Texas Woman's University
College of Arts & Sciences
School of the Arts

DEPARTMENT OF
DANCE

Summer 2014
Doctoral Cohort
& Advisor Handbook

Photo credit: Jesse Seroggins
Choreographer: A'Krhia Carey, 2012 doctoral student
Pictured: Brittany Hunter (MFA) and Cari Holman (UG)

Texas Woman's University is an accredited institutional member of the National Association of Schools of Dance
# Table of Contents

History of Dance at TWU ................................................................. 1
Administrative Structure and Contact Numbers .......................... 3
Department of Dance Mission, Goals and Objectives ...................... 4
Graduate Programs ................................................................. 8
Doctor of Philosophy in Dance ................................................... 11
  TWU Requirements for Ph.D. ................................................. 12
  Low-Residential Format ....................................................... 13
  Program of Study and Calendar ............................................. 15
  Course Descriptions ......................................................... 18
  Qualifying Exam Preparation .............................................. 20
Dissertation
  Selecting a Dissertation Committee .............. 25
  Preparing the Dissertation Prospectus .............. 25
  Researching and Writing the Dissertation ......... 27
  Preparation for the Oral Defense ...................... 29
  Suggestions for Working with the Advisor ........... 31
  Time Limit for Completion of Dissertation .......... 32
Human Subjects Review – INSTITUTIONAL REVIEW BOARD ............ 34
Appendices ................................................................. 35
  A. Preliminary Program Proposal
  B. Doctoral Degree Plan
  C. Student Learning Outcome Rubrics for Qualifying Exams, Prospectus,
     Dissertation, and Final Oral Defense
A Brief History of Dance at Texas Woman’s University

Dance has long been an important part of the academic and artistic community at Texas Woman’s University. Dance classes have been offered since the founding of the University in 1901. Every year, dating back to 1926, dance artists have visited and performed on the campus. In the early years academic study in dance at TWU was developed under the auspices of Physical Education and with the guidance of educators Dr. Anne Schley Duggan and Dr. Aileene S. Lockhart who were committed to the development of dance as a discipline in higher education. The first dance degree offered by TWU was the Bachelor’s degree in 1953. Three years later, in 1956, the Master of Arts in Dance and Related Arts was approved and in 1958, TWU became one of a very few universities in the United States to offer a doctoral program in Dance. Through the 1960’s and 70’s we continued our close association with Physical Education and shared many courses and policies for the administration of our degree programs. During these years, a growing community of dance scholars helped shape dance as a discipline with its own modes of inquiry, theories, concepts and language. Dance developed not only as an art form, but also as a specialized area of study in colleges and universities throughout the country. In 1974, after many years as part of a single Health, Physical Education, and Recreation component, Dance became an autonomous department within the College of Health, Physical Education Recreation & Dance.

As part of a university-wide strategic planning effort, the university implemented a new plan for academic reorganization in fall 1989. At this time, we became the administrative unit Programs in Dance located in the Department of Performing Arts in the College of Arts and Sciences. Joining together with Drama and Music aligned us with the other performing arts at TWU and allowed us to formalize the many interdisciplinary efforts that have long been characteristic of our work. In fall 2002, the expansion of our collaborative artistic endeavors led to the forming of the School of the Arts which is comprised of the Departments of Dance, Music and Drama, and Visual Arts. In addition to our collaborative work with the other arts, we have developed many other cooperative academic and artistic initiatives with several programs on campus such as Education, Women’s Studies, Nursing, History, Rhetoric, and Kinesiology.

From 1995-1999, Dance Teacher magazine ranked college and university dance programs based on a survey of dance department heads in the U.S. and Canada; each year TWU was ranked one of the "Top Ten Dance Programs in the U.S. and Canada." In 1998 we were invited to join the Council of Dance Administrators, an invitational group of approximately 20 institutions providing a roundtable for dance executives to discuss current issues of importance to dance in higher education. In fall 2001, Texas Woman’s University became an accredited member of the National Association of Schools of Dance.

With the emergence of distance learning technologies, the academic landscape began to shift dramatically throughout the University. In summer 2005, we taught our first 100% online course and our offerings of 100% online courses for University Core Curriculum credit grew to 7-9 sections per semester. A concentration in Dance Studies comprised of 100% online courses for the Bachelors of General Studies Program was inaugurated in fall 2006.
Established in 1958, the doctoral program at TWU is the oldest continuing Ph.D. program in Dance in the U.S. Building on our long history with doctoral study, in summer 2006 we entered a new era of graduate programming with the inauguration of the Low-Residential Format for the Ph.D. in Dance. Responding to the needs of the field and the increasing numbers of full-time professionals seeking doctoral degrees, we redesigned the schedule format of the Ph.D. program to make it accessible to accomplished working professionals. In summer 2006, we welcomed the first Low-residential Doctoral Cohort, the first dance doctoral program of its kind in the United States.
# Administrative Structure

*Chair, Department of Dance*  Prof. Mary Williford-Shade  
*Co-Directors, School of the Arts*  Prof. Mary Williford-Shade (Dance)  
Dr. Pamela Youngblood (Music and Drama)  
*Dean, College of Arts and Sciences*  Dr. Ann Staton  
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In keeping with the mission of the Texas Woman's University to emphasize liberal arts and professional programs, the mission of the Department of Dance is to prepare liberally-educated and socially responsible dance professionals (artists, educators, and scholars) who are well-grounded in the practice, theories, and contexts of dance. To achieve this mission the Department of Dance provides a comprehensive liberal arts-based program and fosters an environment in which individuals, particularly women, are encouraged to develop artistic excellence, integrity and social responsibility, prepare for careers in the dance field, and explore their leadership potential.

**Goal: Liberal Arts-Based Programs of Study**

To prepare dance artists, educators, and researchers who possess an in-depth and integrated knowledge of dance making and who can critically engage in the aesthetic, cultural, and historical contexts of dance as an art form and cultural phenomenon.

**Objectives**

- Offer graduate and undergraduate programs of study that are grounded in the values and assumptions of liberal education and are fundamentally process-oriented.

- Create a teaching/learning community that values and fosters diversity and difference as well as encouraging social responsibility.

- Enhance programmatic opportunities by incorporating experiential/real-life academic and artistic content throughout the curriculum.

- Emphasize the creation, development, implementation and assessment of personal pedagogies that have their origins in scholarly practice (art making and research).

**Goal: Collaboration, Integration, Interdisciplinarity**

To provide a creative and collaborative learning environment which challenges students to develop unified physical, intuitive, and intellectual endeavors.

**Objectives**

- Facilitate integrated learning through the development of "networks of content" between and among courses.

- Provide scholarly (art making and research) opportunities for students to engage in collaborative projects.
• Establish mediums/forums/venues through which interdisciplinary discussions and exchanges can occur.

• Participate in campus opportunities to promote interdisciplinary thinking/doing as related to scholarship, teaching, and service.

• Partner with academic components that encourage interdisciplinary work and provide models of interdisciplinary scholarship and pedagogy.

**Goal: Student and Faculty Scholarship**

To foster opportunities for faculty and students to engage in scholarly endeavors—art making and research—that will advance the knowledge of dance as a discipline and art form.

**Objectives**

• Emphasize praxis\(^1\) throughout the curriculum as the foundation for scholarship (art making, research, art making/research, research/art making).

• Create a culture of intellectual possibility that values diversity in qualitative scholarly pursuits and provides opportunities for students to be scholars throughout their programs of study as they experience the processes of choreographing, performing, presenting, writing, designing, and composing their work.

• Mentor students in submitting scholarly work to conferences, festivals, publications, and other art making and research venues.

• Encourage and support faculty scholarship that will enhance the national and international profile and stature of the Department of Dance and the University.

**Goal: Future-Oriented Teaching/Learning**

To prepare dance professionals (artists, researchers, educators, leaders) to meet the demands of an ever-changing dance world.

**Objectives**

• Weave process-oriented experiences throughout the curriculum designed to educate students for the future by engaging them in such activities as questioning, recontextualizing, discovering problems, solving problems, thinking about their own thinking, and considering ideas from multiple perspectives.

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\(^1\) **Praxis** is defined by Paulo Freire as a teaching/learning process that goes from action to reflection and from reflection upon action to new action. It is used here to emphasize the integration of theory/practice and reflects our search for more inclusive, less oppositional, language to describe our departmental philosophy and pedagogical vision.
• Create a teaching/learning community that emphasizes personal agency and social responsibility.
• Integrate appropriate uses of technology in teaching, art making and research.
• Utilize online technology to enhance teaching/learning and the exchange of ideas in face-to-face classes as well as making courses and programs more accessible to working professionals.

Goal: Leadership, Ethics and Integrity
To provide role models for leadership and the advancement of the significance of dance in society and to emphasize the importance of participating in the profession with the highest regard for ethical practice and integrity.

Objectives

• Engage students in discussions about artistic integrity and ethics related to and in the context of diverse practical settings and experiences.
• Emphasize the importance of maintaining personal health and wellness through demonstrating a value for diverse body types, attending to health/wellness issues in courses, offering and integrating bodywork in the technique program and communicating current information on issues, programs, and workshops.
• Provide students with opportunities to serve in the role of –artistic citizen‖ in practical/experiential settings.
• Maintain active professional roles as faculty in order to share experiences with students and to integrate current knowledge/information in coursework appropriate to the content.
• Provide opportunities for students to have contact with working professionals in the field.
• Ensure ethical practice in research and teaching through careful mentoring/supervision of students and monitoring compliance with the Federal laws and institutional policies protecting the rights and welfare of human participants in research.

Goal: Dance in General Education
To provide dance experiences as part of a basic arts education which aim to provide all university students with the knowledge and skills to understand and appreciate the arts.

Objectives

• Offer both studio and theory courses in a variety of dance forms and formats, including 100% online courses, to fulfill University Core Curriculum requirements.
• Offer dance coursework in support of other University programs such as the BGS and MAT programs.

• Maintain a presence in University-wide courses through serving as guests lecturers and performers.

• Provide formal and informal concerts/performances/lecture demonstrations by students, faculty, and guest artists in a variety of venues and schedules to reach diverse audiences.

• Maintain an active role in governance and policy development through University committee service and leadership.

**Goal: Dance Advocacy in Regional, National, and International Communities**

To provide dance and performance arts programs for festivals and organizations by facilitating student experience in the development and realization of community-based dance programs at the regional, national, and international level.

• Offer a variety of dance experiences and programs to the regional community and provide opportunities for TWU students to teach and organize these programs. Such programs include but are not limited to, the TWU Community Dance Center, Career Day for Dancers, *KidsDance: Rhythms for Life*, Dance for the Planet, and *DanceWorks* lecture-demonstrations and workshops, as well as formal and informal concerts and annual dance guest artist residencies.

• Engage students in organizing and implementing community-based performances in K-12 schools and various social, residential, and community centers.

• Provide opportunities for students to present their scholarly endeavors (performance and research/writing) at national conferences, festivals, workshops, and other venues.

• Provide opportunities for students to share their scholarly work in face-to-face and online formats with international dance communities.

Approved Fall, 1988
Updated Fall, 1997
Objectives Added Spring, 2000
Revised, May, 2006; May 2010; May 2012, May 2014
Graduate Programs

Graduate Degrees Offered

The Department of Dance offers M.A., M.F.A., and Ph.D. degrees in dance. The M.A. degree is a two-year program designed with considerable flexibility for those interested in enhancing their knowledge of dance with a particular personal or professional goal in mind. The M.A. is also the appropriate degree for those interested in developing research skills and scholarly competencies leading to doctoral study. The M.F.A. program is a three-year program emphasizing dancemaking (choreography and performance) and is designed to prepare the working artist for professional venues and/or teaching positions in higher education. The Ph.D. program is a research-oriented program designed to prepare dance researchers and writers. In addition to the desire to delve deeply into scholarly approaches to theorizing artistic practice, many seek a doctoral degree to support their aspirations to assume leadership positions in higher education as well as in public and private arts agencies.

