Department of Theatre Arts
Graduate Student Handbook
2026-2027

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GENERAL INFORMATION

Using the Handbook

This handbook is designed to address policy and practice for graduate students in the Department of Theatre Arts at the University of Pittsburgh. It includes information ranging from admission procedure to filing for graduation and is intended as a guide for students to be used concurrently with the University of Pittsburgh's Graduate and Professional Bulletin, the official university-wide publication detailing policy and procedure for all graduate students matriculating at the University of Pittsburgh. Many important regulations the student must be aware of and compliant with are to be found in the Graduate Bulletin and are not repeated here. All graduate students enrolled in the Department of Theatre Arts are required to read this handbook and the Graduate and Professional Bulletin and to follow the policies and procedures described therein. Students should also be advised that policy and procedures change from time to time, and it is their responsibility to stay apprised of the latest edition of both the Department of Theatre Arts Handbook (http://www.play.pitt.edu) and the Graduate and Professional Catalog: https://catalog.upp.pitt.edu/index.php.

IMPORTANT: This publication is the revised Fall 2026 edition. All graduate students entering in the Fall of 2026 and after must adhere to the regulations outlined in this edition of the Graduate Student Handbook.

The Arts in Pittsburgh

Pittsburgh has a thriving professional theatre scene. The city's downtown Cultural District hosts an exciting array of new and refurbished theatres: Heinz Hall for the Performing Arts--home of the Pittsburgh Symphony and major Broadway touring shows; the Benedum Theatre--home of the Pittsburgh Opera, the Pittsburgh Ballet and the Civic Light Opera (in addition to touring shows); The O'Reilly Theater (designed by Michael Graves)—home of the Pittsburgh Public Theatre, the city's largest resident professional LORT company; and the Byham Theatre--a renovated vaudeville house from 1904 that serves as the venue for Pittsburgh Musical Theatre; City Theatre--a LORT company located on the city's South Side; the Pittsburgh Irish and Classical Theatre; Quantum Theatre; the Kelly Strayhorn Theatre; barebones productions; Pittsburgh Playwrights Theatre Company; and REP at Point Park University among others. University of Pittsburgh graduates have played founding and/or other prominent roles in all of these companies.

Located at the picturesque confluence of the Allegheny, Monongahela, and Ohio rivers, Pittsburgh is America's Renaissance City. "Renaissance II," the city's second building boom in the past 50 years, has recently added many striking skyscrapers to the skyline, including a shimmering glass tower designed by Philip Johnson. In recent years Pittsburgh has frequently been judged to be among the "most livable" cities in the U.S. by the Rand-McNally Places Rated Almanac and other national publications. Frequently cited are the city's low crime rate, affordable housing, cultural institutions, and world-class health care.

In addition to the large resident performance companies in town, Pittsburgh plays host to world-renowned museums (including the Carnegie Museum of Natural History, the Scaife Galleries, the Mattress Factory, and The Andy Warhol Museum), a major annual Arts Festival, an annual River Regatta, the tri-annual Carnegie International—one of the world's foremost exhibits of contemporary art—and Film Pittsburgh. A variety of music clubs operate in Oakland and downtown, ethnic food festivals spice holiday seasons, and restaurants of all types abound.

Department Faculty

Department Chair

Annmarie Duggan, *Professor*
MFA, University of Arizona, Lighting and Stage Management

Graduate Faculty

Cynthia Croot, *Associate Professor*
MFA, Columbia University, Directing, Devising, Intercultural Collaboration, and Social Justice

Michelle Granshaw, *Associate Professor* (on fellowship leave for the 2026-7 academic year)
PhD, University of Washington, U.S. and Irish Theatre, Popular Entertainment, and Performance; Performances of Race, Ethnicity, Gender, and Class; Global and Diasporic Performance; Mobility and Performance; Historiography; Dramaturgy.

Qianru Li, Assistant Professor
PhD, University of California, Irvine, Theatre and Performance Theory; Multi-model Research Methodologies; Asian/Asian Diasporic Theatre and Performance; Ethnic Studies; Disability Studies; Feminist and Trauma-informed Pedagogy; Community Engagement

Faculty in the Department of Theatre Arts

Gianni Downs, *Teaching Professor/Director of Undergraduate Studies*
MFA, Brandeis University, Scenic Design

Karen Gilmer, *Teaching Associate Professor*
MFA, Boston University, Costume Design, Costume History

Mina Kawahara, *Visiting Lecturer*
PhD, University of Maryland

Britton Wayne Mauk, *Teaching Assistant Professor/Head of Design, Technology, and Management*
MFA, Carnegie Mellon University, Scenic Design

Marjan Moosavi, *Assistant Professor/Head of the History, Literature, Criticism Area/Director of Graduate Studies*
PhD, University of Toronto, Global Theatre and Performance; Dramaturgy; Decolonial and Transnational Performance; SWANA Theatre; Gender; Experimental Theatre; Digital Humanities; Historiography; Performance, Politics, and Religion

Keelie Sheridan, *Assistant Professor, Incoming Head of the MFA Program in Performance Pedagogy*
MFA, Brooklyn College, Acting

Becki Toth, *Teaching Associate Professor*
BS & BM, Grove City College, Musical Theatre

Kelly Trumbull, *Teaching Associate Professor/Head of Performance*
BFA, Syracuse University, Acting; MA, New York University, Educational Theatre in Colleges and Communities

Ricardo Vila-Roger, *Teaching Assistant Professor*
BA, University of Colorado, Acting, Directing

In addition to regular faculty, the Department annually employs a cadre of **Teaching Artists-in-Residence**: professional actors, directors, and designers who work with undergraduate and graduate students in the classroom, as coaches, and in mainstage productions. The Teaching Artists-in-Residence for 2026-2027 are:

Bridgette Dona, *Philip Chosky Teaching Artist-in-Residence*

Programs in the Department of Theatre Arts

The Department of Theatre Arts at the University of Pittsburgh offers an array of programs that allow graduate students to study theatre in both performance and academic contexts. All faculty members are active in both teaching and artistic or research activities. The department's producing theatre—the University of Pittsburgh Stages—offers a great range of opportunities to act, direct, and design in three separate venues. The department, founded in 1982, offers a BA, MFA, PhD.

- **MFA in Performance Pedagogy:** The MFA Program in Performance Pedagogy is designed to equip working, professional actors with the tools to expand their employment opportunities in teaching at the college and university level, through a dynamic synthesis of teaching, practice, and scholarship. This program is based on the premise that the professional actor has already gained a level of craft and broad experience that can become the foundation for solid teaching skills. Therefore, emphasis is placed on exploration and strengthening of pedagogical techniques as related to areas of acting and performance training. Each student is given the mentorship of an experienced teacher of performance and works closely with the mentor to create opportunities for independent studies in pedagogy and curriculum development. Students gain experience applying theory to the practice of teaching acting and performance classes every semester, creating a course, conducting master class workshops, working on production assignments, and coaching or advising undergraduate students as needed. Students are encouraged to develop an area of specialty and to develop other areas of training in order to broaden their knowledge and remain competitive in the academic market.

- **PhD in Theatre and Performance Studies:** The PhD program in Theatre and Performance Studies prioritizes the integration of scholarship with teaching and artistic practice in order to prepare students to be competitive candidates for academic positions at a variety of institutions, post-doctoral research opportunities, and employment sectors beyond academia. In line with the department's intellectual vision, the program integrates theory and practice and focuses on underrepresented groups and areas of research, including migration, disability studies, race, gender, sexuality, religion, and transnationalism, across historical, historiographical, literary, performance, and practice-based research methodologies. The program integrates scholarship with experiential learning opportunities through a curricular requirement called the Immersive Practice Credential. Each student develops a 12-15 credit program of individualized study focused on an area of artistic practice, such as directing, dramaturgy, or playwriting, or a professional career outside of the academy, such as Public Humanities or Education and Community Engagement. In their Immersive Practice Credential coursework, students work with Theatre Arts faculty and MFA students as well as pursue professional training and internship opportunities outside of the university. Mentored by faculty, each student develops their pedagogy through scaffolded teaching opportunities. These experiences allow students to acquire and practice pedagogical skills in

smaller practice-based classes as well as larger lecture and discussion courses in theatre history, performance studies, and script analysis for majors and non-majors.

Application Deadlines

Admission applications for the PhD program in Theatre and Performance Studies will be accepted starting **September 2026** and due **January 14, 2027** for the class starting in **Fall 2027**. Admission applications for the MFA in Performance Pedagogy class starting in **Fall 2027** will be accepted starting **September 2026** and due **January 14, 2027**. For more information, please visit our Graduate Application Page.

Theatre Production at the University of Pittsburgh Stages

University of Pittsburgh Stages annually produces a Mainstage season directed and designed by faculty, guest artists, and qualified graduate and undergraduate students. Casting is open to the university community and plays range in type from global classics to musicals to cutting edge contemporary works. University of Pittsburgh Stages presents its season on three university venues:

- **The Charity Randall Theatre:** a fully restored 460-seat proscenium house in a landmark building listed on the National Register of Historic Places.
- **The Henry Heymann Theatre:** a state-of-the-art 151-seat thrust space located in the Stephen Foster Memorial.
- **The Richard E. Rauh Studio Theatre:** a 100-seat flexible black box theatre located in the Cathedral of Learning.

UNIVERSITY & THEATRE ARTS DEPARTMENT REGULATIONS

Rights and Responsibilities

All graduate students in the Department of Theatre Arts are expected to be fully aware of the University's official policies affecting students. For complete and current text on all University policies, please see the current Graduate and Professional Catalog at https://catalog.upp.pitt.edu/index.php. Information includes the following:

- Advising
- Allowable Credits
- Registration (Enrollment)
- Grading and Records
- Editorial Assistance and Publication of Theses/Dissertations
- Regulations Pertaining to Master of Arts and Master of Science Degrees
- Regulations Pertaining to Professional Master's Degrees
- Regulations Pertaining to Doctoral Degrees
- Statute of Limitations/Leaves of Absence
- Graduation
- Rights and Responsibilities

For complete and current text on all University policies, see https://www.policy.pitt.edu/university-policies-category

The information below lists several key university-wide policies affecting graduate students.

Academic Integrity Policy -https://www.provost.pitt.edu/faculty/academic-integrity-freedom/academic-integrity-guidelines

Nondiscrimination, Equal Opportunity, and Affirmative Action Policy - https://www.policy.pitt.edu/cs-07-nondiscrimination-equal-opportunity-and-affirmative-action-formerly-07-01-03

Allies Network - https://www.studentaffairs.pitt.edu/inclusion-and-belonging/lgbtqia-inclusion

Computer Access and Use Policy - https://www.policy.pitt.edu/ao-10-computer-access-and-use-formerly-10-02-05

Copyright Policy - https://www.policy.pitt.edu/cs-03-copying-copyrighted-material-formerly-10-04-01

https://www.copyright.com/learn/media-download/copyright-on-campus/

Drug-Free Workplace/Drug-Free Schools Policy - https://www.policy.pitt.edu/drug-free-workplace-drug-free-schools-06-02-01

E-mail Communication Policy - https://www.policy.pitt.edu/ao-15-e-mail-communication-policy-formerly-09-10-01

Faculty-Student Relationships - https://www.facultyhandbook.pitt.edu/faculty-student-relationships

Harassment Policies - https://www.wellbeing.pitt.edu/notice-nondiscrimination-and-anti-harassment-policy-statement

https://www.policy.pitt.edu/cs-05-harassment-telecommunication-formerly-06-03-03

Access to and Release of Education Records Policy - https://www.policy.pitt.edu/access-and-release-education-records

Smoking Policy-https://www.policy.pitt.edu/cs-21-smoking-formerly-04-05-03 Student Code of Conduct - www.studentaffairs.pitt.edu/conduct

Student Service Indicators Policy- https://www.policy.pitt.edu/ac-62-student-service-indicators-formerly-09-04-09

TA/TF/GSA Policy Statement – https://www.asgraduate.pitt.edu/financial-support/teaching-and-research-appointments-tatfgsagsr

TitleIX - https://www.wellbeing.pitt.edu/civil-rights-title-ix

Use of Alcohol - https://www.policy.pitt.edu/cs-24-use-alcohol-for merly-04-05-02

The Production Director, Hadley Armstrong (haa284@pitt.edu), handles the policies and procedures governing the use of Departmental facilities. Graduate students should contact the Theatrical Production Director with any questions or concerns.

Department of Theatre Arts Office Procedures

The members of the office staff can help with a variety of questions, problems, and directions. We urge you to make their acquaintance and to consult them when you need assistance. The Graduate Administrator, LJ Srolovic, is directly concerned with assisting graduate students in the department and can be reached at liw151@pitt.edu if you have any questions about the degree requirements described in this handbook or for any other problems that might arise. The Department maintains a file on every student admitted to the program. In accordance with the

provisions of the Buckley Amendment (https://www.registrar.pitt.edu/family-educational-rights-and-privacy-act-1974-ferpa) all students, upon formal request, are entitled to see all those documents in their folders placed there after January 1, 1975. Please check with the Graduate Administrator from time to time to make sure that your folder is up-to-date and notify your departmental advisor if any significant documents are missing. Be sure that the Graduate Administrator's record includes your current address and telephone number. Every graduate student will have a mailbox located in the main office on the 16th floor of the Cathedral of Learning. You are responsible for checking your mailbox and email during the academic year.

