



TEXAS TECH UNIVERSITY
J.T. & Margaret Talkington College of Visual & Performing Arts
School of Theatre & Dance™

Texas Tech University School of Theatre and Dance

Handbook for Undergraduate Studies *(rev. Aug 2023)*

J.T. & Margaret Talkington College of Visual & Performing Arts

**Information in this document is currently under revision; all information is subject to change.
Please verify individual policies with the Director of the School and/or Head of Area.*

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PLEASE READ BEFORE PROCEEDING

Foreword

This handbook is intended to assist both undergraduate students and faculty in the School of Theatre and Dance. Its contents codify information, policies, and procedures of the University and the School of Theatre and Dance. Students are expected to become thoroughly familiar with this document, as well as with the [Undergraduate Catalog](#). The Handbook is not a binding legal document. Policies will shift, and exceptions will occur, but this is an excellent guide for all students in our program.

Revisions

Because the information contained in this document will change over time, revisions will be prominently announced and recorded in updated versions of this document. Students should keep abreast of these changes by reviewing each revision of the online document as the updates are announced. The [Undergraduate Catalog](#) also changes over time, and students are required to keep abreast of changes in policies and procedures recorded there.

Contact Information:

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INTRODUCTION TO THE **SCHOOL OF THEATRE & DANCE**

Mission Statement

The School of Theatre and Dance at Texas Tech University fosters the highest standards of scholarship and creative activity, providing opportunities for students and faculty to work actively in both areas. We champion training and education in a breadth of specialized programs, encourage students to cross boundaries between them, and prepare them for careers in both practice and pedagogy. By integrating theory, artistry, performance, and scholarship, and striving to promote an inclusive and equitable environment, the School serves as a vital force in the cultural and intellectual life of our communities.

Vision Statement

The School of Theatre & Dance, while pursuing the highest standards of artistry, professionalism, and collaboration in arts training, education, and scholarship, will strive to create a progressive, equitable, and inclusive environment that encourages cross-pollination between disciplines, breaks silos between the School, the campus, and the larger Lubbock community. Mindful of creating a sustainable work culture, the School will nurture the excellence of our students and faculty regionally, nationally, and internationally.

The School of Theatre & Dance will:

- Offer innovative theatre and dance programs that will attract excellent students, faculty, and staff.
- Prepare students who are confident and competent, able to think critically and creatively, and who will become leaders in their profession.
- Identify opportunities to serve the community, while distinguishing ourselves regionally, nationally, and internationally
- Contribute to a pluralistic society that celebrates and amplifies a diversity of identities, perspectives, and histories.
- Continue to pursue professional opportunities for faculty and staff to contribute to growth.
- Revise our curriculum regularly to maintain the best in current pedagogical practices.

The School of Theatre & Dance values and is committed to:

- Collaboration and communication
- Respect for and responsiveness to the needs of students, faculty, and staff
- Highest standards in critical thinking, writing, and diversity of ideas
- Academic, artistic, and intellectual freedom

Values Statement

The Texas Tech University School of Theatre & Dance seeks to foster an environment that elevates the values of critical reasoning, self-reflection, investigation, inquiry, and creativity, we wish to inspire empathy and an ethical framework through which artists and scholars can most profoundly impact society.

The School of Theatre & Dance encourages in-depth dialogue that supports a diversity of thoughts, invites a constellation of perspectives and experiences, and honors the richness of identity. We as faculty, staff, and students stand against racism, xenophobia, homophobia, sexism, Islamophobia, anti-Semitism, classism, ableism, hate speech, ageism, and actions that silence, threaten, marginalize, or degrade others.

Commitment to Access and Engagement

Statement forthcoming from the Working Group. Note that the link will guide individuals to a Microsoft Teams Site which will only admit those with TTU Access.

<https://teams.microsoft.com/l/team/19%3a58e9ce56ac6b46e3b3a7c84c355742a9%40thread.tacv2/conversation?groupId=31e04606-ebf2-4632-a393-567ef49ad152&tenantId=178a51bf-8b20-49ff-b655-56245d5c173c>

J.T. & Margaret Talkington College of Visual & Performing Arts

The School of Theatre & Dance is proudly housed within the J.T. & Margaret Talkington College of Visual and Performing Arts, also abbreviated TCVPA. For more information about the College, please visit:

[J.T. & Margaret Talkington College of Visual & Performing Arts | Home | TTU](#)

General School Information

General Information about the School can be attained through visiting:

[Texas Tech School of Theatre & Dance | Theatre & Dance | TTU](#)

Of particular interest, these sections of the website have been highlighted for easy access:

[Our History | School of Theatre & Dance Information | About | Theatre & Dance | TTU](#)

[Institutional Memberships & Affiliations | School of Theatre & Dance Information | Theatre & Dance | TTU](#)

[Theatre & Dance News | Theatre & Dance | TTU](#)

Our Facilities

Additional Information pertaining to Space Usage is forthcoming. Please navigate to the following website pages for more information on our state-of-the-art facilities.

[Charles E. Maedgen Jr. Theatre | School of Theatre & Dance Facilities | About | Theatre & Dance | TTU](#)

[The CH Foundation The Legacy of Christine DeVitt Black Box Theatre | School of Theatre & Dance](#)

[Performance Spaces | School of Theatre & Dance Productions | Theatre & Dance | TTU](#)

[Studio Performance Lab | School of Theatre & Dance Performance Spaces | School of Theatre & Dance Productions | Theatre & Dance | TTU](#)

[Creative Movement Studio | School of Theatre & Dance Student Facilities | About | Theatre & Dance | TTU](#)

ADDITIONAL FACILITIES INFORMATION AND POLICIES:

[Facilities Information](#)

[Health and Safety Procedures](#)

Our Leadership, Faculty & Staff

To become familiar with the world-class talent that works behind-the-scenes at the School of Theatre & Dance, please visit:

[Meet the Director | Leadership | About | Theatre & Dance | TTU](#)

[Meet the Associate Directors | Leadership | About | Theatre & Dance | TTU](#)

[Faculty Directory | Leadership | About | Theatre & Dance | TTU](#)

[Staff Directory | Leadership | About | Theatre & Dance | TTU](#)

What Makes the School Unique?

While a separate Handbook could be drafted describing what makes the School unique, a few items that are exciting to note include:

Our Legacy:

[Alumni](#) | [Home](#) | [TTU](#)

Outreach and Engagement:

[Theatre & Dance in the Community](#) | [School of Theatre & Dance Programs](#) | [Theatre & Dance](#) | [TTU](#)
[BurkTech Players](#) | [School of Theatre & Dance Programs](#) | [Theatre & Dance](#) | [TTU](#)

Signature Experiences:

[Signature Experiences](#) | [School of Theatre & Dance Programs](#) | [Theatre & Dance](#) | [TTU](#)

Other Essential Links

This link, [Required Syllabus Statements](#), takes you to Texas Tech University's statements on:

- ADA
- Academic Integrity
- Religious Holy Day
- Accommodation for Pregnant Students

This link, [Recommended Syllabus Statements](#), takes you to Texas Tech University's statements on:

- Discrimination, Harassment, and Sexual Violence
- Recovery Services
- Civility in the Classroom
- Plagiarism
- Student Support, Food Insecurity

INFORMATION PERTAINING TO THE STUDENT EXPERIENCE

Greetings From the SoTD Undergraduate Advisor!

At Theatre & Dance Undergraduate Academic Advising we strive to be the students' agent on campus for academic success. Through collaboration with faculty, with the Student Success and Retention staff at the Talkington College of Visual & Performing Arts, and with other advising and student services offices on campus, we make sure to provide our students with the guidance they need to achieve their academic goals towards graduation in a timely and effective manner. Every semester, T&D major and minor students receive correspondence encouraging them to schedule their appointments to meet with the T&D advisor via Raider Success Hub to discuss a variety of subjects such as course selection and planning, exploring majors and minors, degree auditing, career coaching, or any other reason expressed by the student when scheduling their appointment. In addition, students receive a copy of the Recommended Course Sequence for their degree every semester to assist them with course selection and planning. T&D students can always reach T&D Undergraduate Advising by phone, email, or in-person at the advisor's office in the Maedgen Theatre Building.