Terminal Degrees

In most colleges and universities that offer dance programs, both the M.F.A. and Ph.D. degrees are considered terminal degrees. A terminal degree is the highest degree conferred in a particular field of study and in most cases, is required for a faculty member to be tenured and promoted through the professorial ranks to the rank of full professor. The arts as disciplines in higher education are distinguished by two primary types of scholarship: 1) research and writing, like most other disciplines, resulting in publications and presentations and 2) art making in the form of choreography, performance, exhibitions, and designs. The appropriate terminal degree is directly related to the specific role of a faculty member and the teaching and scholarship expectations associated with her or his academic position.

Studio faculty who have primary teaching and mentoring responsibilities in the areas of technique, performance, improvisation, composition, choreography, and production are expected to have academic credentials and scholarship profiles that are directly related to these experiences. In this case, the appropriate terminal degree is the M.F.A. and scholarly activities include performance, choreography, and other art making endeavors in national venues.

Faculty who mentor research students and teach theory courses in areas such as artistic practice and process, cultural studies, pedagogy, history, and research methods typically hold the doctoral degree and are expected to engage in a research agenda that leads to the presentation of research and the publication of books and/or articles in national forums. For many faculty members who have M.F.A. degrees, seeking a doctoral degree is a choice to pursue new career directions which, in addition to research, may include academic leadership and administration.

It is important to remember that studio and theory work are deeply connected and individuals have several different options when deciding which academic degree to pursue. Many faculty members with M.F.A. degrees teach a variety of undergraduate and graduate theory courses in
their areas of expertise and dance faculty with Ph.D. degrees often teach technique as well as choreograph and perform. While their scholarship may be primarily art making or research, M.F.A. faculty often write about their teaching and artistic practice, design curricula, and administer programs; faculty with doctoral degrees often produce their artistic work, engage in a variety of collaborative art making enterprises, and serve as artistic mentors.

The decision to pursue an M.F.A. or a Ph.D. as a terminal degree is primarily a decision of career emphasis and how one plans to shape future teaching and scholarship practice. Many dancers with a deep interest in studio work decide to pursue the M.F.A. in order to make a transition to higher education teaching where an M.F.A. is, almost in every instance, required to be competitive in the job market for tenure-track positions in dance. There are also those dancers who have an interest in research and writing, and while developing their skills as dance artists in their M.A. programs, also develop the theoretical background and research skills necessary to pursue a doctoral degree. Another typical scenario of career path and terminal degree is the university faculty member with an M.F.A. degree and several years of teaching experience who decides that she or he would like to pursue scholarly discourse in the form of researching and writing in a particular area of interest. Engaging in doctoral study provides this opportunity and, in the end, the doctoral degree is earned.

Graduate Study: An Integration of Theory and Practice in Dancemaking and Research as Scholarship

The professional roles of artist, educator, and researcher in academe are defined by teaching, scholarship, and service to the profession. The content and experiential natures of the graduate programs at TWU are also shaped by this traditional integration of teaching, scholarship, and service. However, at TWU, particularly in the Department of Dance, we use the term “scholarship” rather than “research,” the traditional and more limiting term. For us, scholarship encompasses contributions of new knowledge in diverse forms and expressions including performance, choreography, new media artistic work, publications, and presentations. The important feature of our Department is the belief that at the core of all scholarly endeavors in dance is the actual experience of dancemaking in its many and diverse contexts. In this sense, physicality is a core value of the graduate program and guides our work as we theorize from our practice and use these insights to inform our practice – choreographing, performing, researching, writing. While courses may be classified with studio or theory-based emphases, all of the graduate coursework is characterized by the integration of theory and practice. The experiences of doing and reflecting, making and perceiving, dancing and thinking/talking/writing about dancing are interwoven throughout the programs of study for all graduate degrees.

Graduate Standards

Graduate students are expected to pursue excellence in all aspects of their work in the Department of Dance. No grade below a “B” will be accepted for any graduate degree in Dance, this includes the M.A., M.F.A., and Ph.D. degrees.
 Academic Standards for Ph.D. Degree in Dance

A grade of “C” in any one of the core courses required for the Ph.D. program will result in dismissal from the program. Core courses include all DNCE courses comprising the first two-years of doctoral coursework, with the exception of Individual Study courses. The Qualifying Examination assesses breadth and depth of knowledge and the skills and competencies necessary to conduct independent research. In particular, the exams focus on the application of knowledge and competencies to the specific area of scholarly research that will lead to the successful completion of the dissertation. The coursework throughout the first two years covers discipline content, research methodologies, and breadth of knowledge to both support and focus dissertation research. The doctoral coursework and the Qualifying Examination represent two distinct areas of study and achievement in the program. Thus, earning the grade of –Al in all required courses does not necessarily guarantee successful completion of the Qualifying Examination. For this reason, doctoral students are expected to be continuously engaged in a program of self-directed researching and reading in areas outside of the coursework specifically related to their research interests.
**Doctor of Philosophy in Dance**

The Ph.D. in Dance is a research-oriented program connecting theory with practice in such contexts as artistic process, dance studies, cultural and performance studies, scholarship of teaching and educational leadership, and professional presentation of research interests. The goal of the program is to provide opportunities for established professionals in the field -- dancers, choreographers, teachers, and other dance practitioners -- to implement individual data gathering and analysis methodologies which further contribute new knowledge within the field of dance.

The objectives of the Ph.D. Program are:

1. To develop an understanding of what it means to be a strong contributing member of a progressive and generous scholarly community and to engage in ethical/responsible knowledge practices;

2. To develop an understanding of praxis as it relates to current issues and developments in relevant areas of research;

3. To develop a conceptual understanding of dancemaking processes as setting the foundation for engaging in praxis-oriented research and writing in a variety of art practices as well as cultural, historical, social, and political contexts;

4. To develop in-depth theoretical and methodological skills and knowledge necessary for designing and carrying out theory-generating research in personally-relevant areas of dance practice and praxis;

5. To develop and/or enhance understandings of dance within the educational setting, and to articulate and apply a personal educational philosophy grounded in a scholarly vision;

6. To develop and realize a personally meaningful scholarly agenda that will contribute to greater understandings about the nature of practice and praxis in dance;

7. To develop and/or enhance the scholarly competencies necessary to function as an independent researcher/writer who is prepared to make substantive contributions of knowledge to the field.
General TWU Requirements for the Ph.D. Degree

1. Completion of at least 90 semester hours beyond the bachelor's degree (courses designated as graduate status). At least 50 percent of the work (45 graduate credit hrs.) toward the doctoral degree must be composed of courses having residence status at the Texas Woman's University.

2. No grade below a –B‖ can be accepted toward the doctoral degree. A grade of –C‖ in any one of the core courses required for the Ph.D. program will result in dismissal from the program.

3. Satisfactory completion of the required sequence of core courses and required on-campus residencies. In order for low-residential status to be maintained, 51% of time in coursework must be spent on campus; thus, residencies are required.

4. Satisfactory completion of the research tool requirement (embedded within the core curriculum).

5. Admission to Ph.D. candidacy takes place only after successful completion of the written and oral portions of the Qualifying Examination, demonstration of professional promise, and completion of 2, 3, and 4 above. Admission to candidacy requires the successful completion of prerequisites and unconditional admission to the Graduate School.

6. Satisfactory completion of the Prospectus for a Dissertation.

7. Satisfactory completion of a dissertation.

8. Satisfactory completion of the oral defense of the dissertation.

9. Satisfactory completion of all degree requirements within ten consecutive calendar years from the date doctoral credit is first earned (see p. 83, TWU Graduate Catalog, 2012-2014).

It is the responsibility of the student to review carefully the Graduate School policies and procedures for doctoral degrees contained in the Graduate Catalog. Students should take particular note of the policy on doctoral hours exceeding the legislated limit of 99 credit hours (see p. 83, TWU Graduate Catalog, 2012-2014).
Low-Residential Format for Dance Professionals and
Full-time In-residence Program

The low-residency Ph.D. program is structured to meet the needs of students wanting to maintain their professional responsibilities while pursuing doctoral studies. On-campus residencies consist of summer intensives, as well as one-week campus visits during the fall and spring semesters. Students will be continually engaged in their coursework throughout each semester and will work closely with faculty and their doctoral colleagues in the program. The residential intensives, interwoven with web-based interactions, will facilitate scholarly discourse intended to connect the exploration of artistic practice and pedagogy with students’ professional and research interests.

The low-residential format is designed for students entering the program with strong backgrounds in artistic practice, dance writing, analysis, and/or pedagogical practice. The sequence of courses and degree requirements are premised on the understanding that members of the Doctoral Cohort have been engaged in professional practice in higher education and/or artistic settings for five or more years, as well as having breadth of knowledge in the discipline of dance and well-developed professional writing skills.

Students pursuing the Ph.D. degree in the low-residential format must be continuously enrolled throughout the duration of the coursework and registered for the prescribed sequence of required courses. **Attendance is required for all on-campus residencies and formal meetings for the qualifying exam, dissertation prospectus, and final oral defense.**

Students may also pursue the Ph.D. program as full-time, in-residence students. The core program of study will be the same for full-time, in-residence students as those pursuing the degree requirements in the low-residential format. However, in-residence students will have the opportunity to take advantage of our long-standing transdisciplinary collaborations with Women’s Studies and other university programs at both TWU and the University of North Texas. These students may also augment the required doctoral coursework with other dance graduate courses, including studio work. (Off-campus students may participate in approved graduate online courses offered by TWU and UNT.)

It is also possible for those enrolled in the low-residential format to be in-residence should they be on sabbatical or granted professional leaves. If this is possible, students may elect to be in full-time residence for a semester or longer. In every instance, we encourage doctoral students to connect their professional practice to their coursework in the program and their personal research agendas. On-going conversations between the TWU faculty and doctoral students, both on and off campus, shape and stimulate scholarly discourse that will lead to personally and professionally relevant contributions of new knowledge to the field of dance.

**Length of Study**

The doctoral coursework requires at least two years of study (3 summer intensives with week-long residencies in the fall and spring semesters) followed by the Qualifying Examination, and typically 2-3 years for researching and writing the dissertation. The length of time to
complete coursework, however, will depend on the academic and dance background of the student in relation to her or his proposed area of research. The timeline and schedule for each student will be determined through advisement in accordance with the policies established by the Graduate School (see the 2012-2014 TWU Graduate Catalog, –General Requirements and Regulations for Doctoral Degrees, ll pp. 81-85).

Given the nature of the low-residential program, it is extremely important that doctoral students pursuing the degree in this format adhere to the sequence of courses and scheduled residencies. The length of time to complete the dissertation depends on the nature of the research, as well as personal and professional obligations. Currently, the majority of our dissertation students are pursuing full-time employment while working with their dissertation advisors via telephone and online technology. The average time to completion from first course to graduation is 5-6 years.

