren-Crow (elective) _________
VPA 5300 Technology and the Arts by Dr Warren-Crow (elective) _________
VPA 5300 The Arts Go Pop! Popular Culture and the Fine Arts by Dr Warren-Crow (elective) _________
VPA 5300 Language, Evolution and the Arts by Dr Sears (likely a regular elective) ______

ART TRACK COURSES:
Methodological Courses (12 credit hours):

ART 5340 Trans-disciplinary Approaches to the Arts _________
ART 5360 Seminar in Art Education ______________
ART 5361 Critical Pedagogy in the Visual Arts __________
ART 5362 Historical Survey of the Teaching of Art __________
ART 5363 Research Methods in the Visual Arts __________
ART 5364 Feminist Research Methods in the Visual Studies __________
ART 5366 Instructional Technology in the Visual Arts
ART 7000 Research
ART 5105 Organizing Public Forums About Art
ART 5100 Advanced Art Unit
ARTH 5305 Topics in Art History
ARTH 5308 Methods and Theories in Art History
ARTH 5309 Theories of Contemporary Art
ENGL 5342 Critical Methods
ENGL 5343 Studies in Literary Criticism
CMLL 5329 Studies in Literary Criticism and Theory
WS 5310 Feminist Thought and Theory
Tool courses (language and methodological courses outside Art, 0-9 hours): 

Other Courses (21 hours minimum):

Art History courses:
ARTH 5313 Arts of the Ancient World
ARTH 5315 Arts of the Pre-Columbian and Native Americas
ARTH 5320 Arts of Medieval Europe
ARTH 5335 Hemispheric Arts of the Americas
ARTH 5340 Renaissance and Baroque Art
ARTH 5363 18th and 19th Century Art
ARTH 5382 Modern and Contemporary Art
ARTH 7000 Research (& can be used for undergraduate ARTH courses taken at the graduate level, with approval of the instructor)

Art Education courses:
ART 5319 20th Century Visual Arts, including Latin American
ART 5340 Trans-disciplinary Approaches to the Arts
ART 5360 Seminar in Art Education
ART 5361 Critical Pedagogy in the Visual Arts
ART 5362 Historical Survey of the Teaching of Art
ART 5363 Research Methods in the Visual Arts
ART 5364 Feminist Research Methodologies in Visual Studies
ART 5366 Instructional Technology in the Visual Arts
ART 7000 Research

Visual and Performing Arts courses (ie. electives):
VPA 5300 Topics in the Visual and Performing Arts

Museum Studies courses (with 3 or 4 courses, consider a Heritage and Museum Sciences minor): MUSM 5321 Museology
MUSM 5326 Museum Administration
MUSM 5333 Museum Education

Arts Administration courses:
THA 5312 Theatre Management
THA 5316 Marketing the Arts
THA 5317 Funding the Arts
THA 5318 Advocacy for the Arts
MUSI 5305 Administration in Music

Other Courses Supportive of Dissertation Research (ie. from non-Art and non-VPA TTU departments):
ART 8000 Dissertation Research (12 hours; list semesters enrolled and number of hours):

*Minimum number of credit hours required for graduation: 60 hours*

FADP (Art) Coordinator: ______________ Date: __________

Diss. Committee Chair: ______________ Date___________

Advising guidelines for students:
Students are to use this worksheet in planning for their courses every semester.

If you are not in residence (eg. when you’re writing the dissertation), and you are not receiving a scholarship, you need to register for 1 to 3 credit hours. If you are receiving a scholarship, you need to register for 9 hours. Register for ART 8000 for dissertation hours.

There is a 99 hour limit to graduate. Exceeding this limit constitutes a state violation (and the program will have to justify it). Keep track of your total hours, especially in your 4th or 5th year, so that you do not exceed this limit.

You’ll meet with the FADP (art) Coordinator in your first 2 or 3 years, around the middle of the semester, when you are about to register for next semester’s courses. The Coordinator will check your semester plan or schedule for the next semester with you, and will discuss your overall degree plan. In the 3rd or 4th year, once your dissertation chair is selected, you’ll meet with him/her/them to go over your courses for the next semester, and your degree plan. The Graduate Advisor (Patricia Earl) can help with administrative, enrollment, and logistical questions, especially registration issues. Content- and program-related questions should be directed to the FADP (art) Coordinator.