QUESTIONS PERTAINING TO ENROLLMENT, GRADUATION, AND DEGREES, AND ADVISING: Abed Monawar, Undergraduate Advisor, abed.monawar@ttu.edu

QUESTIONS PERTAINING TO THE STUDENT EXPERIENCE IN INDIVIDUAL DISCIPLINES:

Acting/Directing	Rachel Hirshorn-Johnston, Rachel.hishorn@ttu.edu
Arts Administration	Dr. Divya Janardhan, dijanard@ttu.edu
Design	Seth Warren-Crow, seth.warr-crow@ttu.edu
History/Theory/Criticism	Dr. Paul Reinsch, paul.reinsch@ttu.edu
Playwriting	Dr. Mark Charney, mark.charney@ttu.edu
BA, Minors, and Other Questions should be directed to Abed Monawar (see above)	

QUESTIONS PERTAINING TO THE STUDENT EXPERIENCE, STUDENT AFFAIRS, AND ORGANIZATIONS: Kyla Olson, SoTD Associate Director of Students. Kyla.Olson@ttu.edu

QUESTIONS PERTAINING TO EVERYTHING STUDENT-EXPERIENCE-RELATED AT THE COLLEGE-LEVEL: Jessica Murph, Student Success Advisor, Jessica.murph@ttu.edu

Student Organizations

For information about the exciting opportunities through involvement in Student organizations, visit: [School of Theatre & Dance Student Organizations](#) | [School of Theatre & Dance Information](#) | [TTU](#)

Additional Student Resources

For quick access to documents references in later sections, a few helpful links have been provided: [Current Student Resources](#) | [Resources](#) | [Theatre & Dance](#) | [TTU](#)

ADDITION OF MINORS FORTHCOMING

ACADEMIC INFORMATION

Major and Minor Meetings

The School of Theatre and Dance will hold an organizational major/minor meeting for Theatre & Dance students within the first month of the semester, allowing key members of the faculty and staff and student organizations to distribute important information to the majors and minors. During the fall semester, the faculty and staff are introduced, as well as the graduate student population. Student organizations and faculty host an event following the meeting for networking and socializing.

Academic Advising

Academic advising services for Theatre and Dance majors and minors are offered within the School of Theatre and Dance. While students are responsible for tracking their academic progress, academic advisors assist them with appropriate information. The role of academic advisors is to support students' academic journeys, and also to provide resources related to academic, career, and life goals. Academic advising is a decision-making process in which students are guided toward making informed choices that lead to graduations.

Advisors' responsibilities include, but are not limited to, the following:

- Provide students with accurate information concerning academic policies and procedures.
- Provide an opportunity for students to discuss educational and career goals.
- Assist students in developing a degree plan.
- Assist students in selecting and sequencing course work.
- Encourage scheduled appointments prior to registration and throughout the semester in order to promote thoughtful planning.
- Orient students to college life and inspire them to achieve excellence.
- Make appropriate referrals to other campus offices and personnel.

Students are expected to be active/responsible participants in the advising process with the following:

- Make and keep appointments.
- Become familiar with applicable sections of the *Undergraduate Catalog*.
- Complete all required paperwork and adhere to university deadlines.
- Keep advisors and other required personnel informed about circumstances that influence academic performance such as work schedules, illness, family, or other personal situations.
- Create a class schedule based on the selection resources provided by the advisor.
- Notify advisors as soon as is practical when a grade of D or F is received.
- Consult with advisor prior to dropping any course.
- Read the fine print in the *Undergraduate Catalog*, *Schedule of Classes*, and other official documents.

The School of Theatre & Dance has instituted its own process for academic advising and course registration. For detailed instructions on registering for classes, see Appendix. Please consult the academic advisor or the [Undergraduate Catalog](#) for further information about registration and degree-related documentation. All current Theatre & Dance majors are required to create a tentative plan on Visual Schedule Builder each semester using the resources (including checklists and recommended course sequences) provided by the academic advisor. The student will create a Share Link of this plan and email it to the academic advisor for review prior to the advising appointment. Students should self-schedule advising appointments via strive.ttu.edu approximately 1-2 weeks prior to the student's registration date; however, students ideally should reserve these appointments even further in advance due to high demand during the peak of advising season. In addition to meeting with the academic advisor each semester regarding schedule planning, Theatre & Dance majors are encouraged to schedule appointments with their area head or mentors each semester to discuss their major coursework and career goals.

Policy and Procedures on Honor Cords

Graduating students may wear **red honor cords** at graduation if (a) they have at least a 3.5 GPA and (b) have taken at least half of their courses at Tech. Permission to purchase these cords is certified by the Student Section of the JT and Margaret Talkington College of Visual and Performing Arts. If you believe you merit a red cord, call them at 806-742-0700 for details. Graduates may wear **blue honor cords** at graduation if they are bona fide members of an honorary society (Alpha Psi Omega or Chi Tau Epsilon). Permission to purchase a blue cord is certified by the organizational sponsor. To obtain a cord, connect with your organization's sponsor.

Individual Studies Guidelines for THA 4000 & DAN 4000: Projects in Theatre & Dance

Independent studies are individualized courses that the student should conceive, organize, and pursue with an interested faculty member who advises, supervises and evaluates. They demand that students pursue the work individually with clear faculty guidance and may only be used to supplement areas that are not already taught in other courses in the School or to address degree plan needs.

Individual Studies Form

As a foundation for an independent study, the student and faculty member negotiate and agree on a written outline of the project. The student initiates the process by completing an "Individual Studies Form" with the mentorship of a faculty member. The professor will either approve the proposal or offer suggestions for modifying it; ideally, though, the form is completed together. Once the details of the study are agreed upon, the student will take the signed form to the Undergraduate Advisor for registration. In addition to completing the Individual Studies Form, the student may be required to complete the following outline, including:

- A. *A statement of the project's objectives.* This should include two kinds of objectives: educational (what will be learned from the study) and production (e.g., a finished playscript, a scholarly paper, a dance production, etc.).
- B. *A list of procedures to achieve the objectives.* Each component must be accompanied by the deadline to complete and/or submit it for evaluation. NOTE: These procedures MUST demand AT LEAST the equivalent of a lecture/discussion course of the equivalent credit hours. For each credit-hour, a lecture/discussion course requires the student's attendance at approximately 15 hours of classes plus 15 to 30 hours of out-of-class preparation—a total of 30 to 45 hours of work for each credit-hour. A student who registers for a 3-credit hour independent study must plan to invest 90 to 135 hours of work in the study. Faculty members will not approve of a proposal which does not meet these criteria.
- C. *An indication of the faculty member's role in the project* which may include periodic meetings to discuss the project, reading and responding to written work, etc.
- D. *A clear statement* of the basis upon which to evaluate and grade the work, including the relative weight of each part of the study to be evaluated.
- E. *A resource list* which is frequently a bibliography of the works consulted (the availability of all resources should be assured before the semester begins).

Because it may take several revisions before an agreement is reached on a project proposal, the student should begin the proposal process during the registration period preceding the semester when the project will be pursued. Failing to plan ahead may put the student in the uncomfortable position of taking several weeks out of the beginning of the semester to outline the study and create pressure for time to complete the project itself.

ACADEMIC PROGRAMS

The Bachelor of Arts (BA) in Theatre Arts Program

[Office of Official Publications](#) | [Official Publications](#) | [TTU](#)

Introduction

The title Bachelor of Arts in Theatre is used to designate the study of theatre in a liberal arts framework. The degree focus is a breadth of general studies in the arts and humanities, the natural and physical sciences, and the social sciences. Theatre study is also general, without a specialization, although the student may choose an emphasis in performance, design, theatre history, and so forth. The major in theatre arts offers a broad exposure to the various elements of the theatre arts and prepares students for further study at the graduate level or for careers in professional theatre, secondary education, or other fields that build on the skills and discipline of the performing arts. Those students who prepare for state licensure or certification as specialist theatre teachers are required to take courses in the College of Education.

Students may also minor in Education. To minor in education, students must meet specific GPA requirements, testing standards, and be admitted to the Teacher Education Program (TEP) through the College of Education. Application to the TEP typically does not occur until the student reaches approximately 70-75 credit hours. Teacher certification may add one full year to a student's program due to the 4 semester Block/student teaching requirements. (The School of Theatre and Dance does not currently have a Bachelor of Arts in Theatre Education.)

General studies make up 50-70 % of the total program, theatre studies, 20-25%, with performance electives of 10-20%. Theatre studies, performance, and theatre electives normally comprise between 30% and 45% of the total curriculum. 120 hours are required for the degree, 40 of which must be at the junior or senior level. For course requirements, see the TTU [catalog](#).

BA Students have the opportunity to engage in production activities every semester and are encouraged to audition for all TTU theatre productions and perform if cast. Students should document all production- and service-related activities for the academic year. Admission to the BA is equivalent to admission to the university and an agreement to follow a degree plan that reflects the requirements for a BA in Theatre Arts. The student should speak with the undergraduate advisor in the School of Theatre and Dance before signing up for any theatre courses and before declaring a major.