**Required Hours**

Work leading to the Ph.D. in Dance requires the completion of at least 90 semester graduate credit hours beyond the bachelor's degree. It is possible to transfer up to 36 credit hours from work leading to the master's degree or graduate courses taken at another accredited institution. (The minimum number of required hours for the TWU low-residential Ph.D. in Dance totals 54 credits, not including optional individual studies.) Please note that any transfer hours not part of a completed master's degree are subject to the Graduate School’s 10-year time limit. Hours that are part of a completed master's degree are not subject to the 10-year time limit and may be used toward the 90 hours required for the doctoral degree. In consultation with the Advisory Committee, a student may elect to take graduate courses at another institution and transfer those hours to TWU. All courses presented to meet degree requirements must be graduate-level with a grade of “B” or higher.

In some cases, a candidate may need to complete more than 90 semester hours in order to meet the individual requirements determined by her or his Advisory Committee. The completion of a number of hours, however, is not in itself sufficient; the nature, quality, rigor, and currency of work are the major considerations. **All degree requirements, including dissertation, must be completed within ten consecutive years from the date doctoral credit is first earned.**

**Program Requirements**

Predicated on the notion that focused study in related areas will lead to new understandings within the discipline and the conceptualization of new theoretical models for dance, the goal of the doctoral program of study is to provide a holistic learning experience interweaving discipline-specific content and processes with those of transdisciplinary inquiry. The *Preliminary Program Proposal*, prepared in consultation with the advisor, serves as a guide for developing a cohesive and unified program of study allowing a student to pursue areas of scholarly interest and expertise (see appendix A).
Ph.D. Program of Study

The doctoral program of study is comprised of: 1) Coursework, including research tools, 2) Qualifying Examination, and 3) Prospectus and Dissertation.

Coursework and Residency Calendar for 2014 Doctoral Cohort

Note: The last digit of the course number indicates the number of semester credit hours. *Nine semester credit hours (sch) are required in fall and spring semesters for full-time status. In the summers, only 6 sch are required for full-time status unless the student is an international student; international students are required to take 9 credits (often accomplished through an added individual study). Full-time status is required to remain eligible for out-of-state tuition waiver scholarships.*

Summer 2014 Residency Dates: June 2 – July 3, 2014 (5 weeks)

DNCE 6113 Seminar: Choreographies of Writing
DNCE 6113 Seminar: Epistemology of the Body
DNCE 6113 Seminar: Movement Analysis, Description, and Theory Generation

Fall 2014 Residency Dates: Saturday, October 18 – Saturday, October 25, 2014

DNCE 6113 Seminar: Scholarly Inquiry in Dance
DNCE 6113 Seminar: Current Trends in Dance Education and Research
DNCE 6913 Individual Study: Directed Reading or Individual Project (Optional)


DNCE 6113 Seminar: Dance and Culture
DNCE 6213 Current Issues in Historical Inquiry
DNCE 6913 Individual Study: Directed Reading or Individual Project (Optional)

Summer 2015 Residency Dates: June 1 – June 26, 2015 (4 weeks)

DNCE 6313 Philosophical Inquiry
DNCE 6113 Seminar: Scholarly Writing

Fall 2015 Residency Dates: Saturday, October 17 – Saturday, October 24, 2015

DNCE 6113 Seminar: Theorizing Performance
DNCE 6113 Seminar: Research Methodologies
DNCE 6913 Individual Study: Directed Reading or Individual Project (Optional)
Spring 2016 Residency Dates: Saturday, February 20 – Saturday, February 27, 2016

DNCE 6023 Analysis of Professional Literature I: Research Data Collection and Analysis
DNCE 6913 Individual Study: Research Project
DNCE 6913 Individual Study: Directed Reading—Preparation for Qualifying Exam

Summer 2016 Two-Week Residency Dates: June 25 – July 8, 2014 (2 weeks)

DNCE 6023 Analysis of Professional Literature II: Research Colloquium

Research Tools

The doctoral degree is granted in recognition of a marked capacity for research as well as independent and comprehensive scholarship. Therefore, in addition to the other requirements for the degree, doctoral students are required to demonstrate competence in scholarly inquiry and in the use of research tools related to their research interests and the field of dance. Students must demonstrate competency in their research tools prior to taking the Qualifying Examination. These research tools comprise coursework equivalent to at least 12 credit hours and include the following: 1.) Movement observation and analysis applied to research contexts, 2.) Research conceptualization and design, and 3.) Data gathering and analysis related to specific instances of researching dance praxis. Competency may be demonstrated by completion of approved courses (see p. 84, TWU Graduate Catalog, 2012-2014).

The following required courses (12 credit hours) fulfill the research tool requirement:

DNCE 6113 Seminar: Movement Analysis, Description, and Interpretation
DNCE 6113 Seminar: Scholarly Inquiry in Dance
DNCE 6113 Seminar: Research Methodologies
DNCE 6023 Analysis of Professional Literature I: Research Data Collection and Analysis

Individual Study Options

The individual study options (DNCE 6911 or DNCE 6913) are available for those interested in pursuing a problem of individual or professional interest that does not fall within the context of organized courses. In addition, the individual study option is the appropriate course for developing and pursuing a comprehensive reading program in preparation for the Qualifying Examination and/or to support the research agenda. In consultation with the doctoral advisor, students may also initiate individual study problems/projects with members of the University graduate faculty.

A syllabus for the individual study, developed by the student and approved by the faculty member facilitating the independent study, is due no later than the end of the 1st week of class in the fall/spring semesters and by the end of the first week of classes in the summer session.
The syllabus (one-two pages) should include at least the following:
  Course description/focus of the independent study
  Goals, objectives and/or learning outcomes
  Plan of work to be accomplished
  Nature of the final product or documentation
  Criteria for evaluation

A summary document of work accomplished during the individual study must be prepared by
the student and submitted to the faculty member at the conclusion of the semester in which the
individual study was undertaken. Possible options for a summary could include a narrative
summary of no more than 2 pages or an annotated bibliography with approximately 25 resources.
Both should provide a synthesis or abstract of the work for which credit will be awarded. The
summary document will serve as a record of the individual study and will be placed in the
student’s file as documentation. Individual studies do not receive letter grades; instead, the
student will receive a CR for final credit to be counted toward hours for graduation.

**All individual studies must be completed in the semester for which the student was
registered for the course. No incompletes will be awarded for individual studies.**

**Qualifying Examination**

The Qualifying Examination is comprised of 4 written papers developed from areas of the
student’s research interest and as connected to concepts emerging throughout doctoral
coursework. After the student’s Advisory Committee has read the papers, an oral defense is
scheduled in which the student demonstrates an understanding of these major concepts. The
two-hour initial meeting to discuss the exams with the student’s committee and the two-hour oral
defense portion of the Qualifying Examination must take place on campus (see p. 20 of this
document for detailed description of this process).

**Dissertation (12 Credit Hours)**

The dissertation is based upon research that makes an original contribution to the literature in
and the practice of dance as a scholarly discipline. In addition to required courses, students are
expected to develop a plan of focused reading that will lead in a direct way to the breadth and
depth of knowledge needed to complete dissertation research. Up to 12 credit hours of
dissertation may be counted toward the 90 hours required for the degree. **Dissertation credits
beyond the 4 listed below will receive a grade of PR to show progress.**

- DNCE 6983  Dissertation I (Prospectus development)
- DNCE 6983  Dissertation I (Prospectus approval)
- DNCE 6993  Dissertation II (Dissertation)
- DNCE 6993  Dissertation II (Dissertation and Oral Defense)

**Final Oral Examination (Dissertation Defense):** An oral defense of the dissertation is required
and is a public presentation for the Department of Dance and invited guests.

**The Prospectus and Dissertation Defense must take place on campus.**
Course Descriptions for Required Doctoral Coursework

DNCE 6113  Seminar: Choreographies of Writing. Reading of cutting edge dance studies scholarship alongside dance viewing with the intention of honing skills of choreographic analysis and dance writing. Daily writing practice, peer critiques, and exercises that develop different authorial voices provide a foundation for doctoral writing projects.

DNCE 6113  Seminar: Epistemology of the Body. Theoretical and experiential study of philosophical, physiological, and cognitive frameworks for embodied knowing.

DNCE 6113  Seminar: Movement Analysis, Description, and Interpretation. Exploration of diverse methods for analyzing and describing the moving body in space with emphasis placed on how visual and written movement descriptions provide data for diverse research interpretations. (This course requires some movement participation and takes place in the dance studio.)

DNCE 6113  Seminar: Current Trends in Dance Education and Research. Exploration of current trends developing in the field of dance in higher education including curriculum and assessment, educational leadership, inter- and trans-disciplinarity, multi-cultural inclusivity, action science, and technology. Topics will be analyzed in relation to existing trends in dance studies research and emerging research methodologies within the performing arts.

DNCE 6113  Seminar: Scholarly Inquiry in Dance. Investigation of interdisciplinary theories and methodologies foundational to Dance Studies including but not limited to critical, feminist, postcolonial, and queer theory.

DNCE 6113  Seminar: Dance and Culture. Investigation of theories of culture and the relationship between dance and culture through the reading of cultural studies texts and dance ethnographies.

DNCE 6213  Current Issues in Historical Inquiry. Exploration of how dance practice over time and across cultures shaped the presentation and record of dance in contemporary society. The role of movement appropriation, dance reconstruction, and current theories of gendered bodies in relation to movement will be addressed. Developing methods for writing history as a living and changing art will be practiced.

DNCE 6323  Philosophical Inquiry. Engagement in philosophical questioning through connections with major philosophical tenets related to the individual research interests of the students. Feminist studies, critical theory, pragmatic theoretical frameworks, and the presence of physicality in philosophical writing will provide points of entry for diverse projects.

DNCE 6113  Seminar: Scholarly Writing. Development of scholarly writing that furthers the student's research and professional growth. The focus will be on writing and submitting an original article to a peer-reviewed journal.
DNCE 6113 Seminar: Theorizing Performance. Interdisciplinary investigation of historical and contemporary approaches to performance studies, addressing performance as a conceptual term, an object of analysis, and a mode of interpretation.

DNCE 6113 Seminar: Research Methodologies. Exploration of mixed research methodologies (qualitative and quantitative) in connection to the student’s specific research interests and needs for future dissertation inquiry. Responsible and ethical practices for conducting interviews, engaging in participant observation, conducting surveys, and designing and implementing diverse research projects will be developed throughout the course.

DNCE 6023 Analysis of Professional Literature I: Research Data Collection and Analysis. Exploration of strategies for analyzing diverse data collections with a focus on ethical interpretations and theory development. Students will create, conduct, and analyze individual research inquiries as groundwork for their future dissertation research design. (DNCE 6023 may be repeated twice for credit.)

DNCE 6023 Analysis of Professional Literature II: Research Colloquium. Oral and visual presentation of research process developed over coursework in order to engage critical responses and community discourse.

DNCE 6913 Individual Study: Directed Reading. Development of an independent reading program in the area of dissertation research and the specific areas for the Qualifying Examination.

DNCE 6983 Dissertation I. Preparation of dissertation prospectus (2 semesters required).

DNCE 6993 Dissertation II. Writing and presenting of formal dissertation (2 semesters required).

Preliminary Program Proposal – Course Planning Document

A Preliminary Program Proposal is prepared in consultation with the advisor and submitted to the Department Chair no later than the end of the fall residency of the first full year of study. This preliminary program proposal is a planning document and should be viewed as a guide for shaping the program of study. Preparation of the Preliminary Program Proposal will include an analysis of transfer hours from the master's degree and consideration of course equivalencies. The official Doctoral Degree Plan submitted to the Graduate School is prepared and approved at the time parameters for the Qualifying Examination are negotiated.