Office of the Graduate Dean

Many important issues related to the successful completion of your graduate career are handled through the Office of the Graduate Dean. Personnel in this office are skilled professionals who serve the entire Graduate School. Please be attentive to approaching deadlines, as it is unreasonable for the office to be able to serve hundreds of individual students with last-minute requests. Direct all questions first to the Graduate Administrator or the Director of Graduate Studies in the Department of Theatre Arts, who can help you contact the correct individual in the Office of the Graduate Dean.

Admission Status

Full Graduate Status

For admission to full graduate status an applicant must be a graduate of a recognized college or university, have completed undergraduate requirements for admission to the proposed graduate department and have achieved at least a B average in both an undergraduate program and the field of intended study. Normally, a B average (3.0 GPA) is required, but applicants with GPA of 2.75 to 2.99 will be considered for full admission if they have other indicators of excellent potential for graduate work. Please use comment section or attach an explanatory letter if you are requesting special consideration.

An applicant with a GPA of 2.75 to 2.99 will be considered for full admission, BUT cannot be awarded a TA/TF position upon admission. After completing 12 graduate credits with a B average or better, an applicant can be considered for an award.

Applicants from outside the U.S. must show evidence of having completed an undergraduate program of study equivalent to a baccalaureate degree and be prepared to present certification of the degree or license at the time of registration. If the credentials are incomplete or not familiar, please send a copy of the application to Office of International Services for evaluation.

Provisional Graduate Status

Applicants who are graduates of a recognized college or university but who do not qualify for admission to full graduate status because of deficiencies in either their undergraduate course program or their scholastic achievement may be considered for provisional status, if strong supporting evidence of their ability to complete a graduate program is provided. There are two types of provisional status; each has its appropriate letter of admission:

1. Questionable scholastic achievement, but no specific deficiency. There is some question about the applicant's ability to complete a graduate program, usually due to a low GPA (2.5 to 3.0) or to a concern about the quality of the undergraduate program. To be advanced to full status, a student admitted under this provision must complete 12 credits of graduate work with grades B or better and be recommended for full status by the department.

2. Questionable scholastic achievement with specific deficiencies. To be recommended for full status, the student must complete prerequisite coursework and 12 credits of additional graduate study with grades B or better.

NOTE: Students on provisional status may not hold a Teaching Appointment or Fellowship.

Special Students Program (Non-Degree)

The Special Students Program is designed to enable students to take graduate courses in arts and sciences without the commitment of enrolling in a degree program. Admission to special student status requires a Bachelor's degree from a recognized undergraduate program with a minimum GPA of 2.75. Special status is for one term only (although the student may reapply for special status in a subsequent term). Up to 4 courses (12 credits) taken as a special student can be transferred to a degree program if the student is subsequently admitted into an Arts & Sciences Department, and if the department recommends the transfer. A transferred course must carry a grade of B or higher.

NOTE: Students who are seeking to take one or two advanced undergraduate courses as prerequisite to future graduate study should be advised to consider registering through CGS in Post-Baccalaureate Status: P-B students are those who have completed an undergraduate degree and wish to take additional undergraduate courses on a non-degree seeking basis. Most P-B students are interested in taking courses in order to facilitate a career change, as prerequisites for admission to a graduate program, or for personal enrichment. Students are permitted to register for one graduate level course among the undergraduate courses provided they have obtained the permission of the instructor. Post-Baccalaureate students are charged at the undergraduate rate. Students interested in this program should be referred to CGS for application and admission information. Graduate courses taken as an undergraduate Post-Baccalaureate will not be applied towards the degree requirements in Arts & Sciences, Graduate Studies.

Each department is responsible for sending letters of denial, since the department is best equipped to provide the reason for non-admission and to respond to inquiries from non-admitted students.

Acceptable students are admitted to graduate study in the department with "full" or "provisional" graduate status, depending on their qualifications and objectives. Students admitted on provisional status (without deficiency) will be subject to dismissal if they fail to achieve a 3.0 average in their first four graduate courses. Students admitted on provisional status (with deficiency) may be required to complete additional undergraduate work satisfactorily before proceeding with their graduate program. Courses taken to remove deficiencies do not contribute toward completion of graduate degree requirements. Transfer from provisional to full graduate status is possible only after removal of deficiencies noted at the time of admission, achievement of an overall "B" average in the first four courses for which graduate credit is received, and upon formal recommendation of the Department of Theatre Arts.

International Student Graduate Admissions

For complete and current text on University policies and procedures related to application and admission for any graduate program (including information on academic background, credentials, English language proficiency requirements, English language fluency for current teaching assistants/fellows, financial support and visa documents), please see the current Graduate and Professional Catalog at https://catalog.upp.pitt.edu/index.php.

Registration Procedures and Maximum Credits Per Term

During orientation week of their first semester, new students will meet with an academic faculty advisor in the Department of Theatre Arts to register for classes. Following the first semester, University of Pittsburgh students can self-enroll after meeting with their advisor. Once courses are approved, the advisor will contact the Graduate Administrator (GA) via email giving the student permission to register. The GA will remove the academic hold on the student's account and the student will be able to register at or after the day and time of their enrollment appointment. Students are assigned an "enrollment appointment" each semester. The enrollment appointment is the day and time when a student can begin enrolling. Once a student's enrollment appointment begins, adding, dropping, or editing classes can be done until the end of the add/drop period. Students can view their enrollment appointment date and time by logging into *my.pitt.edu*, click on **Student Center Login**, click on **Self Service**, and then click on **Student Center**.

Permission numbers are required for classes that have requisites attached to them. Permission numbers must be requested from the department offering the course.

No student is permitted to register for more than 15 graduate credits without the written permission from the dean of the academic center in which the student is pursuing a degree. Graduate students who receive permission to register for more than 15 credits will be billed for each additional credit that exceeds their full-time tuition rate.

PhD students in the Department of Theatre Arts typically take 9-15 credits a semester. MFA students in the Department of Theatre Arts take 15 credits a semester.

Late Enrollment and Add/Drop Period

Students must have written permission from the instructor to add a class late. In the case of internships/directed studies/research, the Permission Number will count as the instructor's permission – see below. They must get the dean's permission for a late enrollment or drop. Students should bring the written permission from the instructor when meeting with a dean for approval of late transactions.

Students must get Permission Numbers from the department if the course would have required a Permission Number before the deadline (i.e., closed courses, department consent, requisites not satisfied, career conflict). Late add is not a reason for a Permission Number. If the course is open, with no restrictions, the student will need written permission from the instructor, not a Permission Number.

All later transactions must be processed in the University Registrar's Office, G-1 Thackeray Hall.
Detailed information concerning registration can be found at
https://www.registrar.pitt.edu/students/enrollment under "Registration (Enrollment)."

Before completing their comprehensive exams, graduate students are expected to register for 1-2 graduate seminars in the department, on average, for each semester. Once registered for a departmental seminar, students should not drop the course. If students must use the add/drop period to drop a seminar, they should make the change in the first two days of the semester and must notify all affected professors as soon as possible.

Transfer of Credits

Students who have completed graduate courses in degree-granting graduate programs at other accredited institutions prior to admission to the University of Pittsburgh should submit official transcripts from those institutions at the time they apply so that the courses can be evaluated for transfer credit. In no case may the total number of credits transferred exceed the maximum number stated in the sections of the latest edition of the Graduate and Professional Bulletin published by the University of Pittsburgh.

Students requesting advanced standing credits by transfer should indicate this with a written request to the Director of Graduate Studies. Students admitted with temporary or provisional status cannot transfer credits until full status has been granted. Transfer credit will not be accepted for courses in which a grade lower than B or its equivalent has been received. A maximum of 30 credits may be accepted toward the requirements for the PhD degree from a Master's degree earned in another approved graduate school. No more than 12 additional credits may be accepted for work beyond the Master's degree and directly related to the student's PhD program**.**

For more information on transfer credits, please see the Graduate and Professional Catalog at https://catalog.upp.pitt.edu/index.php.

Statute of Limitations

The purpose of the statute of limitations is to ensure that a graduate degree from the University of Pittsburgh represents mastery of current knowledge in the field of study

- All requirements for MFA degrees must be completed within a period of 4 consecutive calendar years from the student's initial registration for graduate study.
- All requirements for the PhD degree must be completed within a period of 10 years from the student's initial registration, or within eight years if the student has received credit for a master's degree appropriate to the field of study.

There is also a strictly enforced limit of four calendar-years on the master's comprehensive examination or its equivalent for students beginning or re-admitted for graduate study in Fall 2002 or later, and a seven calendar- year limit on the PhD comprehensive examination for students entering graduate study programs in Fall 1999 or later. The ten-year limits on PhD comprehensive examinations apply for doctoral students enrolled prior to Fall 1999. A student who exceeds the statute of limitations for a degree will be subject to dismissal.

Under exceptional circumstances, a candidate for an advanced degree may apply for an extension of the statute of limitations. The request must be approved by the department and submitted to the dean for final action. Requests for an extension of the statute of limitations must be accompanied by a departmental assessment of the work required of the student to complete the degree as well as documented evidence of the extenuating circumstances leading to the requested extension. Students who request an extension of the statute of limitations must demonstrate proper preparation for the completion of all current degree requirements by submitting a detailed plan of study. This plan of study will also include a statement acknowledging that failure to meet the deadline dates outlined will lead to dismissal from the program.

Leaves of Absence

Under special conditions, graduate students may be granted one leave of absence. A maximum leave of two years may be granted to doctoral students or one year to Master's students. The length and rationale for the leave of absence must be stated in advance, recommended to the dean by the department, and approved by the dean. If approved, the time of the leave shall not count against the total time allowed for the degree being sought by the student. Re-admission following an approved leave of absence is a formality.

Academic Notice and Dismissal for Enrolled Graduate Students

A graduate student who fails to maintain an overall GPA of 3.00 or to make satisfactory progress in a degree program is subject to dismissal from graduate study at the University. When the overall GPA of a student falls below 3.00, the student is automatically placed on academic notice and is not eligible for fellowships or participation in the department comprehensive examination; and is subject to dismissal at the end of the following term. The department should warn the student in writing.

In addition, any student who is not making satisfactory progress toward the completion of an advanced degree (completion of an acceptable number of required courses and/or research each term or year) may be placed on academic notice by the department. The student must be informed in writing of this action by the department. Normally, one term will be granted in which to correct the deficiency.

A student whose performance on a preliminary or comprehensive examination is judged to be inadequate may be subject to dismissal at the end of the term. Students on notice are not eligible to take the PhD preliminary evaluation or the MA, MS, or PhD comprehensive examination, or to be graduated.

Grading Practices

Grades in graduate courses and seminars are defined as follows:

- **A** - Genuinely exceptional work, at a level of both ability and performance above the acceptable graduate level.
- **B** - Acceptable graduate work, short of distinction, but of solid graduate quality.
- **C** - Attainment below graduate expectations.
- **F** - Failure (may be awarded for poor performance, for plagiarism, non-attendance, or non-fulfillment of course requirements).
- **G** - Work incomplete because of genuine emergency circumstances beyond the student's control. A "G" grade is given by an instructor when class work is unfinished because of extenuating personal circumstances. When given a "G" grade, you are usually instructed to complete some clearly defined work (e.g. a final examination paper) within a specified period of time. The "G" must be completed no later than one year after the term or session in which the class was taken. You should not request or be given a "G" grade if, in actuality, you need to repeat the course. See "Course Repeat" for more information. Once the deadline has passed, the "G" grade will automatically change to "NG" and will no longer appear as "in progress" on a student record. The "NG" grade will remain on the record and the student will be required to re-register for the course if it is needed to fulfill requirements for graduation. Except in cases of documented illness or other serious personal difficulty, a student who receives more than one "G" or "I" grade in a single term will be considered to be making unsatisfactory progress and may be placed on academic notice. Such academic noticemay lead to loss of a TA or TF.
- **I** - grades are used for incomplete work in dissertation research, thesis, and similar courses where the scope of the student's project may require more than one term for its proper completion. I grades for thesis or dissertation research should be removed when the thesis or dissertation has been approved. I grades given for other courses must be removed within one year. If the grade is changed after one year, it must be accompanied by a letter of explanation from the instructor for the time delay in completion of the course work.

Requirements for Graduation

In order to graduate from the University of Pittsburgh, a graduate student must be an active University of Pittsburgh student registered for at least one credit of full-time dissertation study in the term of graduation. Students must file an application for graduation in the dean's office of their school early in the term in which graduation is expected. Students should check with the Graduate Administrator for the application deadline. Prior to the end of the term in which they graduate, all doctoral candidates must submit to the dean's office a completed Survey of Earned Doctorates. Per the Regulations Governing Graduate Study, students must have active status per policy 09-04-01 in their term or graduation, however graduate students do not need to be registered in the term of graduation. This does not affect that students must be registered in the term that they are completing any university milestones which include for MA/MS/MFA: comprehensive exams, thesis defense, manuscript submission and approval and for PhD: prelim, comprehensive, candidacy, defense. If any milestone occurs in the term of graduation, the student must be registered.

Certification for Graduation

The Graduate Faculty of the department evaluates the performance of the student in all university and departmental requirements. If the performance is satisfactory, a report will be submitted to the dean certifying that the candidate has satisfactorily completed all departmental requirements for a graduate degree. The dean, after confirming that the overall school and University requirements have been met, certifies the candidate for graduation.