Standards for BA Students in Theatre

General studies make up 50-70 % of the total program, theatre studies, 20-25%, with performance electives of 10-20%. Theatre studies, performance, and theatre electives normally comprise between 30% and 45% of the total curriculum. 120 hours are required for the degree, 40 of which must be at the junior or senior level. For course requirements, see the TTU [catalog](#).

Competencies for BA Students in Theatre

Students holding undergraduate liberal arts degrees must have:

1. The ability to think conceptually and critically about text, performance, and production.
2. An understanding of script development and production processes, and how aesthetic properties of style shape--and are shaped by--artistic and cultural forces.
3. An acquaintance with a wide selection of theatre repertory including the principal eras, genres, and cultural sources.
4. The ability to develop and defend informed judgments about theatre.

QUICK LINKS: [Acting Directing BFA BA Self Evaluation](#)

The BFA in Theatre Arts - Acting & Musical Theatre Programs

[Office of Official Publications](#) | [Official Publications](#) | [TTU](#)

Introduction

The Texas Tech BFA in Acting program boasts a rigorous curriculum that combines the disciplines of voice, stage, and movement to create mindful and well-rounded performers. With students hailing from across the nation, this program has earned recognition from some of the country's most prestigious organizations, such as the Kennedy Center American College Theater Festival and the Southeastern Theatre Conference. As Texas Tech is an R1 research institution, the BFA Acting program looks to maintain the highest levels of theatrical excellence and academic integrity.

The study of professional requires a high level of personal discipline born of strict personal habits; the condition of one's body directly affects vocal and physical production and studious artists will seek a high standard of personal care during their creative journey. Daily practice/warm-ups, the study of performance techniques, an ability to accept and process criticism, and an understanding of both creative theory and diverse theater history are paramount for the modern actor. The faculty at Texas Tech will guide artists as they work towards their personal goals, both performance- and academic-related.

BFA in Acting Program Guidelines

Admission to the BFA Program (Acting)

Students will undergo an audition that is reviewed and observed by the area faculty.

Up to six acting students are accepted into the BFA program each Fall term as a cohort.

The criteria for entrance to the BFA Acting program are:

- Dedication towards a career in performance
- A successful audition
- The BFA Acting degree is the best match for the student and the student's career goals (not usually the case for students pursuing teacher certification).

Timing & Materials

- Annual, nationwide auditions are held at various times of the year. See the website for additional details.
- Preregistration is required: <https://www.depts.ttu.edu/theatre-dance/admissions/auditions/bfa-acting.php>. Students submit headshots, resumes, and transcripts.

Audition

- Students should prepare two contrasting monologues no longer than one minute each (one contemporary, one classical in verse or prose).
- After the audition, students will be invited to interview with area faculty (almost always on the same day as the audition).

Notification of Acceptance

Students called in to interview with faculty will be notified no later than April 1st of the following Spring of their acceptance into the BFA Acting program.

Standards for BFA Acting Students

Students in the acting track will be expected to audition for all TTU theatre productions and perform if cast. Students must document all production and service-related activities for the academic year.

To remain in the BFA Acting program, students are expected to:

- Show growth in aptitude in acting, voice, speech, and movement equally.
- Maintain a professional attitude and work ethic.
- Participate in all TTU theatre auditions and accept all production assignments.
- Maintain an overall GPA of at least 2.5.
- Attend Cohort meetings.
 - Students will attend weekly **Cohort meetings** from 12 p.m. to 2 p.m. every Friday. BFA Acting students must perform in Cohort at least once per semester. Their selections will be determined in advance. The order of performers will be predetermined and entered into a calendar and distributed to the members of the cohort at the beginning of each semester. Failure to perform in cohort without notice or explanation will result in a lowering of one's grade.

BFA Acting Annual Review Process

The student's progress will be monitored each year by area faculty. The review process will include:

- a) By December of their first semester, and then every May thereafter, the student will submit an annual self-evaluation describing their progress and potential challenges for the past year. A faculty-approved assessment instrument will be emailed to the student to aid in their report. The student's overall GPA must remain at, or above, 2.5.
- b) Area AD faculty will simultaneously fill out a quantitative form based on NAST and Nuventive-documented student learning outcomes and distribute individual performance evaluations to each student.
- c) The area faculty will assure that each student has auditioned for all TTU theatre productions.
- d) In December of their first semester, and then every May thereafter, the area faculty will meet with the student to review the student's work. The review will also include checking for the reports of exemplary or negative work/behavior documented in the student's file.
[Acting Directing BFA BA Self Evaluation](#)
[Acting Directing BFA Review Faculty Form](#)
- e) Following the yearly review, the area faculty will determine:
 - Continuance
 - Probation
 - Removal

Documentation of Student Progress

Any faculty or professional staff member who witnesses either exemplary or unsatisfactory work or behavior on the part of a BFA Acting student should make an electronic document (including date, location, and all other relevant details). A copy of this document will be distributed to the student and the Head of Acting/Directing. If the student believes the citation is unfair or erroneous, they may respond in writing to the Head of Acting/Directing; the response will be attached to the file copy of original citation with a copy given to faculty or staff member who wrote the citation. A student who witnesses exemplary or unprofessional behavior when no faculty or staff member is present should report it to the Head of Acting/Directing, who will follow up with student and dissemination information to Acting/Directing Faculty for follow-up.

Process for Probation and Removal

Probation:

Faculty or staff recommend probation through the Documentation of Student Progress process outlined above. Notice of probationary status will be made in the documentation of student progress sent to the student, Undergraduate Advisor, and faculty. Probationary status is reviewed each semester, giving the student time to resolve the deficient activity detailed in a performance improvement plan. If a student is on probation, the following regulations will be instituted:

- The student may NOT audition for or be cast in departmental productions
- The student must schedule and attend a meeting with the area faculty to discuss their plan for improvement during the final week of each semester until they are no longer on probation.

After each semester meeting with faculty, the student will be notified if their probation is still in effect, has been lifted, or if they have been removed from the program.

Removal from the BFA Program:

A student on probation who does not improve in the area stipulated by the area faculty, or is in violation of any formal University Procedures, will, upon recommendation by the area faculty, be removed from the BFA Acting program. Alternative options can be explored for completion of an undergraduate degree.

Regarding Official Leave of Absence & Change of Degree:

Any BFA Acting student who has officially filed for leave of absence from the School of Theatre & Dance or who has decided on a change of degree track for a period of two consecutive semesters or longer will be required to both petition and audition for readmission consideration to BFA in Acting Program.

BFA in Musical Theatre Program Guidelines

[Office of Official Publications](#) | [Official Publications](#) | [TTU](#)

Admission to the BFA Program (Musical Theatre)

Students will undergo an audition assessed by the area faculty. Musical theatre students are accepted into the BFA Musical Theatre program each Fall term as a cohort.

The criteria for entrance to the BFA Musical Theatre program are:

- Dedication towards a career in performance
- Successful audition
- Foundational skill-set specific to demands of musical theatre (including dance and singing)

Timing & Materials

- Annual, nationwide auditions are held throughout the year. See the website for details.
- Preregistration is required: (<https://www.depts.ttu.edu/theatreanddance/students/programauditions.php>), where students submit headshot, resume, and transcripts.

Audition

- Students will prepare:
 - two contrasting monologues
 - two contrasting songs (one up-tempo and one ballad – of these two, only one should demonstrate belt ability; the other should feature comprehension of mix and/or head voice styles and abilities) Monologues *should be no longer than one minute each, and each song should be no more than 32 bars (bring sheet music for accompanist).*
- Students are required to attend a Dance Call – consisting of elements of Ballet and Jazz
- After the audition, the student will be invited to interview with area faculty (usually on the same day as the audition)

Notification of Acceptance

Students notified no later than April 1st of the following Spring of their acceptance into the BFA in Musical Theatre program.

Standards for BFA Musical Theatre Students

Students in the MT track will be expected to audition for all TTU theatre productions and perform if cast, regardless of whether a season includes a musical. Students should document all production and service-related activities for the academic year. To remain in the BFA Musical Theatre program, students are expected to:

- show growth in aptitude in acting, dance and singing equally.
- maintain a professional attitude and work ethic
- participate in all TTU theatre auditions and accept all production assignments
- maintain an overall GPA of at least 2.5
 - attendance Cohort meetings- Students will attend weekly **cohort meetings** from 12 p.m. to 2 p.m. every Friday. MT students must perform in cohort at least once per semester. Their voice instructor will choose selections ahead of time. The order of performers will be predetermined and entered into a calendar distributed to members of the cohort at the beginning of each semester. Failure to perform in cohort without notice or explanation will result in a lowering of a voice lesson grade.

