



TEXAS TECH

U N I V E R S I T Y .

FINE ARTS DOCTORAL PROGRAM
ART TRACK
HANDBOOK

August 2023 edition

HANDBOOK

Fine Arts Doctoral Program (Art)

Revised August 2023

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.

I.1 GENERAL GUIDELINES

A. Mission, Core Values, Vision, 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 TCVPA 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 units. 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 or area of specialization, i.e., art, music, or theatre.

I.2. FADP Core Courses

The Fine Arts Core

Each student completes a series of core courses comprising a block of 15 credit hours 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. Colloquium: Inter/disciplinarity in the Arts. (Required cohort course) The principal goal of this course is to introduce students to interdisciplinary research and inquiry in the arts.

VPA 5310. Arts Histories. (Required cohort course) The principal aim of this course is to approach the interdisciplinary arts from the perspective of history. 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. Arts in a Contemporary Context. (Required cohort course) 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).

FADP CORE COURSE sequence: 5301 (fall) -> 5314 (Spring) -> 5310 (Fall) ie. courses are to be taken in that order.

VPA 5300. Topics in the Visual and Performing Arts (optional)

PHIL 5310. History of Aesthetics (choose 1 out of 4 philosophy-related options) Major philosophical theories of art and beauty from classical Greece to the twentieth century.

PHIL 5314. Contemporary Aesthetics (choose 1 out of 4 philosophy-related options) 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.3. 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 Theater, and one from Philosophy (or Dr Warren-Crow/Sears). 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/Theatre). All members of the committee are voting members. The FADP director is not required to 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/Theatre) coordinators of the date, time, and location of the exam, who should 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. Typically, the student prepares a PowerPoint in consultation with the 4 core exam committee members.

4. What happens at the core examination?

The core exam committee chair presides at the exam. The exam is open to the public – 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 questioning period typically lasts about forty-five minutes to an hour. The members of the core exam committee, and members of the public, will ask questions of the student about the presentation.

The core exam committee chair decides when to terminate the question period, after which the student and any visitors are asked to leave the room. The core exam committee members proceed to

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, theatre) 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 theatre that pertain to the question.
- A broad general knowledge of art, music, theatre, 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 may proceed with the dissertation phase of the program: 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. Students who fail the core exam will be asked to retake it within a given period of time.

II. THE ART TRACK

II.1. PROGRAM OUTLINE

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 of the Fine Arts Doctoral Program (Art):

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.

Goals for the FADP (Art):

- 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.

II.2 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:

- a. FADP Core Examination
- b. Qualifying Examination
- c. Dissertation Proposal Defense
- d. Dissertation Defense

II.3 ADMISSIONS

The FADP (Art) and FADP committees admit students to the Fine Arts Doctoral Program and awards financial support packages to entering 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.

Admissions to the FADP (Art) are based upon holistic review of all application materials by the FADP (Art) committee. These include:

1. GRE scores (if applicable)
2. a recommended GPA of at least 3.5 for master's level work
3. undergraduate and graduate transcripts
4. curriculum vitae
5. an 800-word maximum statement of intent, stating reasons for pursuing the FADP (Art)
7. a sample of scholarly writing; minimum 10 double-spaced

pages

8. three 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 is highly desirable.
11. the completion of 15 hours at the graduate or undergraduate level of art history/visual culture, art criticism, art education, or art theory courses with a grade of C- or better; if this criteria is not met, 'leveling' coursework is assigned. Such leveling courses taken here at TTU do not count toward the 60-hour minimum in the doctoral degree plan.
12. International applicants: for proof of English proficiency, see: <https://www.depts.ttu.edu/gradschool/admissions/internationalprospectivestudents.php>

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., acceptance with conditions).

Applications are then forwarded to the FADP committee for consideration. Once the FADP committee has voted, the FADP (Art) coordinator sends out the unofficial email – notifying the applicant of the acceptance/rejection – and official offer letter – containing details of the financial package awarded, and signed by the SOA Director. The FADP (Art) coordinator, with the approval of the FADP committee, effectively sends the FADP (Art) committee’s final recommendation to the Dean of the Graduate School, who notifies the student of acceptance or denial.