Preliminary Program Proposal
Due on or before October 25, 2014
Forms available on the Department of Dance Website (see Appendix A for instructions.)
Qualifying Examination

Qualifying Examination Preparation

The Qualifying Examination (QE) covers four areas of research interests selected by the student in consultation with the chair of the Advisory Committee. The purpose of the examination is to determine whether the student has developed the following competencies:

1) a comprehensive, current, and in-depth knowledge of chosen research interests in connection to concepts discovered throughout doctoral coursework, 2) a knowledge of ethical research methodology/ies related to the student’s projected research data collection and analysis interests, and 3) the ability to function as an independent scholar in terms of critically analyzing, and organizing ideas in a professionally written format (see rubrics for QE, Appendix C).

Selecting an Advisory Committee

Prior to preparing for the Qualifying Exam, an Advisory Committee comprised of at least 3 members of the TWU graduate faculty is selected in consultation with the student's advisor, who also serves as chair of the committee. (The Graduate School requires doctoral committee members hold a Ph.D.; however, special permission can be granted by the Dean of the Graduate School for M.F.A faculty to serve on dance doctoral committees.) The advisor must be a member of the Department of Dance graduate faculty, hold the doctoral degree, and possess Full Graduate Faculty status. The remaining members must have at least Associate Graduate Faculty status. After the student and advisor have agreed on the committee membership, it is the responsibility of the student to invite each of the members of the committee to serve with a written acceptance (email or hard copy) from each committee member submitted to the advisor.

The Graduate School has provisions for appointing non-TWU faculty to Doctoral Committees. If this is a desirable option, it is important that the student and advisor consider carefully the requirements, expectations, logistics, and implications of such an appointment. It becomes the student’s responsibility to ensure that the non-TWU faculty member is present for all committee meetings. This may involve financial responsibility for travel, conference calls, and/or teleconferencing. Proposed committee members who are not members of the TWU Graduate Faculty must be approved for temporary membership on the Graduate Faculty by the Dean of the Graduate School. Preparation time for these actions must be taken into account by the student.

The student is responsible for scheduling an initial meeting of the Advisory Committee to discuss the parameters for the Qualifying Examination and approve the formal Doctoral Degree Plan (see Appendix B), which is submitted to the Graduate School after approval by the committee. A two-hour block of time should be scheduled for this initial meeting held on campus.

Preparing Materials for the Initial Qualifying Examination Meeting

In preparation for the initial QE meeting, the student completes, in consultation with the advisor, documents outlining the parameters for four areas of the Qualifying Examination and
the *Doctoral Degree Plan*. Since the preparation of these materials represents a critical transition point in the program of study, it may take one or two semesters of individual studies to focus and refine the required materials. It is important to plan ahead, work closely with the advisor, and be prepared to go through several drafts. The scope, substance, and professional quality of these materials must demonstrate readiness to advance to the writing phase of the Qualifying Examination before the Advisory Committee approves the parameters for the exam questions.

**The student will submit the *Doctoral Degree Plan* to the advisor at least 2 weeks in advance of the initial QE meeting.** This is the official degree plan and is submitted to the Dean of the Graduate School for final acceptance with approval signatures from the Chair of the Department of Dance and the Advisory Committee (see Appendix B for a copy with instructions, official template is located on the Graduate School Website under Forms). Any changes in coursework after the Degree Plan is submitted to the Graduate School by the advisor. (See the substitution forms available on the Graduate School web site; select - forms - from the menu.)

Examination materials are submitted to the members of the Advisory Committee for review at least two weeks prior to the scheduled meeting and include the following:

- **Introduction to Student Research Interest**: The introduction is approximately 8-9 pages in length and outlines the student’s ability to undertake proposed research trajectories. It includes the following 3 sections: 1) approximately 3 pages introducing the student’s preparation to undertake writing the exam, 2) approximately 2 pages introducing student’s ability to discuss potential research methodologies and processes for developing appropriate and ethical methods of data collection and analysis in their area of interest, and 3) approximately 3-4 pages of a review of literature/resources that provides an overview or synopsis of important references supporting the proposed research areas. The compiled introduction is intended to help the committee understand the student’s areas of interest, the student’s knowledge of the areas, and how these areas will support the future dissertation process. A Works Cited list should be included at the end of the Introduction. The Introduction must be formatted according to TWU’s *Guide to the Preparation and Processing of Dissertations, Theses, and Professional Papers* located on the Graduate School Website (http://www.twu.edu/gradschool/forms.asp)

- **Areas and Parameters for the Qualifying Examination**. Following the Introduction are one-paragraph descriptions of each of the four areas proposed for the examination. Each paragraph description will be followed by approximately 5-7 bulleted issues the student feels are integral to the focus and scope of the proposed area.

Each area should be supported by a reference list of 20-30 resources, subject to approval by the advisor. The reading list provides an overview of the student’s currency, breadth, and depth of preparation for writing in each area. The four exam areas are comprised of:

- Research Methodology/ies and Data Analysis important to future research
- Theoretical knowledge of a research trajectory
• Theoretical knowledge of a research trajectory
• Theoretical knowledge of a research trajectory

In the past, the 3 support areas beyond methodology included theoretical concepts and movement practices discovered during coursework and individual studies, with lively connections to the students’ research interests demonstrated. These connections might include: cultural contexts, historical inquiries, pedagogical foundations, theoretical or philosophical frameworks, research methodologies, or critiques of diverse artistic practices. The final written document for the qualifying exam must assure the Advisory Committee that the student has developed a current, broad, and in-depth knowledge of how to create a research design that connects concepts discovered in coursework with the needs of the student’s future dissertation interests (see Rubrics, Appendix C).

Students may review previous student Qualifying Examination introductions by requesting copies from their advisors.

In summary, in preparation for undertaking the Qualifying Examination the student will:

• Create a 3-member Advisory Committee from qualified graduate faculty and obtain written acceptance (email or hard copy) from each member to submit to the advisor.
• Work with the advisor to develop the appropriate introduction and 4 areas of the QE
• Schedule, in consultation with the advisor, an initial 2-hour meeting with the Advisory Committee in order to discuss the prepared introduction and 4 areas.
• After receiving final approval from the advisor, distribute by email the introduction and 4 areas to the Advisory Committee. This must be at least two weeks before the date of the initial meeting.
• Develop a degree plan in consultation with the advisor 2 weeks before the initial meeting. The degree plan will be approved and signed by all committee members at the QE initial meeting and by the Chair of the Department of Dance before the initial meeting.
• Provide suggested dates for taking the 5-week written examination.

Following the examination preparation meeting, the advisor will send a summary of the meeting to each member of the Advisory Committee (with a copy provided to the student). Included will be any revisions to the examination areas that were discussed and agreed upon, a confirmation of the examination schedule including the date and time questions will be available to the student, a list of who will be responsible for preparing questions in each area, and a schedule for the committee members to submit exam questions and review the entire examination before sending to the student. Typically, the examination questions are e-mailed to the student. Specific directions for writing and preparing copies of the completed document will be included in the packet containing the area questions.
Preparing the Written Qualifying Examination and the Oral Examination

The Written Document

On the eve of the 5-week writing period, the student receives an email from the advisor with instructions for completing the written portion of the Qualifying Examination. Included in the email are the 4 questions created by the committee members addressing the student’s chosen research areas. Binding of exam hard copies and mailing instructions are also included.

The format for the Qualifying Examination consists of four 20-25 page papers addressing clearly the questions posed by each of the Advisory Committee members. They are created over a 5-week period (extended time is given if the timeframe falls over a major holiday or for reasons agreed upon by the committee). It is suggested that each area be given a full week with one final week for editing the entire document. Each paper should be formatted according to the TWU’s Guide to the Preparation and Processing of Dissertations, Theses, and Professional Papers located on the Graduate School Website (http://www.twu.edu/gradschool/forms.asp).

The Oral Defense

The oral defense of the Qualifying Examination is required and takes place at a time agreed upon by the entire Advisory Committee. It is the responsibility of the student to schedule the oral portion of the Qualifying Examination and confirm the date, time, and place in writing with each member of the committee. Oral Exams should not be scheduled during the first week of classes in any semester.

While the primary focus of the oral defense is on the written papers, students may be questioned in any area related to doctoral coursework or in the student’s research interest. The oral defense of the qualifying examination is two hours in length and is not open to observers. The oral portion of the Qualifying Examination must take place on campus.

At the end of the defense, the committee will assess the student’s written materials and performance during the oral examination, and immediately inform her or him of the committee’s decision. Majority decisions of the committee will prevail. The committee decision takes one of several forms listed below:

1. Unconditional approval of both the written and oral portions of the Qualifying Examination: Student is recommended for admission to candidacy.

2. Disapproval of any portion of the written examination: Student is required to re-write the portions that were not approved. This may include all four areas of the exam or only the areas considered unacceptable. Students will re-write the examinations following recommendations outlined by the committee and on a schedule established by the committee. The student will be informed whether she or he will be required to repeat the oral examination related to the written portion(s) of the examination not accepted.
3. Disapproval of the oral examination: Student will be required to repeat the oral examination.

4. Disapproval of both the oral and written examinations: Student will be required to repeat the entire examination process beginning with the preparation and submission of revised areas for the examination and including the meeting to develop parameters for the Qualifying Examination.

A student may repeat any portion of the examination or the entire examination only one time. Following a second disapproval decision the student must withdraw from the program without completing the degree. A student cannot advance to the dissertation phase of the program until the Qualifying Examination has been successfully completed and all other requirements for admission to candidacy have been met. Upon successful completion of the written and oral portions of the Qualifying Examination, the student becomes a candidate for the Ph.D. degree and may use the distinction A.B.D.

In summary, the following steps must be completed after the initial QE meeting:

- Advisor distributes summary of the QE initial meeting with instructions for each committee member to create a question based on one of the 4 areas submitted by the student in her or his QE materials. The advisor is responsible for two questions in order for all 4 areas to be covered.

- On the eve of the scheduled writing period, the advisor sends to student the 4 questions created by the committee along with instructions for writing, binding, and mailing hard copies of the exams to each committee member.

- Student has 5 weeks to complete four 20-25 page papers and must return bound, hard copies to the Department of Dance for each committee member within the date specified by the advisor. Written format of the exams must follow the TWU Guide found on the Graduate School Website.

- Student schedules the oral defense for the Qualifying Examination and confirms the date, time, and place in writing (email) with each member of the committee.

- At the conclusion of the meeting, if the student is approved, the advisor will sign a Request for Admission to Candidacy Form. The student must also obtain the signature of the Chair of the Department of Dance (see Graduate School Website, Forms).

- Once all signatures have been attained, the student makes a copy of the Request for Admission to Candidacy Form for the department and for her or himself. The original signed copy is hand delivered to the Graduate School.

- The student should receive a confirmation notice of admission to candidacy from the Graduate School within a month of submission.
Dissertation

Selecting a Dissertation Committee

Following the successful completion of the Qualifying Examination, the student selects an advisor for her or his dissertation research. The QE advisor may continue in this capacity or a student may choose to select a mentor whose research expertise and interests are more closely aligned with the student’s dissertation topic. In consultation with the dissertation advisor, the student also selects additional members of the graduate faculty to serve on the dissertation’s Research Committee. All doctoral committees must have at least three members. The dissertation advisor and at least one member of the committee must be members of the Department of Dance graduate faculty; the remaining members are selected from graduate faculty with specific expertise related to the dissertation research. All rules for the QE committee also apply to the doctoral committee (see pp. 86-91 of the TWU Graduate Catalogue, 2012-2104).