BFA Musical Annual Review Process

The area faculty will monitor the student's progress annually using the following procedure:

- a. By December of their first semester, and then every May thereafter, the student will submit an annual self-evaluation describing their progress and potential challenges for the past year. A faculty-approved assessment instrument will be emailed to the student to aid in their report. The student's overall GPA must remain at, or above, 2.5.
- b. Area AD faculty will complete a quantitative form based on NAST and Nuventive-documented student learning outcomes and distribute individual performance evaluations to each student.
- c. Area faculty will ensure that each student has been auditioning for all TTU theatre productions.
- d. In December of their first semester, and then every May thereafter, the area faculty will meet with the student to review the student's work. The review will also include checking for the reports of exemplary or negative work/behavior documented in the student's file.
[Acting Directing BFA BA Self Evaluation](#)
[Acting Directing BFA Review Faculty Form](#)
- e. Following the yearly review, the area faculty will determine:
 - Continuance
 - Probation
 - Removal

Musical Theatre Juries (*also called "auditions"*)

Scheduling

Each student will present a jury performance for the Musical Theatre faculty at the end of each semester on a day to be determined by the faculty at a specified location. Students must sign up for a time slot two weeks in advance; a sign-up sheet will be made readily available and posted, either online or in a location announced to the students.

Pianist

A pianist will be provided for jury performances and their name and information will be disseminated to students well before juries occur. The student must deliver their music to their pianists, either via PDF or paper as per the pianist's request, at least two weeks before the actual jury. Failure to do so could result in their grade being lowered.

Grading

During the jury, the faculty critiques and grades each student individually. The average of each of the faculty scores will result in a final jury grade. In tabulating the final semester grade, the teacher may accept the jury grade or adjust it one letter grade in either direction. The final semester grade is given ultimately the decision of the teacher, based on their own studio expectations and weekly experiences with the student. These expectations are explained clearly in the required syllabus from each studio teacher.

Procedure

In the jury, two selections are requested. The student selects the first, and the faculty the second. The faculty may request the performance of a third selection during the jury.

Please take care to observe the following for your jury:

1. Appear at least 15 minutes early, warmed up and ready to sing.
2. Dress appropriately jury- attire should be chosen in the same manner as Cohort or audition attire.
3. Provide each sitting faculty member with a copy of a repertoire sheet, which should be TYPED and

PROOFED. The student will be given the names of all sitting faculty before the date of their jury so that they may accurately assess how many copies are needed. All pieces on the repertoire sheet must be memorized and ready to perform. A repertoire sheet will be made available to the students as a fillable form.

4. Bring a fresh copy of all your music, even if the pianist has requested PDF versions and decided to play from a tablet.

Documentation of student progress

Any faculty or professional staff member who witnesses either exemplary or unsatisfactory work or behavior on the part of a BFA Musical Theatre student should make a written note of it. A copy will be given to the student with the original document placed in the student's file, by submission to the Undergraduate Advisor. If the student believes the citation is unfair or erroneous, they may write a response and submit it to the Undergraduate Advisor; the response will be attached to the file copy of the citation with a copy given to the faculty or staff member who wrote the citation. A student who witnesses exemplary or unprofessional behavior when no faculty or staff member is present should report it to the supervising faculty or staff member or the Director of the program, who will follow the same procedure above.

Process for Probation and Removal

A student may be put on probation from the BFA Acting program at any time. Criteria for probation may include, but are not limited to the following:

- The student has not shown growth in aptitude
- The student has not developed presentation skills
- The student has not maintained a professional attitude and work ethic
- The student is experiencing continuing disciplinary problems
- The student has not participated in all TTU theatre auditions
- The student has not maintained an overall GPA of 2.5 or better

Probation

Faculty or staff recommend probation through the Documentation of Student Progress process outlined above. Notice of probationary status will be made in the documentation of student progress sent to the student, Undergraduate Advisor, and faculty. Probationary status is reviewed each semester, giving the time to resolve deficient activity. If a student is on probation, the following actions must be taken:

- The student may NOT audition for or be cast in departmental productions
- The student must schedule and attend a meeting with the area faculty to discuss their plan for improvement during the final week of each semester until they are no longer on probation.

After each semester meeting with faculty the student will be notified if their probation is still in effect, has been lifted, or if they have been terminated from the program.

Removal:

A student on probation who does not improve in the area stipulated by the area faculty will, upon recommendation by the area faculty, be removed from BFA Musical Theatre program. The student may be given the option to then shift their degree plan to BA in Theatre and/or re-audition into the BFA Musical Theatre Program.

Absence from the BFA Acting Program:

Any BFA Musical Theatre student who is absent from Texas Tech University or is not a theatre arts major, for a period of two consecutive semesters or longer must apply for readmission to TTU and must audition again to be considered for admission to the BFA Musical Theatre program.

BFA in Theatre Arts – Design, Technology, and Management Specialization

[Office of Official Publications](#) | [Official Publications](#) | [TTU](#)

Program Guidelines

Admission to the BFA Program

Students will undergo an interview that is juried by the area faculty.

The criteria for entrance to the BFA program are:

- Seriousness of purpose
- Successful presentation of work, demonstrating potential for success within the program
- The BFA degree is the best match for the student and the student's career goals. This may not be the case if the student is preparing for the teaching profession rather than the professional theatre.

Timing

- If the student is seen by at least one design faculty member at an audition where a portfolio is presented, the student can be recommended for the BFA program at the start of their studies.
- If a student brings a portfolio to Red Raider Orientation and a design faculty is available to view the portfolio, the student could be recommended for the BFA program.
- If students begin their studies without showing a portfolio prior to the beginning of the semester, they may jury at the end of the first semester or later.
- A student cannot be admitted if they are within less than 40 credit hours of graduation.

Dossier

- A transcript (an unofficial copy printed from Raiderlink is acceptable).
- A resume of the applicant's pertinent experience.
A portfolio of work [HYPERLINK TO DIGITAL PORTFOLIO GUIDE](#)
- A statement outlining goals for seeking admission to the BFA program

Standards for BFA Design/Technology/Management Students

Students in the design/technology track will be expected to participate each semester in departmental productions.^[1] It is the student's responsibility to document all production and service-related activities for the academic year.

To remain in the BFA Design/Technology program, students are expected to:

1. Show growth in ability
2. Develop presentation skills
3. Maintain a professional attitude and work ethic
4. Complete all production assignments successfully
5. Maintain an overall GPA of at least 2.5

Criteria for ranking in the BFA/MFA Design/Technology Programs

Advanced Design Coursework and Production Assignments:

EXCEPTIONAL-Exceeds Expectations:

- Work shows an understanding of process
- Work shows technical proficiency at or above level for the course

- Work clearly shows an understanding of context at or above an appropriate level for the course

EXCELLENT

GOOD- Meets Expectations:

- Work suggests an understanding of process
- Work suggests a technical proficiency at the level of the course
- Work suggests an awareness of context at appropriate level for the course

FAIR

POOR/VERY POOR- Does not meet Expectations:

- Work does not suggest an understanding of process
- Work does not suggest technical proficiency
- Work does not suggest an awareness of context
- Work not completed

Collaboration and Portfolio Evaluation:

EXCEPTIONAL- Exceeds Expectations:

- Student confidently uses language and images to support ideas, concepts, and communication
- Work shows an understanding of process
- Student is able to fully support critical reflection through outside and self-reflection

EXCELLENT

GOOD- Meets Expectations:

- Student capably uses language and images to support ideas, concepts, and communication
- Work suggests an understanding of process
- Student has an awareness of critical reflection through outside and self-reflection

FAIR

VERY POOR- Does Not Meet Expectations:

- Student is not able to articulate or is unclear about ideas, concepts and communication
- Work does not suggest an understanding of process
- Student resists critical reflection through outside and self-reflection

BFA Design/Technology/Management Semester Review Process

The student’s progress will be monitored each year by the area faculty, and the review process will include the following:

- By the end of the fall and spring semesters, the student will submit an annual report of academics (including a copy of the current transcript, with theatre and art courses highlighted) creative endeavors, and services for the past year. The student’s overall GPA must remain at, or above, 2.5.
- The student will provide evidence of participation for all TTU theatre productions.
- By the end of the fall and spring semester, the area faculty will meet with the student to review the student’s work. The review will also include checking for the reports of exemplary or negative work/behavior documented in the student’s file.