During the admissions process, the FADP (Art) committee ranks admitted candidates, based on the quality of their application. The FADP (Art) coordinator uses the ranking to determine the priority of awarding fellowships, assistantships, and scholarships, in consultation with the SOA Scholarships Committee and SOA Director. The FADP (Art) coordinator will announce the awarding of financial support packages to the FADP (Art) committee.

Typically, the incoming group of FADP (Art) students are notified of acceptance/rejection within a month after the January 15 deadline.

II.4 Enrollment & Advising

For the first 2 or 3 years of the program, enrolment in coursework (ie. registration) should follow the counsel of the FADP (Art) coordinator and Graduate Advisor. Once the student has selected the Dissertation Committee Chair, advising is taken over by the Dissertation Committee Chair. Typically, the student signs up for registration advising (ie. the courses that the student would like to take) in October/November (for Spring) or April/May (for Fall). Levelling requirements are determined during the admissions stage, to allow for those levelling courses to be completed in the first semester of study (if possible).

II.5 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 TTU. 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.

II.6 Art Track Courses

These courses have the following objectives:

- Foster knowledge of various types of critical study used in the art world.
- Provide a skill set required for successful completion of the dissertation.
- Foster self-critique and instill desire for achievement at the highest level.

Critical Studies courses:

ART 5100 Advanced Art Unit

FADP (Art) students should enroll in the ART 5100 Advanced Art Unit (1 credit hour/semester) during every semester that they serve

as a TA, as part of the mentorship process. (See Appendix 3 for Mentorship Program Guidelines). Enrollment is with the specific faculty member under whom they will be mentoring. This will give the faculty member workload credit for the mentorship process and satisfy the student's 5100 requirement.

ART 5105 Organizing Public Fora About Art

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.

ART 5105 should be generated by a group of doctoral students. The FADP (Art) coordinator advises the students on the viability of such a course. The intended faculty member will consult with their respective area coordinators (Art History/Art Education) and the SOA director, regarding the viability of the course. 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 and sketch out a list of participants and events. They and the instructor establish a reading list and determine the availability of guest speakers. During the semester it is offered, students coordinate and stage one or two events that advance scholarly discussion on the chosen topic (eg. a symposium). The SOA Director can earmark funds for this event, but students need to plan at least a semester ahead.

ARTH 5305 Topics in Art History

ARTH 5308 Methods and Theories in Art History (taught by Dr Chua)

ARTH 5309 Theories of Contemporary Art (taught by Dr Orfila)

ART 5340 Transdisciplinary Approaches to the Arts

Instructors from two disciplines approach a topic in art from multiple critical, theoretical, and historical perspectives. Team-taught. Each offering is unique. May be repeated.

PROPOSAL GUIDELINES FOR ART 5340 (for faculty)

ART 5340 will be team-taught by two graduate faculty, at least one of whom should be a member of the SOA FADP (Art) faculty. The two instructors will propose a specific theme or issue to address and submit a proposal to the FADP (Art) 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. Graduate students outside the FADP 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 FADP (Art)?
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 5360 Seminar in Art Education

ART 5361 Critical Pedagogy in the Visual Arts

ART 5363 Research Methods in the Visual Arts

ART 5364 Feminist Research Methods

ART 5382 Modern and Contemporary Art

CMLL 5329 Studies in Literary Criticism and Theory

ENGL 5342 Critical Methods

ENGL 5343 Studies in Literary Criticism

WS 5310 Feminist Thought and Theory

Art History 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

Upper-level undergraduate courses in the history of art may be taken at the graduate level (as ARTH 5305 or ARTH 7000), with consent of the instructor, and count for this section.

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

ART 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.

Students who enter the program with a prior Art History degree are encouraged to take Art Education courses whilst in the FADP (Art); students who enter the program with a prior Art Education degree are encouraged to take Art History courses. At no point are students required to choose between Art History or Art Education.

II.7 Foundation/Tool Subjects

Tool subjects provide skills for research in the dissertation topic. Prescribed by the student's Dissertation Committee Chair, the tool subject must be outside the Art 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 may be assigned. * 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 FADP (Art) Faculty & Staff 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/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; represents the FADP (Art) at SOA 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. The Graduate Advisor maintains each student's degree plan via DegreeWorks, and liaises with the Graduate

School. The Graduate Advisor organizes the orientation session for incoming graduate students at the beginning of the Fall academic year.