The Graduate School has provisions for appointing non-TWU faculty to Doctoral Committees. An external member (non-TWU faculty) is in addition to the three TWU faculty. If this is a desirable option, it is important that the student and her or his advisor consider carefully the requirements, expectations, logistics, and implications of such an appointment. It becomes the student’s responsibility to ensure that the non-TWU faculty member is present for all committee meetings. This may involve financial responsibility for travel, conference calls and/or teleconferencing. Proposed committee members who are not members of the TWU Graduate Faculty must be approved for temporary membership on the Graduate Faculty by the Dean of the Graduate School.

Preparing the Dissertation Prospectus

The Prospectus is the formal proposal for the dissertation and presents the research design for the study including methodology and proposed procedures. If human participants are being used, approval from the TWU Institutional Review Board must be received before the approved Prospectus is submitted to the Graduate School (see p. 31 of this document).

The Prospectus is limited to 10 double-spaced pages, excluding references and must be in the required Graduate School format. The official Graduate School signature page available on the Graduate School website is used as the cover page. In general, the Prospectus should include the following:

- Introduction: the context of the research purpose, significance, rationale (2-3 pages)
- Statement of Purpose (1 page for purpose and questions):
  - The purpose of this research is
  - This will be accomplished by
  - The importance of this research is

- Statement of Research Questions (5-7 single-spaced, bulleted questions)
  - This research will be guided by the following questions:
Data Collection and Analysis Methodology/ies and Proposed Procedures (2-3 pages)  
Review of Related Literature or Resources (3-4 pages)

Within the constraints of an acceptable research proposal format, allow the purpose and the methodology for the research design to inform the form and content of the proposal. It is important to use concise, straight-forward language in the proposal. The goal is to make a clear presentation of the focus of the research study, to outline how you plan to carry out the research, and to delineate how it will make a contribution of new knowledge to the field.

Writing and Submitting the Prospectus

The *Prospectus for a Dissertation*, as the formal proposal for the dissertation, is developed in consultation with the dissertation advisor and members of the Research Committee. The student can receive email copies of past prospectuses from the advisor if appropriate.

When the advisor agrees that the prospectus is in final draft form (expect many revisions), it is submitted to each member of the committee for review and a meeting of the Research Committee is scheduled by the student. This meeting is usually one hour in length. At this meeting, the doctoral candidate presents her or his dissertation prospectus for discussion and consideration for approval. This is typically a -working meeting- at which time the candidate is able to engage in discussion with the committee members about specific issues related to initiating dissertation research and writing. It is an opportunity to utilize the resources of the Research Committee during one of the few occasions when they are all together at one time. The *Dissertation Prospectus meeting must occur on campus*.

The candidate must use the prospectus cover page form provided on the Graduate School Website, [http://www.twu.edu/gradschool/forms.asp](http://www.twu.edu/gradschool/forms.asp), and attach it, once signed by the committee and the chair of the department, to the written prospectus. The **original of the written prospectus with attached signed, cover page is filed in the Graduate School** and the candidate will receive a written approval letter from the Dean of the Graduate School.

The candidate must provide 2 copies of the original: 1) to the dance office to be filed in student’s file, and 2) to the student for personal filing.

**Steps for completing the Prospectus:**

- Register for Dissertation I under your advisor’s code.
- Begin working with the advisor to determine calendar for submitting IRB if appropriate and creating Research Committee if different than the Advisory Committee.
- Gain Certification in IRB training and Responsible Conduct for Research Training (see [http://www.twu.edu/gradschool/responsible-conduct-of-research-training.asp](http://www.twu.edu/gradschool/responsible-conduct-of-research-training.asp) and [http://www.twu.edu/research/irb.asp](http://www.twu.edu/research/irb.asp)).
- As soon as the student and advisor feel the prospectus will be prepared during a semester, the student must contact each committee member to schedule a one-hour meeting time.
• Once the advisor has given approval to the final draft of the prospectus, the student can submit it via email to each committee member, at least two weeks before the Prospectus meeting.
• If the IRB is not approved by the meeting time, the student can still meet with the committee (e.g., the student can hold the prospectus meeting in late spring and continue working on the IRB in the summer without paying tuition).
• If the prospectus is approved, the student will attach the official prospectus cover page with original signatures, the RCR certificates from both the advisor and student and, if appropriate, the IRB approval letter. The original document will go to the Graduate School with copies made for the student and the department.
• If the IRB has not been approved by the time of the meeting, the advisor will hold the approved prospectus until receiving the IRB approval letter from the TWU Research Office. (RCR and IRB training must be completed by the meeting time.)
• After the prospectus has been approved, the student will register for Dissertation II.

Researching and Writing the Dissertation

The candidate continues to work closely with her or his dissertation advisor on the study until the final draft is in order (plan on many revisions), at which time, the candidate schedules a final oral defense of the dissertation with members of the Research Committee. An oral defense of the dissertation is required. Doctoral candidates are encouraged to utilize the expertise of the members of their committees and seek critical review of their work at appropriate intervals during the research and writing of the dissertation (see Suggestions for Working with your Research Advisor on p. 31 of this document).

Students should be aware that not all faculty are available during the summer sessions and should plan their work accordingly. When working with faculty who are on staff during the summer, it is important to ask for the dates that they will be available to receive and review work. Not all faculty schedules coincide with summer session dates.

It is important to follow precisely the Graduate School guidelines and deadlines under Degree Completion (http://www.twu.edu/gradschool/degree-completion.asp). In this website are the Guide to the Preparation and Processing of Dissertations, Theses, and Professional Papers and the Formatting Navigator. It is important that the candidate become familiar with these formatting requirements.

Dissertation Preparation

The semester before the student and advisor agree the dissertation may be ready for presentation, the student must read carefully all degree completion requirements and deadlines posted by the Graduate School (application to graduate and date all materials must be submitted to the Graduate School (http://www.twu.edu/gradschool/degree-completion.asp).

The chair and each member of the committee have a minimum of two weeks to read and comment on any chapters submitted for review. After the required reading time has elapsed
following receipt of the materials for review, it is appropriate (and recommended) to send committee members a gently worded –nag note‖ requesting to schedule a telephone appointment to discuss the materials.

Once the advisor and the candidate feel a date for completion of the dissertation is clearly possible, the candidate must contact each committee member to schedule a meeting time for the oral defense. **In general, this must be done at least 2 months prior to the defense in order for the advisor to submit a request through University Scheduling for an appropriate presentation venue.**

**All chapters of the completed dissertation approved by the advisor, minus front materials, must be received by each committee member at least one month in advance of the oral defense.** Please note this is the minimum time allowed; giving your committee additional time with your chapters will allow sufficient time for their feedback to be incorporated before the oral defense. Front material (acknowledgements, table of contents, abstract, etc.) must be submitted in the final hard copies, which are mailed as bound copies to the Department of Dance at least 2 weeks before the scheduled oral defense. If this timeline is not met, the advisor reserves the right to reschedule the oral defense, even if travel arrangements have already been made.

In most cases, dissertation students are not in residence and, therefore, consultations are best conducted via telephone to facilitate productive and supportive mentoring throughout the dissertation writing process. It is the responsibility of the candidate to **schedule** telephone meetings with members of the Research Committee and **make the call.** It is helpful to confirm the telephone number, time, date, and time zone via email.

**One month before the scheduled defense,** the candidate should also make contact with the Graduate School dissertation formatting assistant ([http://www.twu.edu/gradschool/staff.asp](http://www.twu.edu/gradschool/staff.asp)). This staff person provides the latest information concerning formatting needs and dissertation submission policies. Consulting with this staff person is essential as the student prepares the –front matter‖ of the dissertation to include any embedded tables or visual materials. All dissertations are now filed digitally; the staff person provides the most current procedures for this process. **At this point, the student must also schedule a f2f appointment with the staff person for a final dissertation formatting read through after the on-campus oral defense and after any committee requested changes are completed.**

**Submitting the Dissertation**

For complete instructions for how to prepare for dissertation submission, go the Graduate School Website and click on Degree Completion and Forms links (http://www.twu.edu/gradschool/degree-completion.asp). Also, look very closely at the *Guide to the Preparation and Processing of Dissertations, Theses, and Professional Papers* and the *Formatting Navigator,* both are available online at the Graduate School web site. **All dissertations are now submitted digitally. Consult the “Degree Completion” site on the Graduate School Website for instructions.**
After the successful completion of the defense, the committee will sign the *Certification of Final Exam* (under forms in Graduate School Website) and the *Signature Page* (located in the *Format Navigator*) also on the Graduate School Website. Once approved by the committee, the *Certificate of Final Exam* and *Signature Page* are submitted to the Department Chair for signature.

After all signatures are obtained, the student makes copies of each document for the department files and for her or himself. The originals are turned into the Graduate School when in consultation with the staff –dissertation checker. Once the dissertation is approved for formatting within the Graduate School and all forms have been completed, the student has fulfilled the dissertation process.

**Preparation and Execution of the Dissertation Oral Defense**

When the research committee has approved the student’s dissertation and all other requirements for the respective degree have been met as required by the Graduate School, the student stands for the final examination. In the Department of Dance, this examination is oral and takes the form of a public presentation open to all members of the Department of Dance – students, faculty, and invited guests of the candidate, followed by a closed session with the candidate and the committee.

**General Policies Governing the Final Oral Presentation and Examination**

1. It is the responsibility of the doctoral candidate to schedule the oral defense of the dissertation in consultation with the members of her or his committee members at least two months in advance (earlier is always better to assure the student is on the committee member’s calendar). After the time, date, and location have been set, the candidate should confirm the date with each member of the committee in writing.

2. The Committee Chair selects and schedules an appropriate location for the Dissertation Defense/Final Oral Presentation and Examination. The room must include sufficient seating for the candidate, members of the committee, AND observers. The room should include a one-hour rehearsal time before the oral defense begins.

3. The Committee Chair chairs the Final Oral Presentation and Examination to include the following process:
   - Chair welcomes participants, introduces candidate and committee members and explains the format and protocol for the proceedings.
   - Oral presentation by the candidate (25 minutes).
   - Questions from observers after which they are thanked by the Committee Chair for attending and asked to leave (25 minutes).
   - Private meeting with committee and continued questioning of the candidate
   - Committee deliberates in executive session (candidate leaves the room).
   - Candidate returns and the Committee Chair, with members of the committee, informs the candidate of the results.
• Committee signs *Certification of Final Examination Form* and *Signature Page* supplied by candidate.

4. All candidates are expected to demonstrate knowledge of their specialized areas of study based on the coursework and scholarly projects undertaken during their specific degree programs. The ability merely to reproduce facts from courses and the literature is not sufficient to merit awarding a doctoral degree in Dance from Texas Woman’s University. Candidates should be able to demonstrate an understanding and an application to professional practice of significant ideas and modes of inquiry related to their programs of study. They should be able to speak articulately about their work and respond to questions with appropriate substance and authority.

5. Candidates who fail the Final Oral Presentation and Examination may repeat the examination once.

6. The Final Oral Presentation and Examination is a formal academic event at which the candidate is examined for the degree for which she or he is making application. All participants should remember that these are not social occasions and candidates are not expected to provide refreshments. The Chair of the examination committee reserves the right to ask observers to leave at any time.

For Graduate School policies governing the defense of the dissertation and possible outcomes, see pp. 87-91, *Graduate Catalog*, 2012-2014.