Documentation of student progress

Any faculty or professional staff member who witnesses either exemplary or unsatisfactory work or behavior on the

part of a BFA Design/Technology student should make a written note of it. A copy will be given to the student with the original document placed in the student's file. If the student believes the citation is unfair or erroneous, she/he may write a response; the response will be attached to the file copy of the citation with a copy given to the faculty or staff member who wrote the citation. A student who witnesses exemplary or unprofessional behavior when no faculty or staff member is present should report it to the supervising faculty or staff member, who will follow the same procedure above.

QUICK LINKS:

[Production Assignment Rubric](#)

[BFA Design Review Form with NAST Competencies](#)

[BFA Design Review Form for Faculty Feedback](#)

[BFA Review Student Form](#)

Following the yearly review, the area faculty will determine:

1. Continuance
2. Probation
3. Removal

Process for Probation and Removal

A student may be put on probation from the BFA Design/Technology program at any time. Criteria for probation may include, but are not limited to the following:

1. The student has not shown growth in ability
2. The student has not developed presentation skills
3. The student has not maintained a professional attitude and work ethic
4. The student is experiencing continuing disciplinary problems
5. The student has not participated in appropriate TTU theatre productions
6. The student has not maintained an overall GPA of 2.5 or better

Probation

Probationary status is reviewed each semester, giving the student time to resolve the deficient activity. Performance improvement plan will be provided to the student, along with a timeline (or to be implemented in the semester of question. Probationary status will result in a loss of all current productions assignments, allowing the student to focus on areas in need of improvement.

Students will be placed immediately on probation after receiving a ranking of fair or lower across most categories at semester reviews. Students may also be placed on probation following disciplinary action, failure to meet deadlines and benchmarks provided in production blueprints or by discipline-specific mentor, or failure to regularly check-in with discipline-specific mentor. Removal from Production Assignments after the first full production meeting, due to circumstances outside of what may also fall under the definition of SoTD Excused Absence, will be grounds for immediate placement on Probation.

Removal

A student on probation who does not improve in the area stipulated by their review panel may, upon recommendation by the area faculty, be terminated from the BFA Design/Technology program. Should a student, having completed one probation in the BFA program, then, upon receiving a second probation, may be

removed from the program. A student may be terminated without Probation, pending disciplinary action related to significant violation of the Student Code of Conduct, significant violation of handbook rules of the School of Theatre & Dance, or poses danger to health and safety following a consultation with the Director of the School. All Removal must be accompanied by a written notice upon dismissal. A second probation can constitute grounds for removal from the program.

Absence from the BFA Design/Technology Program

Any BFA Design/Technology student who is absent from Texas Tech University or is not a theatre arts major for a period of two consecutive semesters or longer must apply for readmission to Texas Tech University and must audition again to be considered for readmission to the BFA Design/Technology program.

BFA, BA, & Minor in Dance

[Office of Official Publications](#) | [Official Publications](#) | [TTU](#)

Program Guidelines

Admission to the BFA, BA, and Minor Program (Dance)

Admission to the BFA, BA or Minor in Dance is by audition only. Students will undergo an audition that is judged by the area faculty.

The criteria for entrance to the BFA & BA program include:

- Dedication towards a career in dance
- Successful audition
- Established foundational skill-set specific to demands of dance technique
- Some experience in analytical writing, history, and creative/compositional foundations

Timing & Materials

- Auditions are held twice annually, usually in October & February
- Preregistration is required:
(<https://www.depts.ttu.edu/theatreanddance/students/programauditions.php>), where students submit headshot, resume, and written submission about their choice of desired dance degree plan.
- Those unable to attend an in-person audition should contact the Dance Administrative Assistant (dance.info@ttu.edu).

Audition

- The audition consists of learning and performing phrasework in ballet, jazz, and contemporary styles. Those auditioning for the BFA program will also participate in short interviews with dance faculty.
- This audition also serves as a scholarship audition for prospective students interested in applying for School of Theatre and Dance scholarships provided you apply by the deadline.

Notification of Acceptance

- Participants are usually notified within two weeks of auditioning of their admission status.

Standards for Dance Students

BFA students are required to participate in all TTU dance auditions, including guest artist work, and accept all production assignments. [BA students are strongly encouraged to do the same.] It is the student's responsibility to document all production and service-related activities for the academic year.

To remain in the BFA/BA Dance program, students are expected to:

- show growth in dance technique, lecture courses, as well as additional studio-based courses.
- attend all dance program meetings
- maintain a professional attitude and work ethic in dance program classes
- maintain an overall GPA of at least 2.5

Dance Semester Review Process

Students accepted into the BFA and BA in Dance will participate in a bi-annual review by Dance faculty. The student's progress will be monitored each semester by the area faculty, and the review process will include:

- a) an assessment of progress over the course of the student's enrollment in the degree program

- focusing specific attention on adequate technical progress.
- b) an assessment of technical competency twice a semester by individual instructors, as well as once a semester by the full faculty through placement juries.
 - c) An overall GPA at, or above, 2.5.
 - d) any reports of exemplary or negative work/behavior.

Process for Probation and Removal

A student may be put on probation from the BFA and BA Dance programs at any time. Criteria for probation may include, but are not limited to the following:

- The student has not shown growth in aptitude
- The student has not developed performative and/or oral presentation skills
- The student has not maintained a professional attitude and work ethic
- The student is demonstrating continuing disciplinary problems
- The student has not participated in TTU dance auditions
- The student has not maintained an overall GPA of 2.5 or better

Probation

Probationary status is reviewed each semester by the full-time faculty, giving the student time to resolve the deficient activity.

Removal

A student on probation who does not improve in the area(s) stipulated by the full-time faculty may be terminated from the BFA or BA Dance program.

Absence from the BFA/BA Dance Program

Any BFA or BA Dance student who is absent from Texas Tech University or is not a dance major for a period of two consecutive semesters or longer must apply for readmission to Texas Tech University and must audition again to be considered for readmission to the BFA or BA Dance program. *The probation strategy should include a written plan for improvement.*

PRODUCTION INFORMATION

FACILITIES POLICY AND INFORMATION

[Facilities Information](#)

[Health and Safety Procedures](#)

PRODUCTION POLICIES AND INFORMATION

[General Production Policies and Information](#)

[Rehearsal Policies](#)

[Photos and Testimonial Guidelines](#)

AUDITIONING INFORMATION

[Theatre and Dance Audition Information](#)

[Dance Audition Information](#)

[DPA Audition Information](#)

OTHER CASTING INFORMATION

[Understudy/Swing Protocol](#)

[Identity Conscious Casting Statement](#)

OUTSIDE PRODUCTION/PERFORMANCE/ACTIVITY POLICY

[Policy Document](#)

[Request Form](#)

WildWind Performance Lab (WWPL)

WWPL Mission Statement

- To provide a performance lab experience for theatre and dance students.
- To privilege process and working with theatre professionals.
- To share our process and our professional guests with the community
- To facilitate graduate thesis projects and research
- To merge the interests of both theatre and dance, working to achieve more coherence between the two disciplines
- To hire diverse artists who share a myriad of professional experiences
- To complement the talents of the existing faculty

Students participating in WildWind Performance Lab (WWPL) will be immersed in a non-traditional and process-oriented developmental laboratory. WWPL concentrates much more on dissecting and questioning the how rather than the what, the product; it's called a lab because it provides a safe place to experiment with what we know already and what we don't know, to take risks.

Students' theatrical skills will be challenged and developed in their primary discipline as well as across the entire theatrical spectrum. Students will work with guest artists who work both as actors, directors, or designers and theatrical ambassadors, entrepreneurs, and storytellers. The guest artists will help to develop a student's artistic integrity in addition to techniques and methodologies.

The productions during WWPL should not be viewed as simply productions. Most academic theatre focuses on a four to six-week production process in which a script is worked on solely to create a final product. WildWind is a process of exploration: a reaction to material, form, idea, and technique. There will be performance aspects, but the process of exploration is valuable in complementary ways. WWPL gives students an opportunity to learn and grow by encouraging a different point of view toward theatre: process over product, workshops over the classroom.

Students participating in WWPL must enroll in six (6) hours of theatre courses. Traditionally this consists of TH A 3306 and 3307. WWPL will be conducted within Summer Session I. Students participating in WWPL are expected to attend workshops, consult closely with a variety of mentors, and cross boundaries of their specific interests. Although they are allowed to take classes and to work other jobs, they need to be as available as they can from 8 am until 5 pm, depending upon the workshops, professional guests, and specific plays/devised pieces being created.