III.2 Taking Studio Art Courses

Students should only take studio art courses (undergraduate or graduate) only if it fits within, and contributes toward, the student's dissertation topic. Students may, however, take studio art courses as part of an interdisciplinary Practice-Based Research (PBR) dissertation. The student will consult with his/her/their dissertation committee chair. We are putting together a specific course number for FADP (Art) students to take a PBR independent study course with an 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). In the meantime, students should use the ART 7000 course number. The VPA 5300 course on Practice-Based Research (taught by Drs Rina Little and/or Christopher Smith) should be taken *in advance of* this PBR independent study course. Currently the VPA 5300 PBR course is optional, but should be used to imagine possible dissertation projects.

III.3 Studio Space

Students wishing to have studio spaces must apply to the FADP (Art) coordinator. (No spaces are currently dedicated to art production for FADP (Art) students.) Applications should include a description of the kind of work to be conducted and its relevance to the doctoral dissertation.

Should a studio space be requested by a student, the FADP (Art) committee will allocate it based on these criteria: overall academic performance of the student, demonstration of experience, activity, and need.

Each studio allocation is for one semester but the allocation can continue if the student demonstrates significant need to use the space.

III.4 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. Table allocation is renewable every semester.

III.5 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 Chair should use the Advising/ Progress 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.

III.6 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 what they have learnt in their core courses (for first year students), any possible 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 (eg. a Dissertation Committee member) if they choose, with consultation from the FADP (Art) Coordinator and/or Dissertation Committee Chair.

III.7 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 on this degree plan includes:

- (1) A listing of minimum coursework to be completed;
- (2) The names of the Dissertation Committee Chair and tentative/confirmed committee members;
- (3) The dissertation topic;
- (4) A projected graduation date.

The degree plan should also include: leveling courses (if any), tool or foundation subjects taken (if any), core courses taken (these should be completed by this time), and date of completion of core exam.

The degree plan records the *minimum* coursework required to complete the program of study. Upon review, the FADP (Art) Coordinator forwards the plan to the Graduate School for approval, after which it becomes the official program of study.

III.8 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 in 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 FADP (Art) faculty. When registering for full-time enrollment, not more than three credit hours of electives (ie. courses not counting toward the degree plan) should be included.

Registration in Session of Graduation

There are three official graduation dates: December, May, and August. Every candidate for a graduate degree must be registered for classes in the session of graduation. Doctoral students must register for at least 3 hours at the 8000 level. Failure to graduate at the expected time requires such additional registrations as may be necessary until graduation. Students must complete a new Application to Graduate for each semester.

Incompletes

If a graduate student accumulates six credit hours (or more) of

incompletes, any TA/RA/GPTI appointment is reviewed by the Director of the SOA and the Dissertation committee chair. Should the student's GPA drop below a certain number (as stated in the student's offer letter), the assistantship or GPTI appointment may be withdrawn.

From the TTU Academic Catalog: "The symbol I (incomplete) may be given by a professor when a student's work in a course has not been completed at the end of a semester, but when failure to complete the work has been due to causes beyond the student's control, and when the progress at the point at which the Incomplete is requested has been satisfactory. It is not used as a substitute for F. The incomplete (I) form should be initiated by the instructor of record online through the Office of the Registrar. The instructor assigning the grade must stipulate in writing at the time the grade is given, the conditions under which the incomplete (I) grade may be removed and the specific date by which the make-up work is to be completed. Beginning in the Spring 2015 term, any grade of Incomplete will revert to an F within one calendar year of the date the Incomplete is recorded. The Dean of the Graduate School will consider extensions of "I" grades beyond the one-year deadline only under serious circumstances beyond the student's control. The instructor of the course should submit an Extension of Incomplete Grade form to the Graduate School via the Enrollment Services portal for approval."