Financial Aid Information

Information concerning Financial Aid can be found at: https://oafa.pitt.edu/financialaid/

For more information, please see the section Policies for Graduate Student Appointments (TA/TF) in the Department of Theatre Arts.

Advising Guidelines

Initial Advising Session

During their first year, students will meet with their advisor and the Director of Graduate Studies (separately) during orientation prior to the start of the fall semester. Students' advisors will work with the student to plan their course of study, identify career goals, and orient the student to the department's curricular requirements, both in formal coursework and in production work. Although students may also speak about these questions with their advisor, questions pertaining to regulations, policies, and procedures as outlined in this handbook and in the most current edition of the Graduate and Professional Bulletin should be directed to the Director of Graduate Studies. In addition, the meeting with the Director of Graduate Studies will address procedural issues such as the transfer of MA credits.

Subsequent Advising Sessions

Subsequent advising sessions will be with the faculty member designated as the student's advisor. The student is required to seek out an advising session at least once during each semester for the purpose of registering for the following semester's classes. (Keep in mind that students are required to obtain their advisor's permission in order to register for classes.)

The advisor's responsibilities are as follows:

- To meet with the student and clear them for registration in each semester of residence. It is imperative that students register as early as possible in the registration period to prevent cancellation of courses due to under-enrollment and to ensure a spot in the course.
- It is the responsibility of the student to be familiar with all regulations and requirements imposed by the University and Dietrich School of Arts and Sciences, as well as the department. Advisors are responsible for keeping students apprised of all departmental changes in requirements.
- To keep the student apprised of progress towards meeting the standards and requirements of the department.
- To advise student on best practices for developing educational and career goals.

After the student and advisor agree on the course of study for the following term, the advisor will email the graduate administrator confirming the student has met with their advisor. Then the graduate administrator will clear the student for registration.

End of Year Meetings and Annual Letters

All continuing students attend an end of year meeting with the graduate faculty during finals week to review progress on degree requirements, discuss their work in the program, and share their accomplishments. The meeting also provides an opportunity for students to ask questions of the graduate faculty about the program, their work, and professional development. PhD students at the end of their first year will have their end of year meeting at the end of their preliminary exam oral defense.

By May 15, all continuing graduate students will receive an annual letter that discusses their progress in the program, recognizes their achievements, and lists any areas for improvement to ensure satisfactory progress to degree.

PROGRAMS OF STUDY: DETAILED DESCRIPTIONS

Master of Fine Arts in Performance Pedagogy

The MFA Program in Performance Pedagogy is designed to equip working, professional actors with the tools to expand their employment opportunities in teaching at the college and university level, through a dynamic synthesis of teaching, practice, and scholarship. This program is based on the premise that the professional actor has already gained a level of craft and broad experience that can become the foundation for solid teaching skills. Therefore, emphasis is placed on exploration and strengthening of pedagogical techniques as related to areas of acting and performance training. Each student is given the mentorship of an experienced teacher of performance and works closely with the mentor to create opportunities for independent studies in pedagogy and curriculum development. Students gain experience applying theory to the practice of teaching acting and performance classes every semester, creating a course, conducting master class workshops, working on production assignments, and coaching or advising undergraduate students as needed. Students are encouraged to develop an area of specialty and to develop other areas of training in order to broaden their knowledge and remain competitive in the academic market.

The MFA in Performance Pedagogy is a full-time program designed to be completed in two years. The program includes practical and supervised experience in teaching throughout the period of study, culminating in a thesis class of the candidate's specialty. MFA candidates are also given the opportunities to be involved in productions as a performer or part of the creative team at Pitt Stages, for which credit is given. Credit may also be given for work on productions at outside professional theaters in the summer or during the school year (pending academic duties and in consultation with the advisor). It is our expectation that teachers of performance will continue to practice their craft to enhance their own pedagogy as well as to model examples for other students.

Graduates of the program will be particularly well qualified to teach at the university level as the result of the combination of previous professional experience and tangible and effective classroom training.
Admission applications for the MFA in Performance Pedagogy class starting in Fall 2027 will be accepted starting September 2026 and due January 14, 2027. For more information, please visit our Graduate Application Page.

Entrance Qualifications

The MFA in Performance Pedagogy is open to all qualified applicants who have completed an undergraduate degree (or who will complete one prior to registration), along with an expectation of five or more years of professional theater experience. An undergraduate major in theatre arts is normally a prerequisite for admission to the program, though degrees in other fields may be accepted if circumstances warrant. Because candidates will be teaching extensively during their residency, some teaching experience is preferred.

International students must pass either the TOEFL (must score 90 with at least a score of 22 in all sections), the IELTS (must score at least an 8.0 with at least a 6.5 in all sections) exam, or Duolingo in order to be admitted to the program.

Admissions Procedures

Admissions requirements include:

1. University of Pittsburgh's on-line application (there is a $75.00 application fee)
2. Personal Statement - Your 4–6-page double-spaced personal statement should address two areas. First, it is an opportunity to discuss your reasons for pursuing a graduate degree at the University of Pittsburgh and your academic and professional goals (2-4 double-spaced pages). Second, since the discipline of Theatre Arts contends with creative production across a broad global community, our program values departmental citizenship that plays out in multiple spaces: seminars, teaching, and production work, among others. Please share with us how in your academic work or personal experiences, the knowledge, insight, or expertise you've gained on issues of race, ethnicity, gender, sexuality, disability or socioeconomic status, and how you envision applying it in this program, at the University of Pittsburgh, and beyond (2 double-spaced pages).
3. Curriculum Vitae
4. Official or Unofficial College Transcripts are uploaded with application. Once a student is admitted an official copy will need to be sent from the institution to the Dean's office before a student can be matriculated.
5. 3 letters of recommendation
6. Headshot and Resume
7. Non-US citizens: TOEFL, IELTS, or Duolingo scores - ***this is mandatory and cannot be waived.*** Review Guidelines and Expectations for the TOEFL, IELTS, and Duolingo.

The MFA Admissions Rubric has more information on how these applications materials will be evaluated by the faculty applications committee.

In addition, some candidates will be invited to interview and audition as part of the application process. Once all materials have been received and reviewed, the department will contact candidates selected for a Zoom interview, typically during the month of January. Candidates will then be considered for a virtual audition, teaching demonstration, and interview during the months of January and/or February. For the audition and teaching demonstration, applicants should prepare two contrasting monologues (one contemporary, one classical) and be prepared to teach a warm-up and short exercise and/or game.

Diagnostic Exam

All entering MFA students will be asked to take the Diagnostic Test in World Theatre History before the first week of classes in the Fall. Because a general knowledge of world theatre history is necessary for all graduate degrees in the Department, this test will help us to determine which courses in the three-semester theatre history sequence should be taken by each graduate student.

Evaluation Procedures

MFA students are assigned an advisor who they first meet with during orientation week. They will meet regularly (usually bi-weekly) with this mentor to discuss progress in the program.

The department creates a file for every graduate student. This file contains copies of documents that identify work accomplished during the course of study.

MFA students' teaching is evaluated several times during the course of the semester in the context of their research The student's advisor will visit each class at least twice and another member of the performance faculty will observe the class near the end of the term. Each of these visits result in a diagnostic review meeting with the faculty as well as a written report which will be reviewed by the student and their advisor and become a part of the student's file.

At the end of year, MFA candidates meet with the graduate faculty to discuss and evaluate progress in the program. A student who does not meet departmental expectations in any area will be notified in their meeting and annual letter. Students who do not meet departmental expectations may be put on academic notice or if they continue to fail to make satisfactory progress, asked to leave the program.

Service

Service is a significant portion of a teaching position at a university. For example, students may be asked to serve on a committee, assist a production (as a one-time event, not as a coach), teach an Honors Workshop for Introduction to Performance students, or depending on expertise, coach students for auditions and competitions, etc. They do not receive credit for these endeavors. Although they are encouraged to participate when time and experience allow, they may opt out when the workload in a given semester would make such participation a hardship.

Curriculum

The curriculum for the MFA degree in Performance Pedagogy centers around four focus areas:

1. Pedagogical Study
2. History/Literature/Criticism
3. Practice of Acting and/or other performance styles
4. Other Electives

Each semester students are expected to carry a 15-credit load. Requirements Checklist for Completion of the Degree

Performance Pedagogy

The bulk of a student's course of study centers on learning to teach. This work is carefully sequenced and culminates in the creation of a course of the student's choosing. While several of these courses are Directed Study classes, no Independent Study classes may be applied toward the MFA degree.

□ Directed Study Pedagogy 3 credits

Student serves as assistant to a faculty member for the Acting 1 performance class. This class occurs the first semester of the program.

□ Faculty Development 3 credits

Theatre Pedagogy and Professionalization is designed to prepare MFA and PhD students to excel at effective teaching within both the academy at large and the unique demands of the field of Theatre and Performance Studies. The course fulfills the university faculty development requirement and is offered in students' first semester.

□ Techniques in Performance Pedagogy 3 credits

A graduate-level investigation of teaching methods and common practices currently used in undergraduate performance classes. This class occurs during the second semester of the program.

□ Observations in Performance Pedagogy 3 credits

This directed study in pedagogy is designed to provide an opportunity for graduate students to observe and analyze educational theatre in colleges and communities. This class occurs the third semester of the program.

□ Production Mentorship 6 credits

Student serves as actor, director, or coach in two productions in the University of Pittsburgh Stages season. Emphasis is placed on using the academic production as a teaching environment. The class can

occur during any semester in the program. Rehearsal time functions as class time and credits may be adjusted for specific production requirements.

□ Course Development 3 credits

Student researches and designs a course which is then used as the classroom laboratory for the written thesis. This class occurs either in the second semester of the program.

□ Thesis Preparation 6 credits

Student synthesizes classroom experience into a written document. This document is directly connected to the created course. This class occurs during fourth semester of the program and requires no classroom time.

□ Secondary Emphasis 6 credits

These classes provide the opportunity for the student to develop a secondary area of specialization. Most commonly, classes in the secondary emphasis are resourced outside of the department. This class occurs during any semester in the program.

□ Professional Orientation 3-6 credits

Students are given credit for current professional experience for previous professional experience when appropriate. No classroom time is required. These credits may be granted in any semester.

□ Career Development in Performance Pedagogy 3 credits

This directed study will assist the student in identifying academic and career goals. Student will also generate an entry-level dossier necessary for successful attainment of their goals. This class occurs in the third semester of the program

TOTAL PEDAGOGY **39-42 credits**

History/Literature/Criticism

Students are required to take two graduate seminars within the department, and one, two, or three graduate-level theatre history courses (as designated by the Diagnostic Exam). No lower-level undergraduate courses numbered 0001–0999 may be applied toward a graduate degree. Please note that Faculty Development does not count as one of the two seminars listed below.

□ World Theatre 2205, 2206, 2207 9 credits

□ 2 Seminars 6 credits

TOTAL HIST/LIT/CRIT **15 credits**

Other Electives 3-6 credits

TOTAL OTHER **3-6 credits**

TOTAL FOR DEGREE 60 CREDITS

MFA Thesis Project

The thesis project is the final requirement for the Performance Pedagogy degree. It is comprised of an original, created course plus a substantial written document that serves as a teaching guidebook for other instructors interested in using the thesis topic in the classroom. This course is taught during the fall semester of students' second year. The thesis document identifies a pedagogical question, investigates that question through research or classroom work, and then identifies conclusions reached.

Thesis documents should be written in such a way that a performance teacher could use the document as a study guide on the topic in question. Thesis documents typically range from 80-100 pages in length (including

the appendix) and are directly connected to the created course devised by the student. Thesis planning occurs fall semester of the second year.

The written thesis should be approximately 60-70 pages and address the following:
1. Course goals.
2. Student learning goals and outcomes.
3. Structure and design of the course.
4. Observed successes and challenges.
5. Conclusions.

The appendix should be approximately 20-30 pages in length and include:
1. Course Syllabus.
2. 3 Sample Lesson Plans.
3. 3 Sample Assignments / Rubrics.
4. Bibliography.

Each thesis is evaluated as "pass," "pass with revisions," or "fail" based on the description of the practice-based research, clarity of writing, and persuasiveness of argument. Success is not based on the volume of pages written. Strive for a succinct account that conveys the question/s posed, makes a claim, describes how pedagogical research in the classroom was carried out, evaluates the outcomes observed, and suggests next steps were the course to be taught again.

Thesis course planning begins during spring semester of the first year. Written thesis documents are planned during the fall of the second year and written in the final semester. **Common formats for thesis documents include: an introduction that identifies the pedagogical question under study, an overview of supporting research usually gathered during the created course research, course materials from the created course (course description, syllabus, exercises with detailed goals and instructions), an analysis of discoveries while teaching the course, and a conclusion that includes next steps.**

The student must submit their final thesis document (after an oral defense which must be approved by a committee) by the beginning of April of the graduating year. In matters related to corrections, uploading to web site and other ETD (Electronic Thesis Database) procedures, the MFA Thesis will follow the model of the PhD dissertation. All MFA students who start during the Fall 2016 semester and after are required to submit an ETD. Guidelines can be found here: https://etd.pitt.edu/etd-format-guidelines. Thesis documents require a committee signature page.