All members of the committee will have read the dissertation thoroughly; therefore, only a *very brief synopsis* of the dissertation and research process should be given for the benefit of observers. Visual aids are important with any interactive presentations prepared in consultation with the advisor. The candidate should discuss the format, content, and style of the presentation with her or his research director. This is a performance and candidates are expected to present a substantive and polished presentation.

**Candidates should plan to arrive at the presentation space at least one hour in advance of the meeting in order to practice and check all technology used.**

At the time of the defense, most portions of the dissertation will already have received thorough reviews and editing by the committee; however, following the defense, the candidate should expect to make some additional refinements and revisions to the final document. The defense is meant to be a formal, celebratory occasion at which the candidate demonstrates her or his accomplishments and stature as an expert in her or his particular area of research.

If a second formal defense of the dissertation and oral examination is required, according to Graduate School policy, two such meetings may not be scheduled in the same semester. (Two consecutive summer terms are considered one semester.) **A candidate must be registered in order for an examination to be held.**
IT IS THE RESPONSIBILITY OF THE CANDIDATE TO MAKE APPLICATION TO THE GRADUATE SCHOOL FOR GRADUATION, TO CHECK THAT ALL REQUIRED FORMS AND MATERIALS HAVE BEEN RECEIVED BY THE GRADUATE SCHOOL, AND TO MEET ALL DEADLINES FOR THE SUBMISSION OF DISSERTATIONS.

Candidates must be registered during the semester in which the Dissertation Defense/Final Presentation Oral Examination takes place.

Dissertations are now filed electronically. Consult the Graduate School website to gain information (http://www.twu.edu/gradschool/degree-completion.asp)

Detailed information regarding deadlines, graduation application, and all Graduate School policies may be found on the Graduate School web site: http://www.twu.edu/gradschool/.

CHECK THIS FORM THE SEMESTER BEFORE INTENDED GRADUATION DATE.

Suggestions for Working with your Research Advisor

The working relationship with the major professor is an important part of ensuring a successful research process and the timely completion of the dissertation. She or he serves as the student's scholarly mentor and guides the student's research and the writing process. It is understood that at this phase of the program, the student works independently and is responsible for establishing the pace of the work and completing the research document in accordance with all Graduate School and Department of Dance policies and deadlines.

The following suggestions may be helpful in facilitating productive discussions with your research advisor and establishing an effective working relationship.

- It is helpful to discuss working style early in the process, particularly how drafts will be submitted, reviewed and comment provided, as well as the process for submitting revisions and circulating work to other committee members.

- In consultation with your advisor, develop a working calendar for each phase of the research process -- preparation of the prospectus, data gathering and analysis, and writing the paper. Make sure to take into consideration your commitments as well as those of your advisor, the required two-week reading time, summer schedules, and university deadlines. These are particularly critical during the semester you are planning to complete the degree requirements and attempting to meet graduation deadlines. Remember, you are responsible for creating and adhering to your calendar; your advisor can only follow your lead.

- It is your responsibility to come fully prepared to meetings with your research advisor. You might find it helpful to prepare outlines, visual models, or idea maps to focus discussions. In addition to refining your research purpose and problems, some of the
important issues that you will want to discuss early in the process with your advisor include: appropriate research methodologies and procedures, writing style, research necessary to ground the study, and whether the research will require approval by the Institutional Review Board.

- The content of the dissertation and the style of the writing are guided by the nature of the research. As the prospectus is being developed discuss the overall concept, content, and format of the paper with your advisor. Although these initial ideas may need to be revised as the research and writing progresses, it is helpful to have an overall idea of the type of document that will likely result from your research.

- All work submitted for review should be polished to the best of your ability and in correct form, including all citations in the agreed upon style format. Recognizing that a first draft typically has problems that you have not been able to solve, it is helpful to provide your research advisor with this information. Sometimes it is useful to include specific questions to facilitate the critical review of your work.

- If an editor is to be used, discuss with your research advisor appropriate working relationships and responsibilities. Remember that the purpose of an editor is to assist you in polishing the formal rhetoric, grammar, and syntax of your writing. The ideas and research must be your own. In the acknowledgments it is imperative that you acknowledge the contributions of your editor.

Research Committee members are selected because they have particular knowledge and expertise related to the student's research interests and dissertation, thesis or professional paper topic. However, committee members do not receive workload credit; therefore, the Chair of the Research Committee is responsible for the initial review of all written drafts and ensuring that these drafts are in polished form before being submitted to members of the committee for review. You should not impose upon the valuable time of committee members by asking them to read drafts that have not been carefully and thoroughly edited.

**Time Limit for Completion of the Dissertation**

The candidate **must** complete the dissertation within 10 consecutive calendar years from the date doctoral credit is first earned. Keep in mind that transfer credits from other institutions that are not part of the completed master's degree cannot be older than 10 years.

Extensions of the time limit are granted **only** in extraordinary circumstances and only in cases in which substantial progress has been made. Substantial progress means that at least half of the dissertation must be in draft form to be eligible to apply for an extension. In addition, the candidate must provide evidence that the dissertation can be completed within a timeframe not to exceed two additional semesters (fall, spring, or summer). Requests for extensions must be reviewed and approved by the Dean of the Graduate School.

If the time limit expires and no extension is granted, a candidate will be required to re-take expired coursework, as well as re-take all or portions of the Qualifying Examination. These
decisions are made by the Dissertation Committee and must be approved by the Chair of the Department of Dance.
INSTITUTIONAL REVIEW BOARD
For Research Using Human Participants

It is imperative that any time human participants are used in the research process appropriate measures are taken to protect their rights and welfare. Federal law requires all institutions to have an Institutional Review Board (IRB) to review all research involving human participants. This includes not only those studies involving experimental treatments, but also all studies in which participants will be interviewed, observed, and/or surveyed. There are always potential risks to participants when they are involved in research and it is the ethical responsibility of the researcher to ensure that the rights of these individuals are protected; the IRB is responsible for overseeing compliance with Federal law.

The risks to participants as a consequence of participating in a research study may be physical, psychological, and/or social. In many cases the potential risks are minimal, even so, the researcher has an ethical responsibility to provide participants with a true and accurate statement of the purpose of the research, the conditions under which data will be collected, and how the results of the research will be used and made public. The researcher must obtain informed consent from all participants, and if anonymity cannot be protected due to the nature of the research, participants must know this before they consent to participate. Participants also have a right to know what the real purpose of the research is; what measures will be taken to protect their rights, including confidentiality; any benefits they may receive from participation; and who to contact if they have pertinent questions.

As soon as you know that you are likely to be using human participants in your research, discuss with your advisor the process for seeking approval from the INSTITUTIONAL REVIEW BOARD (IRB) and secure the necessary information and forms from the Graduate School web site. This packet of information will include specific guidelines that you must read very carefully and follow to the letter. If you are planning to use minors, such as working with elementary school children in a creative dance class, allow additional time for approval as all research using minors is subjected to more extensive review by the IRB. Request for approval forms must be signed by the Dissertation Advisor and the Department Chair for Dance. Allow several weeks for the review process and the receipt of notification from the IRB. Data collection cannot begin until approval from the IRB has been received. Data gathered without IRB approval cannot be used in your dissertation.

All students and faculty advisors engaged in research using human participants must complete the online IRB training module before IRB applications can be submitted. The training module can be accessed through the TWU Office of Research and Sponsored Programs website (http://www.twu.edu/research/irb.asp). All members of the Doctoral Cohort should complete IRB online training no later than the beginning of the second fall semester of the program. This will be scheduled into the residency time period of the Research Methodologies coursework.
APPENDICES

Appendix A: Preliminary Program Proposal (Department of Dance Document)
Form also available on the Department of Dance Website under Doctoral Handbook

Appendix B: Doctoral Degree Plan (Graduate School Document)
Download interactive form from the Graduate School Website under -Forms-
The example in this appendix gives instructions for how to complete the form.

Appendix C: Student Learning Outcome Rubrics for Qualifying Exam, Prospectus,
Dissertation, and Oral Defense
APPENDIX A

COLLEGE OF ARTS AND SCIENCES
SCHOOL OF THE ARTS • DEPARTMENT OF DANCE

DOCTOR OF PHILOSOPHY IN DANCE

PRELIMINARY PROGRAM PROPOSAL

This preliminary program proposal is a planning document and should be viewed as a guide for shaping the program of study. Preparation of the Preliminary Program Proposal will include an analysis of transfer hours from the master's degree and an assessment of research tools and competencies, as well as consideration of course equivalencies.

2014 Doctoral Cohort
Preliminary Program Proposals
Due to advisor on Friday, October 25, 2014

General Statement of Area of Research Interest (One or two succinct sentences):

Required Core Content Courses (30 Semester Credit Hrs.)

_____ DNCE 6113 Seminar: Epistemology of the Body
_____ DNCE 6113 Seminar: Choreographies of Writing
_____ DNCE 6113 Seminar: Current Trends in Dance Education and Research
_____ DNCE 6113 Seminar: Dance and Culture
_____ DNCE 6213 Current Issues in Historical Inquiry
_____ DNCE 6323 Philosophical Inquiry
_____ DNCE 6113 Seminar: Scholarly Writing
_____ DNCE 6113 Seminar: Theorizing Performance
_____ DNCE 6023 Analysis of Professional Literature (Part II): Research Colloquium
_____ DNCE 6913 Individual Study: Preparation for Qualifying Examination
**Required Research Tools Courses** (12 Semester Credit Hrs.)

_____ DNCE 6113  Seminar: Movement Analysis, Description, and Interpretation

_____ DNCE 6113  Seminar: Scholarly Inquiry in Dance

_____ DNCE 6113  Seminar: Research Methodologies

_____ DNCE 6023  Analysis of Professional Literature (Part I): Research Data Collection and Analysis

**Proposed transfer courses to be completed during doctoral study**

*Credits subject to the 10-yr. time limit.*

<table>
<thead>
<tr>
<th>Course Number &amp; Title</th>
<th>Credits</th>
<th>Institution</th>
<th>Date Completed</th>
</tr>
</thead>
</table>

**Credits from completed master’s degree.**

All credit hours presented must be graduate-level courses with a grade of "B" or higher. No undergraduate course taken as a master's student can apply.