Responsible Academic Conduct Training

An essential part of the graduate experience is to raise awareness to professional standards of research ethics, integrity, and safety and of challenges that students may face throughout their careers. To supplement the effort provided by Texas Tech faculty, the Graduate School in collaboration with the Office of Research and Innovation has developed a responsible scholarship training that addresses academic practices such as data management,

intellectual property, management of conflict of interest, ethical use of humans and animals in research, social responsibility of research, effective collaboration, and research misconduct. This training is required for all new and continuing degree-seeking graduate students. Separate training modules are available for different broad disciplines (student self-selects the module). For more information or to begin the training, go to <https://www.depts.ttu.edu/gradschool/training/responsible-academic-conduct-training.php>.

Application to Graduate

A student planning to complete a graduate certificate or graduate degree in a particular term must a) be currently enrolled and b) file an “Apply to Graduate” online form (through Raiderlink) at the beginning of the semester of intended certificate completion/graduation. A list of deadlines, including the date for filing the “Apply to Graduate,” can be found on the Graduate School website (www.depts.ttu.edu/gradschool). No candidate’s name will be considered for graduation unless this form has been received by the Graduate School by the specified deadline.

A candidate who does not meet the requirements to graduate at the expected time is required to file a new “Apply to Graduate” online form for any subsequent graduation and enroll in that semester.

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.

Maximum Allowable Doctoral Hours

Students not making timely progress toward completion of the doctoral degree are subject to termination by the Graduate Dean. The Texas Legislature has capped fundable graduate study at 99 doctoral hours for most programs and may impose sanctions upon universities permitting registration for excess hours. Doctoral students with more than 99 doctoral hours will be required to pay out-of-state tuition, regardless of residence status. The maximum time allowed for completing the doctoral degree is eight years from the first doctoral semester or four years from admission to candidacy, whichever comes first. The Graduate Dean must approve exceptions or extensions in advance.

III.9 Periodic Evaluative Procedures

A. Formal Evaluation, Leveling, and Transfer Credit

Towards the end of the first semester of enrollment, students meet with the FADP (Art) Committee of the School of Art (this is the “First Year Review”). 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 program, and, where applicable, 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 (Art) has to seek permission for this student to continue matriculation. Students should be careful to not exceed the 99 credit hour limit. See "Maximum Allowable Doctoral Hours."

III.10 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 SOA of changes in email, physical address, phone, etc. (3) A student is to retrieve messages from their SOA 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 states 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, if necessary. 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.

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.11 Qualifying Examination

After the FADP Core Exam, and near or at the end of the coursework, 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.

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 interdisciplinary 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.

TTU Academic Catalog: “If the qualifying examination is considered **satisfactory** and the requirements in languages (including English) and/or tool subjects have been met, the chairperson of the advisory committee will send electronically to the Graduate Dean via the Enrollment Services portal, for consideration by the Graduate Council, a formal written recommendation that the applicant be admitted to candidacy for the doctor’s degree. The letter also will state the date of the examinations and whether the student passed both the major and minor portions (if an official minor is involved). This recommendation will be forwarded as soon as all the above requirements have been met.

If the qualifying examination is **not satisfactory**, the chairperson of the advisory committee will relay this information electronically via the Enrollment Services portal to the Graduate Dean. An applicant who does not pass the qualifying examination may be permitted to repeat it once after a time lapse of at least four months and not more than 12 months from the date of the unsatisfactory examination. Failure to pass the qualifying examination within the specified time will result in dismissal from the program irrespective of performance in other aspects of doctoral study.”

III.12 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.

Authority for admitting an applicant to candidacy for a doctor's degree is vested in the Graduate Council. Upon receipt of a recommendation from the student's advisory committee, the Graduate Dean will submit it to the Graduate Council for approval. By written communication, the Graduate Dean will transmit the results of the council's action to the applicant, to the chairperson of the advisory committee, and to the chairperson of the department concerned. A student must be admitted to candidacy for the doctorate at least four months prior to the proposed graduation date.

Dissertation Hours (ART 8000)

After the completion of the FADP Core Exam, coursework, and Qualifying Exam, and preferably after the Dissertation Proposal Defense, the student may enroll in ART 8000 (aka "Dissertaton hours"). (As the Grad School does not recognize the Diss Proposal Defense, we cannot officially make students take ART 8000 after it. But the FADP program would prefer that students take ART 8000 after the Diss Proposal Defense, to give it importance.) Once begun, enrollment in 8000 must be continuous (ie. at least 1 credit hour every semester, including summers – for *either* Summer I or Summer II) until graduation. 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.