Paying for WildWind Performance Lab

See Graduate Handbook.

RESOURCES AND ADDITIONAL INFORMATION PERTAINING TO THE STUDENT EXPERIENCE

Student Advisors and Undergraduate Advocates

At the end of each academic year, the undergraduate students have an opportunity to nominate up to six undergraduate students as undergraduate advocates and representatives to the faculty Student Affairs Committee. One representative shall be from the BA Dance program, one from BFA Dance, two from the BA Theatre, one from BFA Acting, and one from BFA Musical Theatre.

Potential duties include:

- meeting with the Student Affairs Committee once a semester (potentially early in the morning depending on schedules)
- gathering the thoughts and concerns of fellow undergraduates with an emphasis on specific degree program
- advocating for the best interests of the undergraduate community, serving as leaders and resources for the undergraduate community
- organizing events or initiatives with the support of the Student Affairs Committee to benefit the undergraduate community
- potentially representing the SoTD in recruiting trips and other efforts

Additionally, at least two undergraduate students (one from dance and the other from theatre) will be elected to serve on the Season Selection Committee, helping to program the season for the next academic year. To express interest in service for any of these positions, please complete nomination forms sent via email, and/or contact the current Chair of the Student Affairs Committee.

Scholarship Guidelines for Undergraduate Students

Both incoming and continuing undergraduate students in the School of Theatre & Dance may apply for departmental scholarship awards, which are decided annually by the SoTD Executive Committee. In most cases, scholarship awards range between \$500-\$2,000 and are disbursed to awarded students' accounts in two halves, between the fall and spring terms of the academic year. Most scholarship awards are non-renewable, and students are encouraged to apply for new award consideration each year. Criteria for award eligibility can vary; however, to be considered for most of our departmental awards:

1. Students should have a GPA of 3.0 or higher, and no lower than 2.5.
2. Students should demonstrate leadership skills, and/or a strong commitment and dedication to their studies and to their contributions to the School.

All students who hold departmental scholarships must audition for theatre/dance productions and perform if cast. Performance requirements are waived for students who direct, design, stage manage, dramaturg, or fulfill a significant production responsibility as defined by the School in a given semester. Students must also enroll in at least 12 semester credit hours each long term.

To apply for departmental scholarship consideration, students should complete and submit the scholarship application form, along with any required materials (CV, etc.), to the Scholarship Coordinator or to the school's main office. The [application form](#) is available to students on our school's website, and usually in the main office and/or other campus locations. Students can submit their scholarship applications throughout the academic year, up until the application deadline, *which is usually in February*. After the Scholarship Coordinator collects all applications, the Executive Committee meets to review them and decide award distributions for the upcoming year. Awarded students will receive an announcement of their scholarship and follow-up instructions via email.

In recent years, The School of Theatre and Dance has annually offered roughly 100 scholarship awards to both graduate and undergraduate students. The total amount of annual awards can fluctuate greatly, depending on the funds available to the department. The majority of scholarships are made possible by generous gifts and endowments from private donors. Recognizing this, the School requires students who receive scholarships to write thank-you letters to the appropriate donors to receive their award. All thank-you letters must be collected, reviewed, and forwarded on from the School or College administration. No student should contact donors directly.

As the school continues to grow, internal scholarships have become highly competitive, and many students who apply for scholarship consideration will not be awarded. The TTU Office of Student Financial Aid and Scholarships offers many resources for students interested in additional scholarship opportunities and can assist students with finding and applying for external scholarships.

ADDITIONAL IMPORTANT DEPARTMENTAL LINKS

General:

Independent Studies: [Individual Studies Form](#)

Scholarship Application Form: [Scholarship Application Form](#)

Student Production Assistantship: [Student Production Assistantship Form](#)

Undergraduate Catalog: [Undergraduate Catalog](#)

Expectations:

Health Form: [Health Form](#)

Production Expectations Form: [Production Expectations Form](#)

Waiver and Hold Harmless Agreement: [Waiver and Hold Harmless Agreement](#)

Student Request for Non-Departmental Production Participation Form: [Non-Departmental Request](#)

Advising:

Schedule Planning Sheets: [fall/spring](#) or [summer](#)

Dance Degree Checklist:

[BFA in Dance Recommended Course Sequence](#)

[BA in Dance Checksheet](#)

[BA in Dance SAMPLE Course Sequence](#)

[Minor in Dance Checksheet](#)

Theatre Degree Checklists:

[BA in Theatre Checksheet](#)

[BA in Theatre SAMPLE Course Sequence](#)

[BFA in Acting Checksheet](#)

[BFA in Acting SAMPLE Course Sequence](#)

[BFA in Design/Tech Checksheet](#)

[BFA in Design/Tech SAMPLE Course Sequence](#)

[Minor in Theatre Checksheet](#)

APPENDIX:

WORKING WITH MENTORS

Each student involved in the production process is assigned a mentor from their area. This faculty member has the task of serving as a sounding board for the thoughts and actions of the student, guiding them through the process of choreographing, directing, playwriting, acting, designing, stage managing, etc., while encouraging the highest professionalism and commitment to the craft. The mentor attends production meetings with the students and encourages their charges to reflect on issues and challenges that may have arisen.

Rather than providing answers, the mentor asks many questions that lead the student to consider alternatives and ultimate solutions. The mentor demands high standards of the student but is sympathetic to the challenges that they may face. The mentor encourages the student to study the material deeply, to look for a full and clear articulation of the intention, story, or performance, for example, or to dig for the subtle undertones and meanings of the author's writing or choreographer's movement. The mentor insists that the student be a collaborative member of the production process and keep open the lines of communication to the whole team.

At the same time, the mentor is available for one-on-one discussions concerning any facet of the production. If possible, the mentor should also be present during certain important milestones. Some of these might include the stage manager's mentor attending the first technical rehearsal; the director's mentor attending early, middle and late rehearsals and the preview performance; the costume designer's mentor attending the fittings and dress parade, etc. After the show has closed, the mentor should meet with the student to discuss what the student learned from the process, what worked best, what they might improve, what they would apply to future work, etc. The mentor assures that the learning never stops and serves as a model who always continues to learn.

MENTEE BEST-PRACTICES

Mentor meetings that occur during the normal workday: 8-5. Expect to attend a mentor meeting once a week, if possible. This may include both design and production aspects of your production assignment. You should also be proactive and reach out to your mentor first to schedule these meetings in advance. Mentorship is an aspect that ties into ALL PRODUCTION ASSIGNMENTS, which are a programmatic requirement of both the BFA and MFA.

The following list represent best practices to make the time you spend with your discipline- specific mentor:

- Production-related mentees should create weekly standing meetings for 1 hour.
- When you arrange a standing meeting time, please send a calendar invitation. Do not rely on your mentor to do this.
- Remember to cancel a meeting if you are unable to make it, giving ample warning of 24 or more hours.
- **Be prepared:** make lists of questions, bring them with you, and record the answers. Ideally, send an agenda of items to be covered 24 hours prior to your meeting time. You can also keep a shared document in your Teams Private Channel in the SoTD Design Student Portal, and add to it over time. If you upload such a document, be sure to signal your mentor's attention by sending them an @ sign plus their last name, which will tag and notify them.
- Do not expect that online options will always be an available option when scheduling your mentor meetings.

- Use these meetings as practice for presenting to teams, communicating with the director and designers, etc. Refer to the Production Guidelines, should you be unsure of your benchmarks. These are located in the Teams associated with Productions.
- Arrive to meetings with a printout of drafting plates and paperwork (send links to the PDFs and the digital drafting file as well, at least 24 hours prior to the meeting).
- Remember to learn from the process: if you are late with a deadline, be early the next time. If you receive a physical note about anything, keep it for future reference.
- If you feel behind on process, or forget information, seek out resources (books, links, the physical library for research). Keep your mentor abreast of this so that they can help your trouble-shoot or advocate for other solutions to ensure that the process does not derail.
- Respond to emails and send recap emails to any drop-in or hallway meetings. And do not hesitate to follow-up with your mentor if you feel that something has been forgotten or when they ask you to follow-up on an item.

You will have many types of mentors throughout your life. Mentors exist to further your education and/or career, but they are not on call 24/7. Plan meeting times, be prepared, don't miss meetings, and avoid gossip or complaining. You may have one primary mentor, but the entire faculty is at your disposal if you have a question or problem. Also, remember that the Director of the School is available if you have a sensitive issue.