Composition of an MFA Thesis Committee
The thesis document must be approved by a three-person committee from Pitt selected in consultation with the student. The head of the MFA Performance Pedagogy program is included in that number and acts as chair of the committee. An outline of the thesis proposal and the names of the thesis committee are due, to the head of the MFA Performance Pedagogy Program, at the beginning of the second year. At least one committee member must be from the performance faculty. There will be an oral defense of the thesis attended by the committee and open to the public, prior to final approval of the thesis. The date of the oral defense must be agreed upon by the student and their committee head. Thesis committee members will attend the defense

in person. Exceptions for remote participation may be possible depending on the circumstance. Students are welcome to invite members of the community, family, and friends, to attend either in person or virtually.

Defense Structure

1. Candidate Oral Presentation: 20-25 minutes
2. Questions from Committee
3. Questions from Audience moderated by Advisor
4. Candidate and Audience dismissed for Committee discussion.
5. Candidate and Audience invited back for final feedback.

Timeline

First Year

Fall Semester

- Develop course concept through discussions with advisor.
- Identify new areas of knowledge you may need to teach the course.

Spring Semester

- Build syllabus.

Second Year

Fall Semester

- Choose committee members early in semester.
- Teach course.
- Meet regularly with advisor to review course progress.

Spring Semester

- Write thesis and prepare for oral defense in spring.
- Choose date for oral defense.
- Share progress of thesis with advisor (ongoing).
- Final thesis goes to committee for review at least 14 days before defense.
- Defend thesis in late March/early April.
- Submit ETD (written thesis) to D-Scholarship

Sample Course of Study

Although some courses are fixed and immovable in their sequencing, many are not. Students will work closely with the advisor to devise a four-semester schedule that best suits their needs while accomplishing the requirements for the department. The following is offered as an example of what to expect but should not serve as the only possible sequencing of course requirements.

First Year Fall Semester

Directed Study Pedagogy (Assisting Acting I)	3 credits
World Theater (1) (2205, 2206, or 2207)	3 credits
2000 Level Seminar	3 credits
Faculty Development (THEA 2100)	3 credits
Secondary Emphasis I	3 credits

Total	**15 credits**

Teaching: Introduction to Performance

First Year Spring Semester

Techniques in Performance Pedagogy (2147)	3 credits
World Theater (2) (2205, 2206, or 2207)	3 credits
2000 Level Seminar	3 credits
Production Mentorship	3 credits
Secondary Emphasis II	3 credits
Total	**15 credits**

Teaching: Acting I

Second Year Fall Semester

Course Development	3 credits
Professional Orientation	3 credits
World Theater (3) (2205, 2206, or 2207)	3 credits
Career Development in Performance Pedagogy	3 credits
Observations in Performance Pedagogy	3 credits
Total	**15 credits**

Teaching: Thesis Course

Second Year Spring Semester

Thesis Preparation (2000)	6 credits
Professional Orientation	3 credits
Pedagogy Elective	3 credits
Other Elective	3 credits
Total	**15 credits**

Teaching: Introduction to Performance

*No lower-level undergraduate courses numbered 0001–0999 may be applied toward a graduate degree.

Doctor of Philosophy in Theatre and Performance Studies

The PhD program in Theatre and Performance Studies prioritizes the integration of scholarship with teaching and artistic practice in order to prepare students to be competitive candidates for academic positions at a variety of institutions, post-doctoral research opportunities, and employment sectors beyond academia. In line with the department's intellectual vision, the program integrates theory and practice and focuses on underrepresented groups and areas of research, including migration, disability studies, race, gender, sexuality, religion, and transnationalism, across historical, historiographical, literary, performance, and practice-based research methodologies.

The program integrates scholarship with experiential learning opportunities through a curricular requirement called the Immersive Practice Credential (IPC). Each student develops a 12-15 credit program of individualized study focused on an area of artistic practice, such as directing, dramaturgy, or playwriting, or a professional

career outside of the academy, such as Public Humanities or Education and Community Engagement. In their Immersive Practice Credential coursework, students work with Theatre Arts faculty and MFA students as well as pursue professional training and internship opportunities outside of the university.

Mentored by faculty, each student develops their pedagogy through scaffolded teaching opportunities. These experiences allow students to acquire and practice pedagogical skills in smaller practice-based classes as well as larger lecture and discussion courses in theatre history, performance studies, and script analysis for majors and non-majors.

Admission applications for the PhD program in Theatre and Performance Studies will be accepted starting **September 2026** and due **January 14, 2027** for the class starting in **Fall 2027.** For more information, please visit our Graduate Application Page.

Entrance Qualifications

The Doctor of Philosophy program typically admits applicants who will complete MA and MFA degrees prior to registration at Pitt. The Department also will consider for admission BA applicants that demonstrate strong potential and capacity for doctoral level work. If admitted, BA students may choose to receive an MA en route to the PhD.

Admissions Procedures

Students applying for the PhD program are expected to demonstrate superior writing and research abilities and to have a substantial background in performance history, dramatic literature and criticism, and/or performance studies. They must also have a demonstrable interest in and disposition for the Immersive Practice Credential, with a view toward developing a specialized theatrical skill or area beyond academia.

A personal interview is not required for candidates applying to this program. Candidates who wish to visit the campus and would like to arrange a meeting with available graduate faculty are advised to contact the Director of Graduate Studies prior to their visit. Admissions requirements include:

1. University of Pittsburgh's on-line application (there is a $75.00 application fee)
2. Personal Statement - Your 4–6-page double-spaced personal statement should address two areas. First, it is an opportunity to discuss your reasons for pursuing a graduate degree at the University of Pittsburgh and your academic and professional goals (2-4 double-spaced pages). Second, since the discipline of Theatre Arts contends with creative production across a broad global community, our program values departmental citizenship that plays out in multiple spaces: seminars, teaching, and production work, among others. Please share with us how in your academic work or personal experiences, the knowledge, insight, or expertise you've gained on issues of race, ethnicity, gender, sexuality, disability or socioeconomic status, and how you envision applying it in this program, at the University of Pittsburgh, and beyond (2 double-spaced pages).
3. Official or Unofficial College Transcripts are uploaded with application. Once a student is admitted an official copy will need to be sent from the institution to the Dean's office before a student can be matriculated.
4. 3 Letters of Recommendation
5. 2 samples of academic writing
6. CV
7. Non-US citizens: TOEFL, IELTS, or Duolingo scores - ***this is mandatory and cannot be waived.*** Review Guidelines and Expectations for the TOEFL, IELTS, and Duolingo.

The completed application must be received by January 14.

The PhD Admissions Rubric has more information on how these applications materials will be evaluated by the faculty applications committee.

Diagnostic Exam

All entering PhD students will be asked to take the Diagnostic Test in World Theatre History before the first week of classes in the Fall. A general knowledge of world theatre history is necessary for all graduate degrees in the department. Scores on the diagnostic exam determine which courses in the 3-semester theatre history sequence should be taken by each graduate student.

Evaluation Procedures

Students are evaluated on a continuing basis by their advisors and the graduate faculty. Graduate students must maintain a B average (3.0) or better in all their courses, as well as a 3.0 average in their graduate courses. An annual evaluation of each student is conducted by the graduate faculty who discuss the student's progress and plans. These meetings allow faculty and students to look at the general academic situation of each student and are required of all active status graduate students in the department.

Faculty Development Requirement

All PhDs must enroll for the departmental Faculty Development course under THEA 2100 Theatre Pedagogy and Professionalization for 3 credits. It is required by the university for graduation. The course is offered every other fall.

Requirements Checklist for Completion of the Degree

☐ **Residency**

A minimum of three years or six terms of full-time residency is required. It is not possible to complete the degree on a part-time basis.

☐ **Courses**

72 credit hours

☐ **Transfer of Credits**

Students may transfer credits earned at another accredited institution in an approved degree-granting graduate program toward the requirements for an advanced degree at the University of Pittsburgh. Students requesting advanced-standing credits by transfer should indicate this to the Graduate Student Services Administrator within the first year of graduate study and provide official transcripts. Students requesting transfer credits from international graduate programs must submit their request to the Office of International Services before their department can evaluate the credits for transfer. Credits for course work taken 10 or more years prior to admission for graduate study at the University of Pittsburgh are not automatically transferred. Departments must evaluate such coursework in terms of its currency of knowledge in the field when submitting transfer credit requests for approval by A&S. Students admitted with special or provisional status cannot transfer credits until full status has been granted. Graduate students already enrolled, when approved in advance by their department and the assistant dean of graduate studies, may spend a term or

more at another graduate institution to obtain training or experience not available at the University of Pittsburgh and may transfer those credits toward the requirements for an advanced degree at the University of Pittsburgh.

A maximum of 30 credits may be transferred toward the requirements for the PhD degree for course work at the master's level earned in another approved graduate school. A maximum of 30 credits from most 3-year MFA programs may also be acceptable. A student who transfers 30 credits due to completion of a master's degree at another institution is not eligible to earn a master's degree in that discipline at the University of Pittsburgh. If a student has completed relevant graduate work beyond the master's level at another institution, up to 12 additional credits may be accepted for transfer. (No more than 36 credits can be accepted for transfer from all other graduate institutions.) Acceptance of credits by transfer from other graduate schools does not relieve the student from the requirement to register at the University of Pittsburgh and satisfactorily complete a minimum of 18 credits for a master's degree and a minimum of 36 credits for a PhD degree.

For further details on transfer credits, see https://www.asgraduate.pitt.edu/transfer-credits-0

☐ **Minimum Grade Requirement**

Students in the PhD program must maintain a 3.0 QPA in courses after completion of the MA. Students who have completed at least 9 quality point credits and whose GPA falls below 3.00 will be placed on academic notice by the dean of the Dietrich School of Arts and Science Graduate Studies. Academic notice subjects a student to academic suspension and restriction from registering for classes. Students on academic notice are not eligible to take the PhD minary evaluation exam, the PhD comprehensive examination, or to graduated.

☐ **Language Requirement**

Students are required to demonstrate advanced knowledge in one foreign language sufficient to read criticism and drama in the language and sufficient to allow them to attend a play in the language and understand it reasonably well. The language requirement may be fulfilled in four ways:

1. Pass a test administered by the identified language department. Testing procedures, which are worked out on an individual basis with the foreign language departments at the University, require students to translate portions of critical studies and plays. An auditory component may also be required.
2. Pass the fourth semester of a language class with a grade of “B” or better.
3. Pass with a grade of “B” or better in an upper division course (1000 series or above) with a significant segment on dramatic literature.
4. Qualify out of the language requirement by requesting acceptance of a similar course taken no more than three years prior to the term in which the PhD Comprehensive exam is taken.

Please note: In order for these ways to count for the language requirement, it must be confirmed that they meet the department’s expectation of reading comprehension. Since the training in various languages differs, please consult with your advisor and the DGS.

☐ **Preliminary Evaluation Examination**

Students who enter the PhD program are required to take a preliminary exam by the end of their first full year of residence (see pp. 25-26 for details).

☐ **Comprehensive Examination**

The comprehensive examination is given in two parts – a written and an oral examination (see pp. 26-28 for details). Students who enter the PhD program should plan to take the exam early in the fall semester of their fourth year.

☐ **The Prospectus**

The prospectus proposes the subject and plan for the completion of the dissertation.

☐ **The Dissertation**

This written work, which must embody an extended original investigation of a problem of significance to theatre arts and/or performance studies, is the capstone to the research program of a student's education.

Curriculum

Required Course Program

- One, two, or three sections of World Theatre (as designated by the Diagnostic Exam)
- Nine seminar-level courses in the history, literature, and critical theory of theatre and performance studies. During the first two semesters of a full-time PhD student's program, they must take at least three of these seminars in the Department of Theatre Arts.
- At least seven of the nine required courses will be advanced graduate seminars in the Department of Theatre Arts (2000 series). The others may be graduate-level seminars (2000 series) listed in any appropriate University department. Courses labeled "research," "directed study," or "independent study" cannot be used to fulfill this requirement except by approval of the Graduate Faculty. The student's advisor will regularly monitor selection of courses and approve the overall sequence chosen. No lower-level undergraduate courses numbered 0001–0999 may be applied toward a graduate degree.

Immersive Practice Credential

The Immersive Practice Credential is 12-15 credits of required coursework and practical experience in an area of artistic practice or training for a humanities career beyond academia. The credential helps students gain practical experience on campus and in the community that supports their research and career goals. Students must earn at least half their credits for this requirement through practical experience (as opposed to seminar work).

Students may focus on directing, dramaturgy, playwriting, public humanities, or education and community engagement as outlined in this section or may propose a different area of focus. Students should discuss their proposed area with their department advisor. If a student is proposing an Immersive Practice Credential that is not directing, dramaturgy, playwriting, public humanities, or education and community engagement, the student must submit their proposed Immersive Practice Credential for approval by the graduate faculty before they start working on their credits to have their course of study approved. This proposal should include a brief explanation of the planned course of study and why the student is interested in pursuing it (no more than 2 pages). If a student is pursuing a more common IPC, they also must submit a course of study before they start working on their credits, but an explanation is not required. The grad faculty will offer feedback and ask for a revision or approve the course of study. This is typically submitted by the second semester of the first year.

If a student's IPC plans change significantly, they must resubmit their course of study to the grad faculty. After completing their credits, all students must submit their credit progression for final grad faculty approval.