When registering for dissertation hours, a contract – signed by the Dissertation Committee Chair – must define the project.

III.13 The Dissertation

A dissertation is required for the FADP (Art). 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.

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 the Graduate School website).

A. CHOOSING A TOPIC, DISSERTATION COMMITTEE CHAIR AND DISSERTATION COMMITTEE

Soon after the student's core exam, the student selects a dissertation chair. The Dissertation Committee Chair counsels the advisee on all matters pertaining to the dissertation; recommends courses ahead of registration; monitors the student's progress in the program after year two/three of the program; 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. Typically, the student selects the Chair based on that faculty member's experience with regard to the student's intended dissertation topic.

If the proposed faculty member agrees to serve in this capacity, the student and the chair will proceed to form a Dissertation Committee. Each nominee must hold membership on the Graduate Faculty. The decision to serve is up to the professor; students are encouraged to have a face-to-face discussion when asking a professor to serve on their dissertation committee. This committee should include at least three members from the School of Art, two of whom must be from the FADP (Art) committee. (ie. the third member may be another PhD-holding FADP (Art) Committee member, or an MFA-holding faculty member in the SOA.) The two additional members may include faculty from or outside of TTU. Per OP 64.10, any proposed committee member who is not TTU Graduate Faculty 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. In other words, all external (ie. non-TTU members) need to be approved by the Graduate School. Typically, this approval process is done before the dissertation defense. (The Diss Committee Chair is responsible for making sure all committee members are on the TTU Graduate Faculty.)

Once the Dissertation Committee has been formed, the Dissertation Committee Form should be submitted to the FADP (Art) coordinator. Typically, the Dissertation Committee is formed before the Qualifying Exam, in order to allow all members of the committee to participate in the drafting of the Qualifying Exam

question. The function of the Dissertation Committee is to guide the student in the research and writing process leading to the successful completion of the dissertation. While some committee members may be more involved in the dissertation than others, it is the job of the Dissertation Committee Chair to negotiate that level of participation with each committee member, and to be transparent about the dissertation-writing process with the student and all committee members.

B. Changes to the 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 the problem. 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. (Similarly, the Dissertation Committee Chair should not, upon the student's request, and without prior consultation with said committee member, remove the committee member from the committee.) After this, 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 willing to come on board. 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 and/or SOA Director for discussion.

Officially, FADP guidelines stipulate that the Dissertation Committee 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.

C. DISSERTATION FORMAT

The dissertation research and writing will culminate in a formal document submitted to the Dean of the Graduate School.

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 and/or Committee.

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.

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, the Dissertation Proposal typically consists of the following components:

The length 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.

E. Dissertation Proposal Defense

The FADP (Art) program requires a Dissertation Proposal Defense. This is typically conducted a semester or two after, and sometimes in the same semester as, 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).

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.

F. 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 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 should make changes to the Dissertation Committee Form.

Once the Dissertation Committee approves the Proposal, the Dissertation Committee Chair informs the FADP (Art) Coordinator that the proposal has been accepted. A copy of the signed proposal is placed in the student’s file, held by the FADP (Art) coordinator. (The Graduate School does not keep track of Dissertation Proposal Defenses; they are internal to the FADP (Art).)

G. Research on Human Subjects

Texas Tech University is committed to protecting the rights and welfare of individuals participating in research. Texas Tech's Institutional Review Board (IRB) is charged with reviewing all human subjects research in accordance with federal regulations, state laws, and local and University policies (TTU OP 74.09). The Human Research Protection Program (HRPP) serves as a liaison to the IRB and point of contact for participants and researchers. Students who are doing research on human subjects (eg. conducting interviews) may have to undergo IRB training. See: <https://www.depts.ttu.edu/research/irb/>

H. Writing the Dissertation

The University requires electronic submission of Dissertations. See the Graduate School webpage for guidelines.

The “Instructions for Preparing and Submitting Theses and Dissertations” prepared by the TTU Graduate School overrides

style manuals of specific fields/disciplines. 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. The student's Dissertation Committee sets the style and format for the dissertation.