*Credits not subject to the 10 yr. time limit.*

<table>
<thead>
<tr>
<th>Course Number &amp; Title</th>
<th>Credits</th>
<th>Institution</th>
<th>Date Completed</th>
</tr>
</thead>
</table>

**Dissertation** (12 Semester Credit Hrs.)

DNCE 6983  Dissertation I (Prospectus and data gathering)

DNCE 6983  Dissertation I (Prospectus and data gathering)

DNCE 6993  Dissertation II (Data analysis and interpretation; writing)

DNCE 6993  Dissertation II (Data analysis and interpretation; writing; oral presentation)
**Summary of Credits**

<table>
<thead>
<tr>
<th>Area</th>
<th>Sem. Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Core Content Courses</td>
<td>30</td>
</tr>
<tr>
<td>Required Research Tools</td>
<td>12</td>
</tr>
<tr>
<td>Doctoral Electives/Transfer Hrs. or Individual Studies</td>
<td>____</td>
</tr>
<tr>
<td>Master’s Degree Hrs. Transferred in</td>
<td>____</td>
</tr>
<tr>
<td>Dissertation</td>
<td>12</td>
</tr>
<tr>
<td>TOTAL (at least 90 hrs. beyond Bachelor’s degree)</td>
<td>____</td>
</tr>
</tbody>
</table>

This is a preliminary program proposal to assist in planning the selection of courses and the assessment of hours from the master's degree. The *Preliminary Program Proposal* may be changed in consultation with the advisor or at the request of the Advisory Committee should deficiencies be noted during coursework or if a chosen area of research warrants additional courses. *This is not the official Doctoral Degree Plan.*

**Preliminary Program Proposal Approved By:**

________________________________________  __________
Doctoral Advisor                         Date

________________________________________  __________
Department Chair                        Date

APPENDIX B

Official Graduate School Doctoral Degree Plan to be completed by student and approved by advisor two weeks before the initial Qualifying Exam Meeting
(see http://www.twu.edu/gradschool/forms.asp)
## Texas Woman's University-GRAduate School Doctoral Degree Plan

<table>
<thead>
<tr>
<th>Name:</th>
<th>ID #:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mailing Address:</td>
<td>City:</td>
</tr>
<tr>
<td></td>
<td>State:</td>
</tr>
<tr>
<td>Telephone:</td>
<td>Work/Cell:</td>
</tr>
</tbody>
</table>

### Master's Degree Held

- **Major:**
- **Date Conferred:**

### Institution Conferring Degree:

#### Semester Admitted to Graduate School:
Summer 2014

#### Doctoral Degree to be earned:

<table>
<thead>
<tr>
<th>Ph.D.</th>
<th>Ed.D.</th>
<th>Major:</th>
<th>Minor (if any)</th>
</tr>
</thead>
</table>

### Research Tools:

<table>
<thead>
<tr>
<th>Tool #1:</th>
<th>Tool #2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Movement Analysis</td>
<td>Research Methods</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course I</th>
<th>Date Completed</th>
<th>Grade</th>
<th>Course I</th>
<th>Date Completed</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>DNCE 6113: Movement Analysis</td>
<td>Summer 2014</td>
<td></td>
<td>DNCE 6113: Research Methodologies</td>
<td>Fall 2014</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course II</th>
<th>Date Completed</th>
<th>Grade</th>
<th>Course II</th>
<th>Date Completed</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>DNCE 6113: Scholarly Inquiry in Dance</td>
<td>Fall 2014</td>
<td></td>
<td>DNCE 6023: Anal.of Prof Lit I: Data Collection and Analysis</td>
<td>Spring 2016</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Course III</th>
<th>Date Completed</th>
<th>Grade</th>
<th>Course III</th>
<th>Date Completed</th>
<th>Grade</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Course IV</th>
<th>Date Completed</th>
<th>Grade</th>
<th>Course IV</th>
<th>Date Completed</th>
<th>Grade</th>
</tr>
</thead>
</table>

### Competency

- Examination--Date Passed: Yes

### Residence Required:

- Yes
- No

### July 2016

- Date: Completed or Tentative Dates for Completion

### Summary of Credits Proposed for the Doctoral Program:

<table>
<thead>
<tr>
<th>Major Field:</th>
<th>Semester Hours at TWU</th>
<th>+ Semester Hours Elsewhere</th>
<th>= Total</th>
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</table>

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<thead>
<tr>
<th>Minor Field:</th>
<th>Semester Hours at TWU</th>
<th>+ Semester Hours Elsewhere</th>
<th>= Total</th>
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<thead>
<tr>
<th>Allied Field, if applicable:</th>
<th>Semester Hours at TWU</th>
<th>+ Semester Hours Elsewhere</th>
<th>= Total</th>
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<tr>
<th>Grand Totals:</th>
<th>Semester Hours at TWU</th>
<th>+ Semester Hours Elsewhere</th>
<th>= Total</th>
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### Tentative Program Approved (Original Signatures Required):

<table>
<thead>
<tr>
<th>Committee Chair:</th>
<th>Date:</th>
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<tr>
<td>Member:</td>
<td>Date:</td>
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<td>Member:</td>
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<td>Member:</td>
<td>Date:</td>
</tr>
<tr>
<td>Chair/Director/Associate Dean:</td>
<td>Date:</td>
</tr>
<tr>
<td>Dean of the Graduate School:</td>
<td>Date:</td>
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</table>

- Required Completion Date: 6/2024
## A. Major Area

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Semester Hours</th>
<th>Date Completed</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>List all courses including research tools in the order found in your transcript. Check and re-check!</td>
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</table>

**TOTAL HOURS IN MAJOR AREA AT TWU:**

## B. Minor or Related Area

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Semester Hours</th>
<th>Date Completed</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courses taken while studying at TWU to create a minor area, usually 18 credits.</td>
<td></td>
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<td></td>
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</tbody>
</table>
TOTAL HOURS IN MINOR OR RELATED AREA AT TWU:

* Courses taken through the Federation are listed as TWU courses.

TRANSFERRED COURSES
(Attach Pages as Needed)

A. Major Area

<table>
<thead>
<tr>
<th>Institution Name</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Semester Hours</th>
<th>Date Completed</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courses you are transferring in from completed graduate program. Only need to transfer in hours needed to meet 90 hour Ph.D. requirement.</td>
<td></td>
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</table>

TOTAL HOURS IN MAJOR AREA TRANSFERRED:
### B. Minor or Related Area

<table>
<thead>
<tr>
<th>Institution Name</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Semester Hours</th>
<th>Date Completed</th>
<th>Grade</th>
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<tbody>
<tr>
<td>Transfer of minor</td>
<td></td>
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</table>

**TOTAL HOURS IN MINOR OR RELATED AREA TRANSFERRED:**

In accordance with Leg. HB 192, an individual is entitled to: request to be informed about the information collected about them, receive and review their information, and correct any incorrect information.
APPENDIX C
Doctoral Rubrics for Student Learning Outcomes
Qualifying Exam, Prospectus, Dissertation Oral
Presentation and Defense
Texas Woman’s University – Department of Dance  
Ph.D. SLO 1 Qualifying Exam: Analysis of Professional Literature

Student: ___________________________ Date of Defense: ___________________________

Committee Member Name (Print and Signature) ___________________________

**STUDENT LEARNING OUTCOME 1:** By the end of the academic program, students will be able to critically analyze and evaluate diverse resources from numerous points of view (both theoretical and movement practice-based) and apply them within four 25-page written documents (qualifying exams) and a final dissertation that support and further the students’ research and professional aims as dance artists, teachers, and scholars.

<table>
<thead>
<tr>
<th>EXCEPTIONAL</th>
<th>COMPETENT</th>
<th>NEEDS IMPROVEMENT</th>
<th>UNACCEPTABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate’s work is sophisticated and articulate, meets the standards for undertaking dissertation research, and demonstrates outstanding potential for future scholarly publications.</td>
<td>Candidate’s work meets the standards for preparing to undertake dissertation research and demonstrates potential for future scholarly publications.</td>
<td>Student’s work could meet the standards for undertaking dissertation research with specified revisions. Portions of QE must either be revised and resubmitted to committee or addressed in prospectus preparation.</td>
<td>Student’s work does not meet the standards for the terminal degree without major reworking and revision in consultation with the committee chair.</td>
</tr>
</tbody>
</table>

### Demonstrates Knowledge of Breadth of Literature and Movement Practices Relevant to Developing Research Interests:

Student demonstrates the ability to discover, analyze, and clearly summarize literature and movement practices across diverse fields in order to contextualize and support possibilities for a future research agenda.

### Demonstrates In-Depth Analysis of Literature and Movement Practices Relevant to Focused Research Interest:

Student is able to create a clearly focused research concept and form an in-depth analysis of the literature and movement practice relevant to that concept.
<table>
<thead>
<tr>
<th>EXCEPTONAL</th>
<th>COMPETENT</th>
<th>NEEDS IMPROVEMENT</th>
<th>UNACCEPTABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Demonstrates Ability to Contextualize Ideas within Current Literature and Movement Practice Relevant to Research Interests:</strong> Student is able to place her or his developing research interests within the context of contemporary thought and movement practice developing the basis for contributing new knowledge to the field of dance.</td>
<td><strong>Student's work is sophisticated and articulate, meets the standards for undertaking dissertation research, and demonstrates outstanding potential for future scholarly publications.</strong></td>
<td><strong>Student's work meets the standards for preparing to undertake dissertation research and demonstrates potential for future scholarly publications.</strong></td>
<td><strong>Student's work does not meet the standards for the terminal degree without major reworking and revision in consultation with the committee chair.</strong></td>
</tr>
<tr>
<td><strong>Demonstrates Ability to Form Logical Argumentation and Organized Written Communication of Research Interests:</strong> Student creates a cohesive and logically written document in which the organization of ideas leads to and supports critical analyses and possible directions for future research designs.</td>
<td></td>
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</tr>
<tr>
<td><strong>Qualifying Exams Demonstrate Potential for Future Research Contributing to the Field of Dance:</strong> Student is able to clearly communicate possible research trajectories and support how these trajectories could contribute to the field of dance scholarship and artistic practice.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Texas Woman’s University – Department of Dance**  
**Ph.D. SLO 1 Final Written Dissertation: Analysis of Professional Literature**

Student:  

Dissertation Title:  

Committee Member Name (Print and Signature) ________________________________

**STUDENT LEARNING OUTCOME 1:** By the end of the academic program, students will be able to critically analyze and evaluate diverse resources from numerous points of view (both theoretical and movement practice-based) and apply them within four 25-page written documents (qualifying exams) and a final dissertation that support and further the students' research and professional aims as dance artists, teachers, and scholars.

<table>
<thead>
<tr>
<th>EXCEPTIOANL</th>
<th>COMPETENT</th>
<th>NEEDS IMPROVEMENT</th>
<th>UNACCEPTABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dissertation Demonstrates Knowledge of Breadth of Literature and Movement Practice Relevant to Research Purpose and Process:</strong> Research is placed within and connected to diverse disciplines, movement practices, and theoretical frameworks. Breadth of research supports theory generation across multiple fields as appropriate.</td>
<td>Candidate’s work is sophisticated and articulate, meeting the standards for the terminal degree and demonstrating outstanding potential for future scholarly publications.</td>
<td>Candidate’s work could meet the standards for terminal degree with specified revisions. Dissertation must be revised and resubmitted to committee before final approval is given for graduation.</td>
<td>Candidate’s work does not meet the standards for the terminal degree without major reworking and revision in consultation with the committee chair. Defense will need to be rescheduled.</td>
</tr>
<tr>
<td><strong>Dissertation Demonstrates In-Depth Analysis of Literature and Movement Practice Relevant to Research Purpose and Process:</strong> Dissertation has a clearly focused research topic supported by critical analysis of pertinent literature, movement practice, and relevant data as appropriate.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TX Woman's University – Department of Dance</td>
<td>Ph.D. SLO 1 Final Written Dissertation: Analysis of Professional Literature</td>
<td></td>
<td></td>
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<tr>
<td>-------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
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</tr>
<tr>
<td><strong>EXCEPTIONAL</strong> Candidate’s work is sophisticated and articulate, meeting the standards for the terminal degree and demonstrating outstanding potential for future scholarly publications.</td>
<td><strong>COMPETENT</strong> Candidate’s work meets the standards for the terminal degree and demonstrates potential for future scholarly publications.</td>
<td><strong>NEEDS IMPROVEMENT</strong> Candidate’s work could meet the standards for terminal degree with specified revisions. Dissertation must be revised and resubmitted to committee before final approval is given for graduation.</td>
<td><strong>UNACCEPTABLE</strong> Candidate’s work does not meet the standards for the terminal degree without major reworking and revision in consultation with the committee chair. Defense will need to be rescheduled.</td>
</tr>
<tr>
<td><strong>Dissertation Contextualizes Research Focus within Current Literature and Movement Practice:</strong> Dissertation research and emerging theoretical frameworks are presented within the context of contemporary discourses.</td>
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<tr>
<td><strong>Dissertation Clearly Communicates the Process of Theory Generation:</strong> Candidate’s dissertation develops a cohesive and logical argumentation for how theory generation is supported by the research data collection and interpretation.</td>
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<tr>
<td><strong>Dissertation Demonstrates how Research and Theories Generated from Research Contribute to the Field of Dance:</strong> Candidate articulates clearly in writing the significance of the dissertation research and how the work makes new contributions to the field of dance.</td>
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</tbody>
</table>
Texas Woman’s University – Department of Dance
Ph.D. SLO 2: Dissertation Prospectus: Research Data Collection

Student Learning Outcome 2: By the end of the academic program, students will be able to create a research purpose and data collection design that supports the professional writing of a comprehensive document (dissertation) based in ethical, qualitative research methodologies and that demonstrates sufficient breadth, depth, and currency to make contributions of new knowledge to the field of dance.