It is understood that some students come into the program with a history of practical work in the theatre, in some cases with completed MFA degrees. In these cases, students normally choose a second area of interest for the requirement. In extraordinary cases the graduate faculty may recommend that a student be exempted from the Immersive Practice Credential, usually in response to exceptional practical experience in the field.

Potential Immersive Practice Credentials

Below are several potential Immersive Practice Credentials. If you are interested in an area not listed, please speak with your advisor.

- **Immersive Practice Credential in Directing**

Students may construct an Immersive Practice Credential in directing through training and production work dedicated to directing, as well as coursework and production work considered complementary to the skill sets expected of a director. Students wishing to complete a credential in directing will be expected to assist on at least one faculty or guest directed production and must direct at least one production on or off campus. In consultation with their advisor, students may opt to pursue a range of production work, including, but not limited to, participating in an observership in directing or other aspect of production; proposing and directing a lab or main stage production; or assisting or completing production work in dramaturgy, choreography, playwriting, acting and/or acting coaching. During some spring semesters, a Graduate Directing course may be offered.

- **Immersive Practice Credential in Dramaturgy**

Students may construct an Immersive Practice Credential in dramaturgy through training and production work dedicated to dramaturgy, as well as coursework and production work considered complementary to the skill sets expected of a dramaturg. Students wishing to complete a credential in dramaturgy will be expected to assist a faculty dramaturg, when possible, or equivalent and dramaturg at least one mainstage and one lab production or two mainstage productions. In consultation with their advisor, students may opt to pursue additional production work, including playwriting, an observership in dramaturgy or other processes; assisting or completing production work in directing, choreography, acting and/or acting coaching.

- **Immersive Practice Credential in Playwriting**

Students may construct an Immersive Practice Credential in playwriting through training and production work dedicated to playwriting, as well as coursework and production work considered complementary to the skill sets expected of a playwright. Students wishing to complete a credential in playwriting will be expected to complete Playwriting I, Playwriting II (when offered), and New Play Practicum (when offered). Students should have at least one script brought to performance as a reading or a lab production. In consultation with their advisor, students may opt to pursue additional course work and production work, including coursework in genre, narrative, structure, and form within or outside department; and/or assisting or completing production work in dramaturgy and/or directing.

- **Immersive Practice Credential in Public Humanities**

Students may construct an Immersive Practice Credential in public humanities through a combination of coursework, experiences, and internships that bring humanities knowledge production into conversation with various publics, including cultural institutions and community organizations. Students should focus on building a portfolio of opportunities that develop skills in communicating generalist and specialist expertise beyond the conventional circuits of academic publishing. These include skills in curation, oral history, gallery installation, documentary film/theatre making, performance ethnography, archival practice, popular media production (print, broadcast, and electronic). Potential coursework includes but is not limited to *Public Humanities* (ENGL), *Exhibition Presentation* (HAA), *Documentary Theory and Practice* (ENGFLM), and *Digital Studies and Methods* (DSAM). Experiences and internships may include but are not limited to collaborations with museums,

theatre companies, libraries, arts organizations, archives, galleries, media outlets, and historical societies.

- **Immersive Practice Credential In Education and Community Engagement**

Students may construct an Immersive Practice Credential in education and community engagement through experiences and internships as well as any complementary coursework. Students should focus on building a portfolio of opportunities that develop skills including: communication and technical proficiencies, collaborative leadership, relationship building between arts or non-profit organizations and non-university populations, strategies for education and the arts outside of a university context, community or educational project management, generating and delivering resources to communicate, support, and promote arts or non-profit organization goals, among others. Opportunities may include, but are not limited to internships with local theatres, arts organizations, and non-profits, online training and certifications.

Admission to Candidacy for the Doctor of Philosophy Degree

Admission to candidacy for the Doctor of Philosophy degree constitutes a promotion of the student to the most advanced stage of graduate study and provides formal approval to devote essentially exclusive attention to the research and the writing of the dissertation. To qualify for admission to candidacy, students must fulfill the following requirements:

- Be in full graduate status
- Have satisfied the requirement of the preliminary evaluation
- Have completed formal course work with a minimum quality point average of 3.00
- Have passed the comprehensive examination
- Have defended and received approval of the prospectus (proposed subject and plan of the dissertation) from the PhD committee.

General Policies for the Dietrich School of Arts and Sciences Graduate Studies Office:

- Normal expectation, following University of Pittsburgh policy, is that all members of a committee must be physically present at both the prospectus and dissertation defenses.
- The Admission to Candidacy form requires the signatures of all committee members.
- Students must be admitted to candidacy at least eight months prior to the date of dissertation defense.
  Furthermore, the date of admission to candidacy is the date on the letter sent by the Dietrich School of Arts and Sciences Graduate Studies Office and signed by the Dean.
- The Department Chair must sign all Admission to Candidacy forms and Change of Committee requests.

Detailed Descriptions of Exams, Prospectus, and Dissertation

Please note that full-time faculty members are not normally available for composition and correction of the exams between the last week of Spring semester and the first week of Fall semester. Students wishing to take exams during that period must receive special permission from the Graduate Faculty.

PhD Preliminary Evaluation Examination

All students who enter the PhD program are required to take the preliminary examination at the end of the spring semester as described below. Students should plan to take their prelim exam at the end of their first full-time year of residency unless they are earning an MA on the way to the PhD. Students earning an MA on the way to the PhD will take the exam at the end of year 2.

PhD Preliminary Examination Procedure

1. As noted above, students in their first year of doctoral study must take a minimum of three seminars in the department. Their work in those seminars shall constitute the basis for the prelim exam. The exam is designed to assess students' critical thinking, facility with methodology, and writing skills as well as ability to articulately discuss the course material in the selected seminars.

   In consultation with the appropriate graduate faculty, students select three department seminars for their exam (if more than three are offered that year). Faculty Development and Professional Development courses are not eligible for the preliminary exam. Students should notify the graduate faculty and Director of Graduate Studies of their selected seminars by March 15. Faculty members will write one question that all students who select their seminar will answer. Students will not see the questions in advance.

2. Students will receive their three questions from the graduate administrator over email at 9AM on the last Friday of classes and turn in their answers to the graduate administrator at 9AM on the Monday of finals week.

3 The defense will be at the end of finals week. The Director of Graduate Studies will work with the faculty and student to schedule a time for the defense. All seminar professors are required to attend and the rest of the graduate faculty are invited. The faculty understands the oral defense as an important part of the end-of-year advising meeting. The defense meeting will last approximately a half hour and will primarily address the student's written examination. At the end of the defense, the end of year meeting will be held. The meeting will address the student's seminar work generally, progress-to-date in required areas of the PhD, plus other areas as necessary.

Should the written and/or oral portion of the exam be deemed unsatisfactory, students may be asked to rewrite all or part of it. Students who are asked to rewrite will have until August 1 to submit their rewritten exam electronically to the graduate faculty members who participated in their defense. The graduate faculty will decide whether or not to call a second defense after reading the rewritten exam. If a second defense is necessary, the defense will be held at the beginning of the fall term. A student's rewritten exam may pass without a second defense.

PhD Comprehensive Examination

The PhD Comprehensive Examination serves several significant purposes within the doctoral curriculum related to students' success in the program and beyond. First, the comprehensive exam process allows for dedicated time and study in three areas of interest. This time and study are critical for students working towards both general knowledge and expertise in the field. Second, through the writing of exam questions, it creates a space for students to learn and practice ways of thinking about intellectual conversations and opportunities for further study in their selected areas. Finally, the exam facilitates thoughtful analysis within each area through written exam answers that demonstrate breadth and depth in their knowledge of the field. The bibliographies, questions, and answers serve students beyond the exam by contributing to students' prospectuses, dissertations, and potential future publications and teaching.

TIMELINE

Year Two: By the end of their second year, students should meet with their academic advisor to discuss three areas for their comprehensive exam. Students should plan on setting reading goals for one area during their second summer.

Year Three: By the beginning of their third year or at least eight months prior to the anticipated date of the exam, three areas of study should be approved. Students may register for THEA 2980: Comprehensive Exam Prep for up to nine credits during the terms they are working on their exam.

Year Four: PhD students should have read in their areas and had all questions approved by the first semester of their fourth year. The goal is for PhD students to take the exam and defend early during the first half of their fourth year. MA/PhD students should have read in their areas and had all questions approved by the second semester of their fourth year. The goal is for MA/PhD students to take the exam and defend early during the second half of their fourth year.

Areas

Students must select three areas that fall into the categories below. At least two areas must be closely related to the student's proposed dissertation topic. When the third area does not relate closely to the student's proposed dissertation topic, it should be in a secondary area of research or teaching interest. There should not be substantial overlap across areas in terms of geography, time period, or focus.

Area One: Critical Methodologies and Theoretical Discourses

This area of study engages one or more theoretically based methods of theatre and performance study. As part of this area, students must also propose a restricted body of material that will form examples for the theoretical investigation. The material of study may come from drama, popular culture, performance, or other relevant categories. It may not, however, overlap in any substantial way with the material proposed for Areas Two and Three.

Area Two: Historical Discourses

This area of study examines a specific period of theatre and performance history. Students should select an area of focus within the period. The theoretical and critical conclusions reached by major theatre and performance scholars on these topics within the chosen period will substantially shape the student's investigation. It may not, however, overlap in any substantial way with the material proposed for Areas One and Three.

Area Three: Textual Discourses

This area of study explores the work of one major dramatist or of two related dramatists in detail. Three "texts" are relevant:

- The written drama
- The history and tradition of theatrical production (including its contemporary performance)
- The history and tradition of its reception

Another strategy would be to combine two related playwrights. If the candidate is interested in creating a combination, they will need to seek the approval of the area advisor. It may not overlap in any substantial way with the material proposed for Areas One and Two.

Exam Procedure

With their area advisors, students work on a bibliography that reflects foundational texts as well as works related to potential subareas for questions. Their area advisor gives them feedback and suggestions on bibliography drafts. Students are expected to read through the books and articles on their bibliography to gain facility with major questions, issues, and conversations in the area as well as identify opportunities for further discussion and study.

For each area, students develop four questions in subareas agreed on with their area advisor. The goal of question writing is for students to learn and practice ways of thinking about the intellectual conversations in their selected areas.

After questions in all areas are approved by their advisors, students should select three consecutive weeks during the fall or spring semesters for their answer writing. Students are strongly encouraged to schedule their examination dates near the start or finish of the fall or spring semesters. It is not possible for students to take the comprehensive exam and defend over the summer. Students are required by the university to be registered when they write and defend their exam.

Area advisors will select three of the four written questions and send them to the Graduate Administrator in advance of the writing period selected. At 9AM on the Monday, the Graduate Administrator will email the student three questions in the selected area for that week. The Mondays selected cannot be university observed holidays. Students will choose two of the three questions to answer and return their answers by 5PM on Friday. This process will repeat for each area. Students may select the order of their areas for the exam.

The answers will take the form of a paper (about fifteen pages per question), which will be assessed as a piece of writing as well as for the cogency and scope of the response. While writing, students may consult whatever sources they wish. Students may cite specific references (and note the source), but should avoid long quotations. Papers are to be composed on a computer and must not use AI in any capacity.

Seven to fourteen days after turning in their final questions, students sit for their oral defense. The committee for the defense is comprised of the three area advisors. The defense usually begins with a review of the student's written answers, but will likely move to other questions that might have been chosen, or to any questions relevant to student's areas. The oral examination lasts about one and a half to two hours. A weak written exam might be redeemed by a good oral. Occasionally, a student may be passed in all but one area and the student will be asked to rewrite one or more questions. In this situation, the committee will decide a reasonable due date for the student's revisions and whether or not there needs to be another oral defense in order for the student to pass the exam. The committee will explain the reasons for requesting a rewrite and the academic advisor will send the feedback and revision submission due date to the student in writing over email after the defense. If a student fails the entire exam or an individual area a second time, the exam may be retaken only with the approval of the Graduate Faculty.

Area Advisor Expectations

Area advisors will respond to draft bibliographies and questions within two weeks (not counting university holidays and breaks) during the fall and spring semesters. Faculty are not on contract over the summer term and therefore typically not available to work with students on their bibliographies and questions during those months.

The Prospectus

The prospectus proposes the subject and plan for the completion of the dissertation.

The prospectus addresses the following items:

- A general overview of the project
- The planned methodology
- Source materials
- A review of related literature

- A chapter outline
- Chapter summaries
- A working bibliography

The graduate faculty member who will serve as chair for the student's dissertation committee (see below) will provide guidance for the completion of the prospectus. Once the committee chair has approved the prospectus, the student will schedule a defense with all of the members of their PhD committee.

Full-Time Dissertation Study Credits

FTDA 3999 – (Full Time Dissertation Study for students in the Arts and Humanities). **FTDA 3999** is a fixed-fee registration for doctoral students which registers you for one credit only at a much-reduced rate of tuition, and allows students to be considered full time students for loans and benefits.

Students can register for **FTDA 3999** after meeting the following requirements:

- You have completed all course requirements
- You have passed the PhD comprehensive examination
- You have completed 72 credits of graduate study and are working full-time on your dissertation

The Dissertation
The University of Pittsburgh's *Graduate and Professional Bulletin* outlines the requirements for the final stage of the degree, which is the preparation and defense of a dissertation. This written work, which must embody an extended original investigation of a problem of significance to theatre arts or performance studies, is the capstone to the research program of a student's training. More information is available at https://catalog.upp.pitt.edu/index.php.