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 elsewhere, the doctoral candidate is encouraged to devote complete attention to the task of finishing the dissertation.

Initial Draft and Revision(s)

A student should use the Dissertation Proposal, approved at the Dissertation Proposal Defense, to guide the draft of the dissertation. The draft should be logically ordered, well-constructed, and grammatically correct. To this end, the Dissertation Committee Chair may stipulate that the student present detailed outlines and/or obtain editorial assistance. The student negotiates with the Dissertation Chair/Committee how and when it will receive drafts, eg. chapter by chapter. Upon receiving the draft, the Dissertation Chair and committee members 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 should negotiate with committee members as to the evaluation of 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 schedules. While varying levels of involvement from committee members is common, the Dissertation Chair should be transparent

about the whole process with each member.

The student must communicate with the Dissertation Chair regarding any conflict with the revisions. The Dissertation Chair should take the lead in managing these conflicts, in consultation with the student. Ideally, the student addresses recommendations from all committee members, at the revision stage and during the final examination/defense. Complex projects may warrant a committee meeting prior to that point. Ideally, all problems should be resolved before the student undertakes the final examination.

Leading up to the defense, the student must adhere to a few deadlines: (1) the dissertation, in nearly final form, should be distributed to the Dissertation Committee at least one month in advance of the examination, (2) a physical or digital copy should be presented to the Visual Resource Center (or FADP (Art) Coordinator) for faculty who are not part of the Dissertation Committee at least three weeks in advance, (3) as the defense is a public event, the Dissertation Committee Chair should announce (eg. via email) the date and location of the defense to the SOA (including all faculty and students), FADP Director, & FADP (Music) and FADP (Theatre) Coordinators at least three weeks in advance. (Visitors from the public – eg. parents and friends – may be invited to the event.) The email announcement should make known the availability of the reference copy to all faculty.

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 Graduate School’s guidelines. A student who follows the process outlined above should ideally be ready to present the dissertation in its nearly-final form one month prior to the final examination.

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.

I. THE LAST SEMESTER: TIMETABLES

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. In the last semester – often called the “graduating semester” – the student is required to take 3 credit hours. ie. more than the minimum 1 credit hour.

III.14 THE FINAL EXAMINATION (“DISSERTATION DEFENSE”) AND REVISIONS

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 fairly-complete version of the dissertation has been approved by the advisory committee (ie. once the Dissertation Committee thinks the student is ready). The examination may not be administered until at least three weeks have elapsed following the candidate's submission of the Defense Notification Form to the Graduate School. It is the responsibility of the student and the Dissertation Committee Chair, not the FADP (Art) Coordinator, to adhere to Graduate School deadlines regarding graduation (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 has the committee and Dean's Representative sign the Oral Defense and Thesis/Dissertation Approval Form (with signatures of all dissertation committee members), and sends this to the Graduate School, giving the result of the examination. The form and the final copy of the dissertation are due no later than two weeks after the oral defense.

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. (Committee members may hold off signing the Dissertation Approval Form, until after all revisions are made, within two weeks after the defense.) Should revisions not be satisfactory, the student may be asked to delay graduation a semester, or as long as necessary to complete revisions to the

satisfaction of the Dissertation Committee.

The candidate must satisfy the requirements of all committee members, thereby obtaining the signatures that indicate their acceptance of the dissertation. An approved dissertation is the ultimate requirement for the doctoral degree.

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. The order of contact is as follows: [1] the immediate supervisor (for assistantships), Dissertation Committee Chair, or the FADP (Art) Coordinator, [2] the SOA Associate Director for Student Affairs/SOA Director, [3] the FADP Director. (At no point should the student skip ranks and contact the TCVPA Dean or the Dean of the Graduate School.)

For University Operating Policies and Procedures, see:

<http://www.depts.ttu.edu/opmanual>

Especially:

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

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.
- Once all core courses are completed, the FADP Core Exam may be taken.
- 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 and/or FADP (Art) coordinator 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 _____
Diss. 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.

There is a 99 hour limit to graduate. Exceeding this limit constitutes a state violation (and you may be prevented from graduating). 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.