LUBBOCK and TTU STUDENT RESOURCES GUIDE

Basic Needs Resources

Student Basic Needs Resources and Report form:

<http://www.depts.ttu.edu/dos/basicneeds.php>

- *Report if you or a student you know struggle to meet basic needs*

Red Raider Food Pantry:

<https://www.depts.ttu.edu/dos/foodpantry.php>

South Plains Food Bank:

<https://www.spsfb.org/>

Raider Ride:

<http://www.depts.ttu.edu/parking/InformationFor/MobilitySolutions/RaiderRide.php>

- *Free on campus and cheap off campus evening transportation*

Free Car Clinic:

<http://www.depts.ttu.edu/parking/Resources/TPSHelps/FreeCarClinic.php>

- *Mechanics provide free services on cars*

Motorist Assistance Program:

<http://www.depts.ttu.edu/parking/Resources/TPSHelps/MAP.php>

- *Free car services like: air in flat tires, one gallon of gas, jump start vehicle, unlock a vehicle*

Break Shuttle:

<http://www.depts.ttu.edu/parentrelations/bustrips.php>

- *Bus from TTU to Texas cities during breaks*

Student Business Center:

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

- *Payment plans and tuition support*

Financial Aid:

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

Red to Black Peer Financial Counseling Services:

<http://www.depts.ttu.edu/r2b/>

Red Raider Relief Fund:

<http://www.depts.ttu.edu/r2b/RRF.php>

- *Emergency financial assistance to help keep you in school*

Book Loans:

<http://www.depts.ttu.edu/studentbusinessservices/loans/loanInfo.php>

Lubbock County Financial Assistance Programs:

https://www.needhelpayingbills.com/html/lubbock_assistance.html

Neighborhood House: Emergency Housing:

<https://www.upbring.org/programs-and-services/community-services/neighborhood-house/>

Salvation Army:

<https://www.salvationarmytexas.org/lubbock/>

- *Emergency Housing, Food, Rent/Utilities Assistance (may not be LGBTQ+ friendly)*

TTU Health and Safety Resources:

Student Counseling Center:

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

Group Counseling:

http://www.depts.ttu.edu/scc/Group_Counseling/group_descriptions.php

- *Groups include: Understanding Self & Others (USO), Safe Haven, Weighting for Inner Peace, Journey to Wholeness, Build Your Social Confidence (BYSC), Transgender/Non- Binary Support, Taking Back Hope, The Healing Room, Manage Your Mood*

Couple, Marriage and Family Counseling:

http://www.depts.ttu.edu/hs/mft/clinical_services.php

Texas Tech Crisis HelpLine at (806) 742-5555

- *The Crisis HelpLine provides 24/7/365 assistance for students experiencing suicidal thoughts, mental health crises, sexual assault, and interpersonal violence.*

Psychology Clinic:

<https://www.depts.ttu.edu/psy/clinic/>

- *Provides non-emergency low cost therapy*

Students of Concern:

<https://www.depts.ttu.edu/dos/BIT/>

- *Report any students you are worried about and TTU will reach out with resources. An anonymous reporting tool.*

Student Health Services:

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

- *Dr. appointments, referrals to drug and alcohol abuse services*

Center for Collegiate Recover Communities:

<http://www.depts.ttu.edu/hs/csa/>

- *Supporting students in recovery from addiction and substance abuse*

Massage Therapy at the Rec Center:

<https://www.depts.ttu.edu/recsports/fitwell/massagetherapy.php>

Manage your Mood Online Course:

<http://www.depts.ttu.edu/scc/BBF.php>

Biofeedback Personal Coaching:

<http://www.depts.ttu.edu/scc/Biofeedbackpc.php>

MindSpa Relaxation Suite:

http://www.depts.ttu.edu/scc/Mind_Body/

Online Therapy:

<http://www.depts.ttu.edu/scc/tao/>

Military and Veteran Support:

<http://www.depts.ttu.edu/diversity/mvp/>

Title IX Reporting:

http://www.depts.ttu.edu/titleix/students/Report_an_Incident.php

- *Reporting gender based discrimination, dating violence, domestic violence, hostile environment, sexual assault, nonconsensual sexual contact, sexual exploitation, sexual harassment, stalking, retaliation, or other forms of sexual misconduct.*

Lubbock Health and Safety Resources

Lubbock Police Department:

Non-emergency number: (806) 775-2865

<https://ci.lubbock.tx.us/departments/police-department>

Lubbock Sheriff's Office:

Non-emergency number: (806)-775-1400

<http://www.lubbocksheriff.com/>

Children's Advocacy Center:

Provides child abuse victims with a friendly, culturally-sensitive, non-threatening and neutral environment that offers support and protection.

(800) 252-5400

<https://www.safeplace4kids.org/>

Community Health Center of Lubbock:

<https://www.chclubbock.org/>

Catholic Family Services of Lubbock:

<https://www.cclubbock.org/>

CONTACT Lubbock phone numbers (crisis hotline):

<http://www.contactlubbock.org/>

Women's Protective Services of Lubbock:

<https://www.wpslubbock.org/>

The Ranch at Dove Tree (substance abuse counseling):

<https://ranchatdovetree.com/>

StarCare of Lubbock Mental Health Crisis Line:

(806) 740-1414 <http://www.lubbockmhmr.org>

Voice of Hope: Support for victims of domestic/dating violence and abuse.

<https://www.voiceofhopelubbock.org/>

Academic Resources:

The Learning Center:

<https://www.depts.ttu.edu/soar/LC/Index.php>

- *Tutoring and academic support/coaching*

Techniques Center:

<https://www.depts.ttu.edu/techniques/services/index.php>

- *Tutoring and academic support/coaching, not every student is eligible, so investigate*

University Career Center:

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

- *In Wiggins Hall is a closet full of business attire you can check out free.*

Student Disability Center:

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

- *For visible and invisible disability, learning differences and neurodiversity support*

Mentor Tech:

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

- *Mentorship and support for students from underrepresented groups*

First Generation Transition & Mentoring Programs:

<https://www.depts.ttu.edu/diversity/FGTMP/>

Trio Student Support Services:

<https://www.depts.ttu.edu/trioss/>

- *Tutoring, financial aid and advising*

Support Operations for Academic Retention (SOAR) :

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

- *Review sessions, academic support and supplemental instruction*

RISE (Risk Intervention and Safety Education):

<https://www.depts.ttu.edu/rise/AboutRISE.php>

- *Substance abuse prevention, relationship education, violence prevention, Wellness Coaching and sexual health*

AND SO MUCH MORE! Reach out to faculty and advisors for more resources. If we don't know how to help we will help you find someone who does.

GENERAL ONLINE DANCE RESOURCES

RESEARCH RESOURCES

Dance/USA Research Resources: <https://www.danceusa.org/research-resources>

Dance Data Project Research: <https://www.dancedataproject.com/research/>

LIBRARIES AND ARCHIVES

NYPL Jerome Robbins Dance Division: <https://www.nypl.org/locations/lpa/jerome-robbins-dance-division>

American Dance Festival Archives: <https://americandancefestival.org/archives/>

Jacob's Pillow Archives: <https://www.jacobspillow.org/archives/>

Library of Congress Research Guide: <https://guides.loc.gov/dance>

EDUCATIONAL/CAREER RESOURCE

TEKS Guides: <https://tea.texas.gov/academics/curriculum-standards/teks-review/fine-arts-texas-essential-knowledge-and-skills>

CONFERENCES/PROFESSIONAL ORGS

National Dance Education Organization: <https://www.ndeo.org/>

Dance Studies Association: <https://www.dancestudiesassociation.org/>

International Association of Dance Medicine and Science: <https://iadms.org/>

Association of Blacks in Dance: https://www.iabdassociation.org/?gclid=CjwKCAjw9-6oBhBaEiwAHv1QvPOC0h_3HL9ZT1ncNLnYweJyGELrH-FbDzWH0nn4u4xtIaKJYaibBoCW2cQAvD_BwE

Dance/USA

JOB RESOURCES

Dance Faculty Jobs: <https://www.higheredjobs.com/faculty/search.cfm?JobCat=260>

GENERAL THEATRE RESOURCES

COMPILATIONS OF THEATRE EMPLOYMENT RESOURCES:

[Theatre Arts Resources — York College / CUNY](#)

THEATRE PUBLICATION, EDUCATIONAL, AND RESEARCH RESOURCES:

[Theatre Journals and Magazines - Theatre Resources - Research Guides at Ohio State University \(osu.edu\)](#)

[Resources | IFTR](#)

[Theater – BMCC Open Educational Resources \(cuny.edu\)](#)