Minimum Dissertation Requirements

The following are the minimum requirements for a passing dissertation in Theatre and Performance Studies:

1. Demonstrates expertise and facility with the scholarship in their field of study
2. Develops an original and coherent argument in their main area of study that builds on previous scholarship in new and innovative ways and makes a significant contribution to the field
3. Designs and executes a clear, well-designed, and transparent research methodology that is justified by a well-argued rationale, supports their research questions, and is in line with field and university expectations for ethical research
4. Supports their central argument well across multiple chapters with solid research, theorization, and analysis
5. Illustrates competency in writing argumentative academic writing
6. Shows potential for peer-reviewed publication

DSAS Doctoral Dissertation Committee Policy (rev April 8, 2022)

Committee Composition
Doctoral dissertation committees are composed of at least four members. The Chair of the committee must be a current (or recent) member of the University of Pittsburgh Graduate Faculty. Any member may serve as Co-Chair. At least three members (to include the Chair) must be members of the University of Pittsburgh Graduate Faculty with either a primary appointment in the candidate's department or a secondary/joint appointment in the candidate's department and a primary/joint appointment in another relevant department

within the University of Pittsburgh ("internal members"). At least one member must either be a member of the University of Pittsburgh Graduate Faculty external to the candidate's department or a qualified scholar with an equivalent status at another accredited institution ("external member"; for exceptions, see below, Special Requirements for External Committee Members from outside the University of Pittsburgh). The Graduate Faculty Roster for the University of Pittsburgh can be viewed at the following website: https://www.provost.pitt.edu/graduate-faculty-roster. Membership in the Graduate Faculty is not automatic and must be formally requested by the faculty member's department and approved by the Associate Dean for Graduate Studies and the Vice Provost for Graduate Studies before the faculty member can serve on a doctoral dissertation committee. Additional committee members from the University of Pittsburgh may be added to the doctoral committee in cases where additional expertise is needed. For additional members, the Graduate Faculty status requirement may be waived by approval of the Assistant Dean for Graduate Studies. A program's request for any additional committee member from the University of Pittsburgh must be accompanied by (1) a current C.V. that documents the potential member's educational and professional background of relevance to the student's research, as well as previous experience mentoring doctoral or post-doctoral trainees and (2) a memo that clearly outlines the benefit of the member's participation to the student.

Notification of Committee Membership

The names of the committee members must be submitted by the student's Ph.D. program to the DSAS Office of Graduate Studies as part of a student's application for doctoral candidacy. All requests for subsequent changes to the committee should be submitted for approval to the Office of Graduate Studies by the Graduate Administrator for the candidate's program. Any changes to committee membership, internal or external, after the dissertation proposal/prospectus/overview meeting must be approved by the Assistant Dean for Graduate Studies prior to the dissertation defense. [1]

Special Requirements for External Committee Members from Outside the University of Pittsburgh

A program's request for any external member from outside the University of Pittsburgh must be accompanied by (1) a current C.V. that documents the potential external member's educational and professional background of relevance to the student's research, as well as previous experience mentoring doctoral or post-doctoral trainees and (2) a memo that clearly outlines the benefit of the member's participation to the student.

Faculty from outside the University of Pittsburgh may serve as external committee members. Under certain circumstances, active researchers or professionals with appointments outside of academia may be approved as external committee members. In this case, the memo should also document how the Ph.D. program renders diverse careers valued, visible, and viable and supports a pathway for the student to pursue a career in sectors such as government, business/industry, and/or non-profit.

In cases where the only external committee member is requested to be an active researcher or professional with an appointment outside academia, the program's robust support for diverse post-doctoral career trajectories will be weighed particularly heavily.

C.V.s for external committee members who have been approved previously by the Assistant Dean for a particular program's graduate students need only be resubmitted once every five years. In this case, however, the memorandum accompanying each request for an external member's participation in a new committee must also note the date on which the C.V. was last submitted for this individual. If the date is not known, a new C.V. must be included.

In all cases, requests for external members must be approved by the Assistant Dean in advance of the requested member's participation on the doctoral committee and before the meeting or defense is scheduled. The Assistant Dean will review the materials and render a decision.

Committee Participation by Former Faculty of the University of Pittsburgh

Committee members who leave the University after a graduate student has been admitted to candidacy may stay on the committee in their original capacity, provided that the defense is scheduled within 12 months of the faculty member's departure. If the committee member who left the University is the Committee Chair and wishes to continue in this role, a Co-Chair must be designated from among the other internal committee members.

Committee Participation by Retired Members of the University of Pittsburgh Faculty

Faculty who are retired from the University of Pittsburgh are eligible to serve as members or Chairs of committees formed both before and after their retirement, as long as they are still active professionally in the academic community as reasonably determined by the Chair of Department.

Remote Participation by Committee Members

The candidate and committee members may choose to attend the dissertation prospectus either in person or remotely. In cases where there are both in-person and remote attendees, the hybrid meeting must be conducted synchronously.

The candidate, the Chair of the committee, and at least one other committee member must attend the dissertation defense in person. The candidate, the Chair of the committee, and at least one other committee member must attend the dissertation defense in person. If a candidate has co-chairs, the candidate, BOTH co-chairs, and at least one other member must attend in person. If the defense will have any configuration other than this, a completed Remote Participation Request form must be submitted to the Coordinator of Graduate Student Services for approval prior to the defense.

- If the candidate is requesting to be remote, the request form must provide a compelling rationale for why the in-person participation requirement represents a hardship for the candidate.

- If the Committee Chair (or one or both Co-Chairs) is requesting to be remote, the request form must provide a compelling rationale for remote participation, e.g., if the in-person requirement would delay the candidate's graduation timeline to a subsequent term. In such cases, the petitioning Committee Chair's designated internal committee member ("designee") must confirm their in-person attendance as one of at least two physically present committee members and assume responsibility for certifying that audio-visual requirements have been met.
- In certain extenuating circumstances, a fully remote defense may be requested. The request must provide a compelling rationale for a fully remote defense, e.g., if the in-person requirement for the candidate and Committee Chair would delay the candidate's graduation timeline to a subsequent term.

The Graduate Dean's Office will review the petition and render a decision. Any request for remote attendance should be sent to the Coordinator of Graduate Student Services as early as possible prior to the defense.

If any committee member, or, exceptionally, the candidate, participate remotely in the defense, the Ph.D. program is responsible for hosting a synchronous dissertation defense meeting with in-person and remote

participants according to the guidelines detailed below. The candidate may opt to make the public parts of their defense meeting accessible to further remote attendees, such as faculty, fellow students, and the candidate's family and friends. Committees and candidates requiring guidance should consult the University Center for Teaching and Learning.

More information can be found here: https://www.asgraduate.pitt.edu/dsas-doctoral-dissertation-committee-policy.

Requirements for Audio-Visual Technology

To satisfy the requirements for the remote attendance of any committee member or, exceptionally, the candidate, all participants in the meeting or defense must have access to the technological means for audiovisual interaction. Remote attendees must be accessible, with or without reasonable accommodations, to the graduate student presenter and other committee members participating in person and vice versa. The candidate's graduate program is responsible for arranging the necessary technology on campus and it is recommended that someone with technological expertise be present to resolve any difficulties as they may arise.

The dissertation proposal/prospectus/overview meeting or the defense of the dissertation must be rescheduled (or completed at a later time) if –

1. it is not technologically possible to accomplish the required level of audiovisual interaction at the time and place appointed; or

2. the video portion of the connection fails before the meeting or defense is 50% completed (reasonably determined by the Committee Chair) and cannot be reestablished; or

3. the audio portion connection fails before 90% of the meeting or defense is completed (reasonably determined by the Committee Chair) and cannot be reestablished.

Should any committee member and/or graduate student require reasonable accommodations as they relate to the doctoral dissertation committee process, please contact the Assistant Dean for Graduate Studies at pkc3@pitt.edu.

Chair or Chair's Designee's Certification of Compliance with Remote Participation Requirements

The Chair of a dissertation committee in which any participants attend remotely, or their designee, will be required to complete the Remote Attendance Certification form whereby they attest that the technological requirements for remote attendance have been met. [2] This form must be included with the results of the dissertation proposal/prospectus/overview meeting or defense in the submission to the Office of Graduate Studies. If the Chair of the committee or their designee signs the student's paperwork in the name of a remotely attending member, a copy of the authorization for this signature must also be provided when the documentation is submitted; an email from the remotely attending member authorizing the signature is sufficient.

Annual Meeting of the Dissertation Committee

In the new Regulations Governing Graduate Study approved in 1991 by the University Council of Graduate Study there appears the following regulation:

- Meetings of the doctoral candidate and their dissertation committee must occur at least annually from the time the student gains admission to doctoral candidacy. During these meetings, the committee should assess the student's progress toward the degree and discuss objectives for the following year and a timetable for completing degree requirements.

- The annual meeting ensures that any changes in direction or methodology have the advice and consent of the committee. It is the responsibility of the Director of Graduate Studies to maintain a record of students who have been admitted to doctoral candidacy and to notify the student and the dissertation advisor of the need to arrange for a review meeting. The annual meetings will occur during the second half of the spring term. In order to assess the student's progress to degree, the student and their advisor should decide what materials best serve the student to discuss at this point in their process. This might include a detailed progress report and/or a revised prospectus. Regardless of the material submitted, the student should be prepared to discuss the progress and changes to the dissertation project overall and their current timeline.

In some cases, a student may be geographically distant from campus and cannot return without hardship. It might then be appropriate for the student to provide a written progress report with timetable, and for the committee to meet and approve or disapprove the revised proposal. The decision is made by the dissertation advisor in conversation with the committee and Director of Graduate Studies. The advisor would then inform the student of the committee's action. When any member of the committee is away on leave or sabbatical, they should provide comments for the meeting.

After the end of the meeting, the approval form, signed by the student and committee, along with any submitted writing and a brief summary of the committee's suggestions, written by the dissertation advisor, will be placed in the student's file.

More information can be found here:
https://catalog.upp.pitt.edu/content.php?catoid=236&navoid=25179#regulations-pertaining-to-doctoral-degrees

Sample Course of Study (post MA/MFA) *

Year 1—Fall	**Year 1—Spring**
Grad Seminar	Grad Seminar
World Theatre History**	Grad Seminar
Theatre Pedagogy and Professionalization	World Theatre History **
Year 2—Fall	**Year 2—Spring**
Grad Seminar	Grad Seminar
Grad Seminar	Grad Seminar
World Theatre History**	IPC
IPC	
Year 3—Fall	**Year 3—Spring**
Grad Seminar	THEA 2980: Comp Exam Prep
Grad Seminar	THEA 2980: Comp Exam Prep
IPC	IPC
THEA 2980: Comp Exam Prep	
Year 4—Fall	**Year 4—Spring**
THEA 2980: Comp Exam Prep	FTDA 3999 (Full-time Dissertation for Arts &
THEA 2200 - Directed Study: Prospectus	Sciences

Research and Writing (6 credits)
Comprehensive Exam
Prospectus Defense for Admission
to Candidacy

Year 5—Fall
FTDA 3999 (Dissertation Research and Writing)

Year 5—Spring
FTDA 3999 (Dissertation Defense)

*This sample course of study is only one of several possibilities for the PhD student. Please note it does not include the language requirement, which students fulfill in various ways.

**New grad students generally take 2 of the 3 World Theatre History courses (taught in sequence), depending on their scores in the Diagnostic Test.

TIME TO DEGREE: COMPLETING MAJOR MILESTONES

YEAR ONE		YEAR TWO	
FALL	**SPRING**	**FALL**	**SPRING**
By the end of the term, student decides on IPC	Student submits proposal for IPC to the graduate faculty. Student takes their preliminary exam at the end of the term.		At the end of the spring semester, start conversations about your comprehensive exam areas and select one area to begin reading for over the summer.

YEAR THREE		YEAR FOUR	
FALL	**SPRING**	**FALL**	**SPRING**
Complete department coursework. Finalize areas for Comprehensive Exam. Prepare and develop Comprehensive Exam questions	Complete Foreign Language Requirement and IPC Continue preparing comprehensive exam questions.	Take Comprehensive Exam and defend answers Defend Prospectus	

YEAR FIVE	
FALL	**SPRING**
	Defend Dissertation

Receiving an MA Degree While Pursuing a PhD

Students with BAs who are admitted directly to the PhD program may proceed more efficiently, gaining an MA en route. The chief modifications involve the number of required seminars, the relationship between the MA and the PhD Comprehensive Examinations, and the total number of credits and years of residence required.

Diagnostic Exam

All entering MA/PhD students will be asked to take the Diagnostic Test in World Theatre History before the first week of classes in the Fall. Because a general knowledge of world theatre history is necessary for all graduate degrees in the Department, this test will help us to determine which courses in the 3-semester theatre history sequence should be taken by each graduate student.

Requirements for the Completion of the Degree

□ **Residency**

A minimum of three years or six terms of residency is required.

□ **Courses**

A total of 72 credit hours are required past the B.A. No lower-level undergraduate courses numbered 0001–0999 may be applied toward a graduate degree.