Doctoral Student Name: __________________________ Date of Defense: __________________________

Committee Name (Print and Signature) __________________________

<table>
<thead>
<tr>
<th>Exceptional</th>
<th>Competent</th>
<th>Needs Improvement</th>
<th>Unacceptable</th>
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</thead>
<tbody>
<tr>
<td>Research design element demonstrates outstanding potential for success in the dissertation phase of the program</td>
<td>Research design element demonstrates adequate potential for success in the dissertation phase of the program</td>
<td>Research design element could meet the standard for dissertation phase with specified revisions. Revise and re-present to committee.</td>
<td>Research design element does not meet the standard for progressing to the dissertation phase of the program. Prospectus must be completely revised and presented again in consultation with advisor.</td>
</tr>
</tbody>
</table>

**Prospectus Clearly Articulates Future Research Process and Purpose:**
Candidate demonstrates the ability to design a proposed research methodology supporting a focused purpose statement.

**Prospectus Clearly Articulates a Cohesive Research Rationale:**
Candidate demonstrates the ability to create a rationale describing her or his ability to undertake intended research and to develop a literature/movement practice review of the research area supporting the research purpose.

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<tr>
<th>Exceptional</th>
<th>Competent</th>
<th>Needs Improvement</th>
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<tbody>
<tr>
<td>Research design element</td>
<td>Research design element</td>
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<td>Research design element does</td>
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<tr>
<td><strong>Prospectus Clearly Articulates and Analyzes Ethical Principles within the Proposed Research Design and IRB Application (if appropriate):</strong> Candidate clearly articulates ethical processes for proposed research methodology and articulates possible resultant participant sensitivities.</td>
<td>demonstrates outstanding potential for success in the dissertation phase of the program</td>
<td>demonstrates adequate potential for success in the dissertation phase of the program</td>
<td>could meet the standard for dissertation phase with specified revisions. Revise and re-present to committee</td>
</tr>
<tr>
<td><strong>Prospectus Clearly Articulates how Research Methodology for Data Collection, Analysis, and Interpretation Supports and Enhances Future Research Purpose:</strong> Research design is placed within the discourse of diverse qualitative or mixed methodologies. Methodology is appropriate to and enhances research purpose.</td>
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<td><strong>Prospectus Concisely Articulates Research Questions Emerging from Research Design:</strong> Candidate creates research questions emerging from the research purpose and methodology. Questions open research trajectories and how critical analyses of data can develop.</td>
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</table>
Texas Woman’s University – Department of Dance
Ph.D. SLO 2: Final Written Dissertation: Research Data Collection

SLO 2: By the end of the academic program, students will be able to create a research purpose and data collection design that supports the professional writing of a comprehensive document (dissertation) based in ethical, qualitative research methodologies and that demonstrates sufficient breadth, depth, and currency to make contributions of new knowledge to the field of dance.

Doctoral Student Name: Date of Defense:

Dissertation Title:

Committee Name (Print and Signature) __________________________

<table>
<thead>
<tr>
<th>Exceptional</th>
<th>Competent</th>
<th>Needs Improvement</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dissertation research evidences sophisticated, original scholarship with strong potential for publication</td>
<td>Dissertation research could be published with additional research and editorial revisions</td>
<td>Dissertation research could be acceptable with minor revisions; revise and resubmit requested sections for committee approval</td>
<td>Dissertation research is unacceptable; requires major revisions under consultation with advisor before rescheduling new defense with committee</td>
</tr>
</tbody>
</table>

**Dissertation Applies Comprehensive and Effective Research Design Connected to Research Purpose:**
Candidate clearly articulates how the research design was connected to the research purpose and to other designs and methodologies developed by diverse researchers working within similar research areas and interests.

**Dissertation Applies Ethical Methodologies with Evidenced Support of Practice:** Candidate clearly articulates specific ethical methodological practices undertaken and how they shaped the research design, collection, analysis, and interpretation of data.
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<th>Exceptional</th>
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<tr>
<td>Dissertation Clearly Articulates</td>
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<td><em>how the Analysis of Data Supports</em></td>
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<td><em>Theory Generation:</em> Methodology</td>
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<td>and analysis of data demonstrates</td>
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<td>best practice within relevant</td>
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<td>research methodologies. Analysis</td>
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<td>and interpretation of data is</td>
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<td>communicated clearly and shown to</td>
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<td>support theory generation.</td>
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<td>Emerging Theories, and Analyses</td>
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<td>are Logically Presented throughout</td>
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<td>Dissertation Narrative: Candidate</td>
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<td>presents a professionally written</td>
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<td>text which leads the reader clearly</td>
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<td>from one idea to the next. Correct</td>
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<td>citation formats, proper syntax,</td>
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<td>and defined terminologies are</td>
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<td>evidenced throughout.</td>
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<td>Dissertation Contributes New</td>
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<td>Knowledge to the Field of Dance:</td>
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<td>Candidate clearly articulates the</td>
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<td>relationship between dissertation</td>
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<td>research, data collection, and</td>
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<td>surrounding fields of inquiry</td>
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<td>demonstrating how these</td>
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<td>relationships contribute new</td>
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<td>knowledge to the field of dance.</td>
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</table>
Texas Woman’s University – Department of Dance  

Student Learning Outcome 3: By the end of the academic program, students will be able to perform, in a confident and engaging manner, an oral and visual presentation of their research processes and theoretical frameworks as well as articulate verbally data-based responses to questions posed by audience members and each student’s research committee.

Doctoral Student Name: Date of Oral Presentation:

Dissertation Title:

Committee Name (Print and Signature)

<table>
<thead>
<tr>
<th>Exceptional</th>
<th>Competent</th>
<th>Needs Improvement</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate’s work is sophisticated and articulate demonstrating outstanding potential for future national and international conference presentations</td>
<td>Candidate’s work meets the standards for a terminal degree and demonstrates strong potential for future scholarly presentations</td>
<td>Work could meet the standard for terminal degree with specified revisions. Oral presentation must be revised and re-presented to committee within a two-week period.</td>
<td>Work does not meet the standard for terminal degree without major revisions. Public oral presentation must be completely revised and presented again after consultation with advisor and committee.</td>
</tr>
</tbody>
</table>

**Candidate Engages Audience Members:**
Candidate develops clear eye contact with the audience, exhibits a confident physicality, and articulately expresses ideas through appropriate and sophisticated language.

**Candidate Effectively Applies and Evaluates Visual Resources within Presentation:** Visuals employed are clearly formatted, cited, and provide new insights into the research. The visual origins are clear and the framing choices made by the presenter are made apparent.
<table>
<thead>
<tr>
<th>Candidate’s Oral Lecture is Organized and Theories Introduced as Original are Supported by the Research Data Collection: Candidate presents ideas and concepts in a logical sequence with original ideas supported and contextualized through clear connections with research data collection.</th>
<th>Exceptional</th>
<th>Competent</th>
<th>Needs Improvement</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate’s work is sophisticated and articulate demonstrating outstanding potential for future scholarly presentations</td>
<td>Candidate’s work meets the standards for a terminal degree and demonstrates strong potential for future scholarly presentations</td>
<td>Work could meet the standard for terminal degree with specified revisions. Oral presentation must be revised and presented to committee</td>
<td>Work does not meet the standard for terminal degree without major revisions. Public oral presentation must be completely revised and presented again.</td>
<td></td>
</tr>
<tr>
<td>Candidate Provokes Insights into How Research Opens New Possibilities for Dance Scholarship and Practice: Candidate is able to connect research theories and summaries to new ways for thinking about and practicing dance.</td>
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<tr>
<td>Candidate Answers Audience Questions and Further Discusses Research Possibilities into the Dance Discipline: Candidate is able to answer audience questions about her or his research in a clear and confident manner while also demonstrating how questions create insights into possible research trajectories.</td>
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</tbody>
</table>
Texas Woman’s University – Department of Dance  
Ph.D. SLO 3: Dissertation Oral Defense with Committee Members

Student Learning Outcome 3: By the end of the academic program, students will be able to perform, in a confident and engaging manner, an oral and visual presentation of their research processes and theoretical frameworks as well as articulate verbally data-based responses to questions posed by audience members and each student’s research committee.

Doctoral Student Name: 

Dissertation Title: 

Committee Member Name (Print and Signature) __________________________________________

<table>
<thead>
<tr>
<th>Exceptional Candidate’s scholarly discourse is sophisticated demonstrating outstanding potential for future scholarly work.</th>
<th>Competent Candidate’s scholarly discourse meets the standards for a terminal degree and demonstrates strong potential for future scholarly work.</th>
<th>Needs Improvement Candidate’s scholarly discourse meets the standard for terminal degree with minor improvements. Committee may ask for oral defense to be repeated within two week period.</th>
<th>Unacceptable Candidate’s scholarly discourse does not meet the standard for terminal degree without major improvements. Oral defense must be repeated after a specified time period in consultation with advisor and committee members</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Candidate is Able to Orally Articulate with Clarity Complex Ideas and Theories Generated in Dissertation Research:</strong> Candidate is able to orally define research concepts and place them within meaningful scholarly discussions.</td>
<td></td>
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<tr>
<td><strong>Candidate Effectively Supports Ideas and Theories with Dissertation Data Collection:</strong> Candidate continually and effectively maintains discussions and provides answers to committee questions. All responses are supported by dissertation research data.</td>
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</table>
Texas Woman’s University – Department of Dance  
Ph.D. SLO 3: Dissertation Oral Defense with Committee Members

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<tr>
<td>Candidate’s scholarly discourse is sophisticated demonstrating outstanding potential for future scholarly work.</td>
<td>Candidate’s scholarly discourse meets the standards for a terminal degree and demonstrates strong potential for future scholarly work.</td>
<td>Candidate’s scholarly discourse meets the standard for terminal degree with minor improvements. Committee may ask for oral defense to be repeated within two week period.</td>
<td>Candidate’s scholarly discourse does not meet the standard for terminal degree without major improvements. Oral defense must be repeated after a specified time period in consultation with advisor and committee members.</td>
</tr>
</tbody>
</table>

**Candidate Connects Dissertation Research to Discourses in the Field of Dance and Other Relevant Disciplines and Places Personal Scholarship within these Discourses:** Candidate is able to demonstrate how dissertation research is placed within the relevant contexts of dance and multi-disciplinary scholarship.

**Candidate Engages In-Depth Conversations Demonstrating Mastery in Research Area and Provides Appropriate Answers to Questions Posed by Committee Members:** Candidate is able to orally demonstrate her or his comprehension and mastery of the dissertation research area by engaging in in-depth conversations with committee members.