[McCoy's Guide to Theatre and Performance Studies \(stetson.edu\)](#)

[Communication, Film, & Theatre Tools \(ung.edu\)](#)

[Journals & Magazines - Theater: A Guide to Research and Resources - Research Guides at Princeton University](#)

LIBRARY GUIDES:

[Home - Theatre - Guides @ UF at University of Florida \(ufl.edu\)](#)

[Theater Resources - Magale Library \(saumag.edu\)](#)

[Academic Resources - Drama and Theatre - Library and Learning Resources at London South Bank University \(lsbu.ac.uk\)](#)

[Home - Theater: A Guide to Research and Resources - Research Guides at Princeton University](#)

[Online Resources - Theatre - McGovern Library at Dakota Wesleyan University \(dwu.edu\)](#)

[Online Resources - Theater - LibGuides at Marian University](#)

THEATRE EDUCATION CAREER RESOURCES AND CONTENT (primarily K-12):

[Educational Theatre Association \(EdTA\), EdTA Career Center|Find Your Career Here \(schooltheatre.org\)](#)

[Theatre — University Interscholastic League \(UIL\) \(uiltexas.org\)](#)

[Free Drama / Theater Resources for Students and Teachers – Stage Partners \(yourstagepartners.com\)](#)

[DTA | Resources \(theatrefolk.com\)](#)

[Sample theater curriculum maps | WeTeachNYC](#)

[Theatre: High School | TEKS Guide](#)

ONLINE TEACHING/LEARNING RESOURCES:

[Virtual Theatre Education Resources: The Epic Crowdsourced List \(theaterish.com\)](#)

[Teaching Theatre Online - Resources for Your Classes - CreativeDrama.com](#)

[MORE Resources for Teaching Theatre Online - CreativeDrama.com](#)

CONFERENCES AND PROFESSIONAL ORGANIZATIONS:

[Online Industry Resources | United States Institute for Theatre Technology \(usitt.org\)](#)

THEATRE-VENUE BASED EDUCATIONAL RESOURCES:

[For Teachers | Fords Theatre](#)

[Online Resources | Garden Theatre](#)

[Resource Packs List | National Theatre](#)

[Online Resources - Open Theatre](#)

[Resources for Artists and Freelancers \(publictheater.org\)](#)

[A Complete Guide: National Theatre's Free Teaching Resources \(theschooltrip.co.uk\)](#)

ACADEMIC JOBS:

[Theatre Faculty Jobs - HigherEdJobs](#)

STREAMING RESOURCES:

[Where to Stream Theatre Online | Best places to watch and stream theatre \(stagemilk.com\)](#)

DESIGN RESOURCES:

[Online Teaching Resources for Theatre Design & Technology - Matt Kizer: Scenic & Lighting Design \(scenicandlighting.com\)](#)

MUSICAL THEATRE RESOURCES:

[Other Online Resources - Musical Theatre Resources - Research Guides at University of Michigan Library \(umich.edu\)](#)

[Resources \(musicaltheatreeducators.org\)](#)

TYA:

[Digital Theatre for Children. Entertain. Educate. Inspire! \(childrenstheatredigital.com\)](#)

USITT Resume Resources:

<http://sightlines.usitt.org/archive/v46/n12/stories/ResumeSeries.html> (Read Parts 1-3)

Other Resume Resources

<https://www.theatricaldesign.com/downloads/resume.doc>

<http://taramaginnis.com/putting-personality-in-your-portfolio-and-resume-theatre-design-and-technology-winter-1996/>

https://www.google.com/url?sa=t&source=web&rct=j&url=https://tisch.nyu.edu/content/dam/tisch/student-affairs/CareerDevelopment/CareerDocs/Tisch%2520Resume%2520Guide%2520%2526%2520Samples.pdf&ved=2ahUKEwjY2fPR-t7yAhW1CTQI-HYkSBIk4MhAWegQICBAB&usg=AOvVaw3vV09oDPd5g1XnsXt_9QI2

ACCESS AND ENGAGEMENT:

<https://docs.google.com/spreadsheets/d/13qHZI3IfV35LEK24LC8FwVxYo93CGwcbx0kyEuTrYI4/edit#gid=515592040>

Creating Agents of Social Change: <http://www.lspirg.org/research>

Art Equity: <https://www.artequity.org>

People's Survival Institute: https://www.pisab.org/programs/?fbclid=IwAR116vkVza2AvL9PeA00iFO6rVKrA60EHHyQfqsp4DAK2TIFRY_AC-pEk6BI

Scaffold of Anti-Racist Resources: <https://docs.google.com/document/d/1PrAq4iBNb4nVIcTsLcNIW8zjaQXBLkWayL8EaPlh0bc/mobilebasic>

We See You WAT: <https://www.weseeyouwat.com/>

Book, Critical Conversations: https://www.amazon.com/Crucial-Conversations-Talking-Stakes-Second/dp/0071771328/ref=sr_1_3?dchild=1&keywords=conflict+resolution&qid=1597717223&sr=8-3

STRATEGIES FOR ACCOUNTABILITY AND ADVOCACY:

<https://everydayfeminism.com/2016/05/call-out-accountability/>

<https://blog.zombiesrungame.com/2020/03/31/commissioning-new-adventures-building-an-inclusive-process/>

<https://www.open.edu/openlearncreate/course/index.php?categoryid=142>

<https://www.equitableeval.org/resources/>

TTU ACRONYM CHEAT SHEET

TTU's Acronym, Abbreviations, and Internal Glossary Terms:

<https://www.depts.ttu.edu/irim/Crosswalk/definitions.php?t=TTU>

TCVPA's Acronyms and Abbreviations Cheat Sheet

(not listed on the TTU acronym webpage, unless the acronym has an additional meaning)

Our college - You will see all of these used, but TCVPA is the most current acronym for the College and the one to use for all external communication.

TCVPA = Talkington College of Visual & Performing Arts

CVPA = College of Visual & Performing Arts

VPA = Visual & Performing Arts

TTUS = Texas Tech University System

Schools:

SOM = School of Music

SOA = School of Art

SOTD = School of Theatre & Dance

T&D = Theatre & Dance

CMS = Creative Movement Studio (Dance building)

New Black Box Theatre is named: The CH Foundation Legacy of Christine DeVitt Black Box Theatre.

Terms:

DMFR = Data Management and Financial Resources (formerly AFISM = Administration and Finance Information Systems Management)

AFR = Annual Faculty Report

ARC = Arts Research Collaboratory (partnership with library)

ARC = Awards & Research Committee (TCVPA committee)

ATS = Academic Testing Services

CIP = Capital Improvement Program

CIP Code = Classification of Instructional Programs (code that is used by the state for categorization and funding of degree programs)

CPE = Comprehensive Performance Evaluation (post-tenure)

CSP = College Strategic Plan

DEI = Diversity, Equity and Inclusion

ELSAP (formerly ELPN) = East Lubbock Students Arts Promise

EOPS = Employee One-Time Payment System

EPAF = Electronic Personnel Action Form
FALC = Fine Arts Learning Community
FOAP = Fund-Organization-Account-Program (for billing purposes—we provide the account for billing within TTUS)
FOP = Fund-Organization-Program (for billing purposes on Purchase Orders for vendors)
HEADS = Higher Education Arts Data Services
HRC = Hiring Review Committee
IA = Institutional Advancement
LPP = Low Producing Program
NASD = National Association of Schools of Dance.
NASM = National Association of Schools of Music,
NASAD = National Association of Schools of Art and Design,
NAST = National Association of Schools of Theatre
OIA = Office of International Affairs
OPA = Office of Planning and Assessment
P-Card = Purchasing Card (TTU credit card)
PAC = TCVPA Personnel Actions Committee
PAPC = Personnel Actions Policy Committee.
PATBS = Presidential Arts Talent Based Scholarship
PO = Purchase Order
SDS = Student Disability Services
STS = Scholarship Transmittal System
T&P = Tenure and Promotion
TLPDC = Teaching Learning and Development Center
TRIP = Texas Research Incentive Program
TrUE = Center for Transformative Undergraduate Experiences
VPA-CAP = Visual & Performing Arts-College Curriculum and Procedures Committee
WTE = Web Time Entry

Other locations/campuses:

TTUHSC = Texas Tech University Health Sciences Center
ASU = Abilene State University (now part of the TTU System)

Applications:

Cornerstone = Online training signup site
TeamApp = used to request access to TechBuy, Finance Signature Authority, HR Reports, ePAF (electronic personnel action form) and WTE (web time entry)
TechBuy = Shopping mechanism used by TTU