□ **Minimum Grade Requirement**

Students in the PhD program must maintain a 3.0 QPA. Students who have completed at least 9 quality point credits and whose GPA falls below 3.00 will be placed on academic notice by the associate dean of the Dietrich School of Arts and Sciences Graduate Studies. Academic notice subjects a student to academic suspension and restriction from registering for classes. Students on academic notice are not eligible to take the PhD preliminary evaluation exam, or the PhD comprehensive examination, or to be graduated.

□ **Language Requirement**

Same as PhD. See above “Language Requirement.”

□ **Preliminary Evaluation Examination**

The Preliminary Examination for the PhD is required. Normally it will be taken in the second year of a student’s residence.

□ **Comprehensive Examination**

Same as PhD. See above “Comprehensive Examination.” Normally it will be taken in the fourth year of a student’s residence.

□ **The Prospectus**

Same as PhD. See above “The Prospectus.”

□ **The Dissertation**

Same as PhD. See above “The Dissertation.”

Curriculum

Required Course Program

- One, two, or three sections of World Theatre (as designated by the Diagnostic Exam)
- At least eleven seminars in dramatic literature, theatre history, criticism, performance studies, or in a related field
- At least nine of the eleven required courses will be advanced graduate seminars in the Department. The others may be graduate (2000 series) courses listed in any appropriate University department. Courses labeled “research,” “directed study,” or “independent study” cannot be used to fulfill this requirement, except by approval of the Graduate Faculty. The student’s advisor will regularly monitor selection of courses, and approve the overall sequence chosen.
- THEA 2100 Theatre Pedagogy and Professionalization (Faculty Development)
- At least one course in performance or in technical theatre (may be waived)

Immersive Practice Credential

Same as PhD. See above “Immersive Practice Credential.”

Receiving the MA Degree

Students who wish to receive the MA as part of their progress towards the PhD may apply any time after they have satisfactorily completed the basic requirements and their preliminary exam.

Continuation in the Program

Continuation in the program towards the PhD is dependent on the student’s satisfactory progress and demonstrated ability for further study, which are evaluated annually. If satisfactory progress is not maintained, or if the Preliminary Exam is not adequate, the student will not be permitted to advance further towards the PhD. In such cases the MA degree can be awarded, if requirements for that degree have been met.

POLICIES FOR GRADUATE STUDENT APPOINTMENTS (TA/TF) IN THE DEPARTMENT OF THEATRE ARTS

This section of the Handbook is for the benefit of graduate students and faculty members. The procedures are designed to make transparent and clear the department procedure and expectations in relation to appointments and workload, protect TA/TFs against arbitrary treatment, ensure further that their teaching performance is carefully examined according to reasonable criteria, and provide advice and resources for improving teaching practice if warranted.

Appointments Policy

The department is given a certain number of TA/TF lines for the academic year. If you are awarded an appointment or fellowship, this will include full tuition remission, health benefits, and a stipend. Students admitted to the MFA and PhD programs with a Masters degree and prior teaching experience will receive a teaching fellowship (TF) in their first year of teaching. Students without a Masters degree and prior teaching experience will receive a teaching appointment (TA) during their first year of teaching. If the student's teaching is deemed satisfactory by the graduate faculty based on OMETS and teaching observations, the student will receive a teaching fellowship (TF) during their remaining years teaching in the department.

University Fellowships, such as Arts and Sciences Fellowships, Provost's Humanities Fellowships, K. Leroy Irvis Fellowships, Mellon Predoctoral Fellowships, and Gutierrez Fellowships, count towards the total number of years funded. PhD students who are awarded funding receive five years of funding. If a student chooses to earn an MA while earning the PhD, they still only are eligible for five years of funding. MFA students receive two years of funding.

For information on current stipend rates, see https://www.gradstudents.pitt.edu/stipend-rates

Policy Statement for Teaching Assistants and Teaching Fellows

The definitions, responsibilities, and rights of Teaching Assistants and Teaching Fellows are outlined in the following document. It also includes the official procedure for handling grievance situations related to appointments. (https://www.gradstudies.pitt.edu/sites/default/files/assets/TATFGSAAcademicRegs6-1-22.pdf)

Training, Supervision, and Evaluation

All graduate students with appointments are required to attend the New Graduate Student TA Orientation offered by CIDDE the week before Fall classes begin. During the same week, all new and continuing instructors of Introduction to Performance, the first course MFA and PhD students teach independently, attend a training workshop. The goal of the workshop is to lead new instructors through the expectations of the Department of Theatre Arts and the University, guide them through the development of their first syllabus, and provide them with exercise and assignment examples that they can adapt and use in class. It also is an opportunity for discussion about pedagogical strategies and classroom challenges among new and continuing Introduction to Performance teachers.

Every year, the department hosts two teaching colloquiums (fall and spring) organized by our department graduate student teaching mentor in conversation with the DGS. Graduate students are required to attend both colloquiums during their first year and they are strongly encouraged to attend during their second year and beyond. The colloquiums take an in-depth look at a specific teaching topic. Past teaching colloquiums have addressed incorporating and valuing diversity in the classroom, developing teaching objectives, writing a teaching philosophy, trigger and content warnings, and creating rubrics for the theatre arts classroom. The

colloquium brings together new and experienced theatre arts graduate students and is attended by a broad range of Theatre Arts faculty. The colloquium provides an opportunity for the entire department to reflect on their teaching, discuss current challenges and new approaches, and share strategies for teaching Theatre Arts at the University of Pittsburgh.

In fulfillment of the university Faculty Development requirement, all graduate students with appointments take THEA 2100: Pedagogy and Professionalization (FACDEV) (3 credits) while first teaching at Pitt (or before). The Theatre Arts Pedagogy and Professionalization course incorporates reading, discussion, and practical application under the close mentorship of faculty. Over fifteen weeks, the course focuses on essential aspects of effective teaching, including but not limited to: active verb learning objectives, spectrum of passive to active learning, kinds of learners, student centered teaching; building a syllabus, courses and curriculum, scaffolding assignments; writing assignments and evaluation rubrics and criteria; grading and evaluation, including self evaluation; teaching-directing-coaching distinctions; strategies and resources for varying classroom learning formats, including lectures, discussion, small group work, presentation and creative and active learning.

Students serve as a teaching assistant and/or as an instructor of record. Issues related to course development, teaching, and student problems should be addressed with the course's faculty teaching advisor. For Introduction to Performance, the course's faculty advisor is the Head of Performance. If a student serves as the teaching assistant for a faculty member, the faculty member is the course's faculty teaching advisor. If a graduate student is instructor of record for a Hist/Lit/Crit course, the Director of Graduate Studies or an assigned faculty member will serve as the course's faculty advisor. Students will be informed of their supervisor when they receive their assignment. The Director of Graduate Studies should be kept informed of any issue that prevents or may prevent a graduate student from fulfilling the appointment contract. Faculty teachng advisors also will inform the Director of Graduate Studies of any major teaching issues with the graduate students they supervise.

Note: When a graduate student is serving in a supervisory function, with authority over undergraduate students, as in the classroom or in a departmental production, all aspects of the University's policies of Harassment and Non-discrimination apply.

The Director of Graduate Studies oversees these training, supervisory, and evaluation practices. Departmental policy mandates two modes of teaching evaluation for all graduate student instructors of record: the standard questionnaire administered by the University (OMETs) and an evaluation involving a classroom visit from a full-time faculty member. Evaluations are conducted by the faculty teaching mentor, discussed with the instructor and given to them in writing, and emailed to the DGS and graduate administrator.

How Teaching is Assigned

MFA students serve as instructor of record all four semesters during their time at Pitt. They teach Intro to Performance (first and final semesters), Acting 1 (second semester), and their thesis class (third semester).

PhD students receive an Arts and Sciences Fellowship during their first year. PhD students start teaching in their second year. All PhD students teach Intro to Performance in their first semester.

For all classes except Contemporary Global Stages, after their first semester, the DGS makes PhD assignments using the following procedure. After the spring schedule goes live on October 1, the DGS emails all PhD students with funding the list of available TA and instructor of record opportunities for the spring semester. For the fall semester, the DGS emails all PhD students with funding the list of available TA and instructor of

record opportunities after the department chair has received the ancillary budget for the following academic year and the fall semester schedule is available. The DGS asks students to send them their top three preferred assignments, ranked, along with any course timing conflicts. The DGS considers student preferences and qualifications (i.e. for some courses, students need to TA before they can serve as instructor of record) before creating a draft of assignments. The DGS will take preferences into strong consideration, however, it will not always be possible to fulfill all student requests. The DGS also should prioritize giving students a range of teaching opportunities during their time at Pitt. After drafting assignments, the DGS sends the proposed assignments to the History, Literature, Criticism faculty for feedback and approval.

For Contemporary Global Stages, the DGS sends a call for applications to all eligible graduate students in the December of the prior academic year. Students submit their applications in January, which are reviewed by the graduate faculty, who select the instructor or instructors for the following year.

After all assignments are approved, the DGS sends the MFA and PhD assignments to the graduate administrator, who sends students their assignments.

Expectations for working with a Teaching Assistant

1. TAs only work for 20 hours a week, no exceptions.
2. Instructors and TAs should meet at the start of the semester to discuss the types of work involved in the appointment. The instructor should stick to those tasks during the semester.
3. During your first meeting, discuss and agree on methods of communication. It is strongly suggested that instructors primarily use email to communicate and schedule all calls and meetings in advance, unless there is an emergency.
4. TAs should have at least 24 hours to respond to emails and complete any tasks. For time consuming tasks like grading, TAs should be given at least a week, if not more, depending on the assignment and size of the class. If an instructor reaches out to a TA on a Friday or over the weekend, the TA has until at least Monday to respond. An instructor cannot require email responses or work over the weekend.
5. After meeting with the TA, it is the instructor's responsibility to submit the TA expectations and agreed upon methods of communication in writing to the Director of Graduate Studies and the Graduate Administrator by the end of the first week of classes. When the DGS is working with a TA, the expectations should be submitted to the Department Chair and Graduate Administrator. If there is any major change to the TA's responsibilities during the semester, the instructor should send an updated document to the DGS and Graduate Administrator (or for the DGS, the chair and Graduate Administrator).

Potential TA Responsibilities

<u>All TAs</u> should use part of their weekly hours for:

1. Doing Course Readings or Viewings
2. Holding Two Office Hours per Week

<u>Other potential responsibilities</u> may include, but are not limited to:

1. Attending Class

2. Grading – If a TA is expected to grade, they should know what assignments by the start of the semester so they can best plan their time.
3. Assisting the instructor in class - This may include, but is not limited to, taking attendance, recording participation, taking notes in order to prepare for grading assignments and supporting students, helping students with group or scene work or in discussion, assisting with technology, and teaching class sessions. Instructors may ask TAs to teach no more than one class for a class meeting once a week, two classes for a class meeting twice a week, and three classes for a class meeting three times a week. The instructor and TA or faculty teaching advisor, grad instructor, and TA should meet to discuss what pedagogical goals the TA wants to focus on in each class taught. All classes taught by TAs need to be selected at the start of the semester and included in the written expectations submitted to the department.
4. Answering instructor and student emails.
5. Meeting with the instructor about the class.
6. Helping with and maintaining the class Canvas site.
7. Making photocopies and scans.
8. Proofreading course material, including the syllabus, assignments, rubrics, and the Canvas site.

If you have any questions about TA responsibilities or concerns about instructor expectations, please speak to the course's faculty teaching advisor (for classes with graduate student instructors) and the Director of Graduate Studies.

Evaluation of Performance and Responsibilities for TA/TFs

- Every TA or TF must have a classroom visitation at least once a term by a designated faculty member. In preparation for the classroom visit, TA/TFs will discuss with their evaluator their plans for the class session and provide the evaluator with a current syllabus and lesson plan (if applicable).
- Evaluators can ask to examine all materials relevant to the TA/TF's teaching (assignments, exams, etc.).
- Following class visits, the evaluator will complete the written evaluation form (distributed by the Graduate Administrator) and distribute a copy to the TA/TF, the Director of Graduate Studies, and graduate administrator. In addition, the evaluator or the student may seek a conference to discuss the evaluation.
- If difficulties in a TA/TF's teaching warrant, an evaluator may seek a second class visit by another faculty member in consultation with the Director of Graduate Studies.

All TA/TFs teaching in the Department of Theatre Arts will automatically be registered for an OMET (Office of Measurement and Evaluation of Teaching) course evaluation. OMET will distribute the evaluations electronically to students enrolled in courses toward the end of the semester. More information concerning OMETs can be found at: https://teaching.pitt.edu/omet/. At the end of each semester, the students' OMETs are sent to the department chair. The department chair consults with the Director of Graduate Studies about the OMET results as necessary.

In the case that a student's teaching is not deemed satisfactory in the first year, the following procedure must be followed before a student receives a TA instead of a TF during their second year teaching in the department. The student's advisor or faculty advisor for the course must inform the Director of Graduate Studies in writing of problems concerning TA/TF performance, presenting evidence of problems. Students must be informed in advance and in writing that there are problems with their teaching. The recommendation to award a student a TA instead of a TF during their second year needs to be approved by a vote of the graduate faculty. Students will have an opportunity to submit a statement and any evidence to the graduate

faculty for consideration during their decision-making process. If the graduate faculty decides to award the student a TA during their second year, the student needs to be informed in writing of the expectations that they need to fulfill to be considered for a TF for the following year.

The Department of Theatre Arts subscribes to the Academic Regulations of the University for TA/TF/GSAs, which includes procedures for Unfair Treatment, Termination, and Termination Appeals and can be found at https://www.gradstudies.pitt.edu/sites/default/files/assets/TA-TF-GSA-Academic-Regs-6-1-22-x.pdf.

TA and TF Workloads

Each TA/TF appointment is considered 20 hours of work a week. The following hours are designated for assignments:

- **Teaching Assistant**
  Theatre and Collaboration – 10hrs if there are two TAs/20hrs if there is one TA
  World Theatre – 20hrs
  Enjoying Performances – 20hrs
  Seminar in Theatre Arts - 20hrs
  Playwriting – 20hrs
  New Play Practicum – 20hrs

- **Instructor of Record**
  Introduction to Performance - 20hrs
  Acting I – 20hrs
  Special Topics: Performance – 20hrs
  Introduction to Dramatic Art –20hrs
  Enjoying Performances – 20hrs
  Contemporary Global Stages – 20hrs
  World Theatre* – 20hrs
  Seminar in Theatre Arts* – 20hrs

*World Theatre and the Seminar in Theatre Arts typically are taught by faculty. The Director of Graduate Studies will inform the graduate students when those courses are teaching options. Generally, in order for a graduate student to teach Enjoying Performances, World Theatre, or Seminar in Theatre Arts, they should have served as a TA for that course already.

Variety of Teaching Assignments

PhD students will have the opportunity to teach as Instructor of Record multiple times at Pitt. They also will have the opportunity to TA and learn from faculty in at least one or more distinct types of courses in our field (Introductory/General Education, Performance Studies, Theatre History, Theatre/Performance Studies Intensive Writing Seminar for Majors). After TAing for a course, students will be eligible to teach the class as Instructor of Record with a faculty advisor, if the opportunity arises. Opportunities include acting as instructor of record for Introduction to Performance, Enjoying Performances, Introduction to Dramatic Art, Contemporary Global Stages, and World Theatre I, II, and III and as TA for Enjoying Performances, World Theatre I, II, and III, and the undergraduate seminar. THEA 0825 Contemporary Global Stages offers a unique opportunity for PhD students to propose and design a course related to their interests. Recent courses have included Women in Greek Tragedy, A Semester at the Museum, Theatre and Performances of Olympism, Contemporary Global Queer Performance, Performing Empire(s), New Media and Performance, Dance Worlds,

Music Drama and Musical Theatre, Gender, Drag, and Performance in the Contemporary World, and Performing African Diasporas.

Every year, the goal is for students to be faced with new challenges (i.e. type of course, type of assignment, type of student population the course serves) to enable the growth and development of their pedagogy.

Additional Teaching Opportunities (counting towards a TA/TF)

Summer Introduction to Performance

If a summer Introduction to Performance is offered and open to an MFA or PhD graduate student instructor, the Director of Graduate Studies will invite application materials at the start of the Spring term. These materials include a one-page double spaced proposal detailing your interest and qualifications for the position, a sample Intro syllabus, and your OMETS. The instructor will be selected by a vote of the Graduate Faculty. In making the decision, the Graduate Faculty will consider interest, excellence of OMET scores, approach of the syllabus, progress to degree, and seniority. Typically, only one section of Introduction to Performance is offered each summer.

Directing a Production

In order to direct Tier 1 and Tier 2 productions, students must have advisor approval and apply to the season selection committee. This is typically a multi-page form suggesting what the student would like to direct. Please see the yearly announcement from the season selection committee for current application requirements. It is strongly suggested that students interested in directing a production meet with their advisor and the head of the selection committee to ensure the show they want to do meets the department's requirements for that year. If accepted, students usually register for credit for their directing work and are mentored by a faculty member. There is a possibility that Tier 1 or 2 productions could fulfill the 20 hours a week requirement for their Teaching Appointment, and it should be discussed with the DGS. This opportunity is not typically available every year.

Teaching and Mentorship Opportunities Beyond TA/TFs

Workshops

Students may teach workshops related to their area of interest. Past workshops have included monologue coaching, film acting, movement workshops, audition workshops, and discussions about joining Actors Equity among others. Students may design a directed study around preparing and teaching their workshop.

Department of Theatre Arts Teaching Award/Dietrich School of Arts and Sciences Teaching Mentor

The Department of Theatre Arts Teaching Award is awarded to one exceptional PhD student instructor and one exceptional MFA student instructor at the department's end of the year celebration and award ceremony. The Director of Graduate Studies invites applications for the award each spring. MFA applicants must be in their last year of the program to apply. PhD applicants should have completed

three full terms of teaching and must be eligible for one additional year of support from the department (that is, applicants should be in their third or fourth year). The recipient is selected by the graduate faculty and the Head of the MFA program.

The PhD Teaching Award recipient serves as the Dietrich School of Arts and Sciences Teaching Mentor for the following academic year. The role of the Teaching Mentor is to serve as an additional resource for Teaching Assistants and Teaching Fellows and to advise on an as-needed/as-requested basis. The Teaching Mentor also organizes the department's teaching colloquiums in the fall and spring semesters. The position carries a monetary award from the Dietrich School of Arts and Sciences.

GRADUATE STUDENT RESEARCH AND TRAVEL FUNDING

(UNIVERSITY AND DEPARTMENT OPPORTUNITIES)

Conferences

U of Pitt A&S-PBC Travel Funds - $600, twice during graduate studies (MFA and PhD)
Website: https://www.asgraduate.pitt.edu/financial-support/conference-travel-grants
FAQ: https://www.asgraduate.pitt.edu/conference-grants-frequently-asked-questions
Application:
https://www.asgraduate.pitt.edu/sites/default/files/A%26S%20PBC%20CONFERENCE%20GRANT%20Form%2024.25%20REV%201_1.pdf

A&S-PBC travel funds are available to graduate students in the Dietrich School of Arts & Sciences who are presenting at conferences and professional meetings, and who are enrolled in master's or doctoral programs in departments other than History of Philosophy of Science or Philosophy. Students are eligible for $600 after completing 18 credit hours of graduate work. Students in doctoral programs are eligible for a second $600 after passing their PhD Comprehensive Exams.

U of Pitt Graduate and Professional Student Government - $500 (yearly, MFA and PhD)
Website: https://www.pittgpsg.com/travel-grants
GPSG established the Travel Grant program to provide financial assistance and recognition to graduate and professional students who are participating in academic conferences. Applicants must currently be enrolled as a graduate or professional student at the University of Pittsburgh. Students are eligible for one GPSG travel grant per fiscal year (July 1 – June 30) based on the date of the conference. All applications must be submitted and approved by the Finance Committee, and funds for each cycle are distributed based on a demonstrated need for the travel grant and on the merit of the presentation.

U of Pitt Arts and Science, Graduate Student Organization Travel Grants - $200 (yearly, MFA and PhD) - https://www.asgso.pitt.edu/awards-and-grants/travel-grant/
To be eligible for the A&S GSO Travel Grant you must have been enrolled as an A&S Graduate Student at the time of your travel. The only travel that the grant currently covers is for travel to an academic conference to present a paper or a poster, to participate in an interactive workshop, or to attend a job talk/ interview at a conference (for doctoral students only). For a workshop to be considered you must be presenting original research and you may not be receiving course credit. This option mainly applies to students in the Humanities for writing or performances who have been invited to participate. The A&S GSO Travel Grant does not currently cover travel for any other purpose, including research, courses at other Universities or job fairs. However, the GPSG Travel Grant does cover travel for activities such as research travel. Please see their

application (ignore the website which says research travel is not eligible, click on the application link for more information about research travel.)

- Arts & Sciences (A&S) graduate students completing masters or doctoral programs are eligible for an A&S GSO travel grant if they are presenting at an academic conference or professional meeting.
- A&S graduate students in master programs are eligible for one travel grant. A&S graduate students in doctoral programs are eligible for one travel grant per fiscal year (begins May 1st) and a maximum of two total travel grants.
- Applicant is required to submit proof of attendance and/or participation at conference or meeting with the travel grant application.
- Original itemized receipts (not invoices) indicating payment has been made in full must be submitted in order to receive reimbursement. The A&S GSO will reimburse for specific food purchases, as long as original receipts are provided

Global Studies Travel Fund for Students - $500 (yearly, PhD)
https://www.global.pitt.edu/gsc/students/student-funding

For conference or research travel. To be eligible, student must be enrolled in the Center's certificate program. The Global Studies Center is granting funds for students enrolled in the certificate or BPHIL program, to travel to support presenting at, or attending conferences, workshops or symposium, or for conducting research related to their global focus. The funds are limited to travel in the United States and must be expended by June 30th.

European Studies Center Small Grant - (yearly, registered Graduate Students)
https://www.global.pitt.edu/esc/students/graduate-students

Student's conference paper must have some aspect of European life, historical or contemporary, domestic or international, or European integration as its main focus. The EUCE/ESC offers small grants to graduate students to help defray the costs of presenting papers at professional conferences. Applications will be reviewed at the beginning of each month with notification made by mid-month.

U of Pitt World History Center Grants - $250 (per semester, registered Graduate Students)
https://www.worldhistory.pitt.edu/support/research-and-travel-funding-support
Each academic year the World History Center provides two Graduate Travel Awards of $250 in the Fall semester and two additional awards in the Spring semester. These awards support graduate students in any Pitt department for travel to a professional meeting. The applicant is to demonstrate that participating in the meeting is a contribution to world-historical study. The application is to consist of a one-page letter of application and a two-page CV (including an indication of the applicant's faculty advisor). The letter of application should describe the proposed meeting and the purpose of attending, with attention to explaining how participation in the meeting will contribute to the applicant's world historical study. The Fall deadline for application is the beginning of November and the Spring deadline is beginning of March.

Research Grants

Dietrich School of Arts and Sciences Summer Awards
The Graduate Dean's office has made funds available to the Department of Theatre Arts to support PhD students conducting summer research. The fellowships are awarded to students who are conducting research

that will inform their prospectus or dissertation. Students may receive the A&S summer funds more than once during their time at the University of Pittsburgh.

First Time Applicants: Please submit a two-page double-spaced proposal that outlines how you would use the fellowship to support your summer prospectus/dissertation research and the ways that the research supports your dissertation project. Include any domestic or international travel plans to archives, productions, or theatre companies.

If you have received the summer funding before, please submit a two-page double spaced proposal that addresses how you used your previous fellowship, how you would use the fellowship this summer to support your dissertation research, and the ways that the research supports your dissertation project. Include any domestic or international travel plans to archives, productions, or theatre companies.

We strongly suggest that you develop your summer research plan with your advisor and the graduate faculty before submitting. In evaluating applications, the graduate faculty will assess the clarity, strength, and vision of the research project and plan as well as its relationship to your prospectus/dissertation. Applications from students who have not yet received a summer funding will be prioritized by the graduate faculty. The Director of Graduate Studies will contact graduate students during the spring semester with the department application due date and any updates to the application procedure.

Student Research Fund – Gender, Sexuality, and Women Studies Program
https://www.gsws.pitt.edu/academics/research/student-research-funds

The competition is open to graduate and undergraduate students enrolled at the University of Pittsburgh engaged in research related to the study of women, gender, and/or sexuality. The number of projects funded and the amount of funding vary each year depending on donations to the program. Awards of up to $1000 are made to support travel expenses, secretarial costs, research materials, or other direct costs related to research. Smaller requests may be more likely to be funded. Travel and expenditures must be arranged in advance through the Program. Partial conference funding related to larger research projects (e.g. dissertation work) may be available.

Alberta Sbragia Fund for Graduate European Studies – Maximum amount funded: $1,500-$3,000
https://www.global.pitt.edu/academics/graduate-students/funding-opportunities?field_offering_unit_target_id=226

Open to University of Pittsburgh PhD students for dissertation assistance, research or publication support, or travel to and research in relevant European countries. Applicants are encouraged to show efforts to secure matching funds from their department, school, or other external sources. Pre and post award guidelines are available for information on how funds may be used.

International Studies Fund (ISF)– up to $1000 (yearly)
https://www.global.pitt.edu/international-studies-fund-isf

The International Studies Fund is intended to help students at the University of Pittsburgh conduct research on international issues or in international settings. Full-time graduate and undergraduate students at the University of Pittsburgh from all Schools and Campuses are eligible to submit a proposal, including international degree-seeking students. Visiting, non-degree, and post-doctoral students are not eligible to

apply. Awardees must be enrolled at the University of Pittsburgh when applying and when using the award. Only one International Studies Fund award per student and fiscal year (July 1 to June 30) is allowed.

Nationality Room Scholarships – Amount dependent on scholarship
https://www.nationalityrooms.pitt.edu/opportunities/scholarships

University Resources for Off-Campus Funding Opportunities
https://www.asgraduate.pitt.edu/financial-support/external-funding-graduate-fellowships-and-grants

Travel Abroad

Pitt Study Abroad Contact Information
1-412-648-7413 (Monday-Friday 9 AM – 5 PM)
www.abroad.pitt.edu

All graduate students traveling abroad for research or conferences must register with the University of Pittsburgh. The registration info is now in the my.pitt.edu portal under "My Resources" > "Travel Registration" > "international SOS portal." There is info on the main landing page from the Travel Registration link.

In an emergency overseas, contact the in-country equivalent of 911. Here's a handy reference list of emergency contact numbers in foreign countries.

- In non-emergency health and safety situations, contact International SOS, the University Health Insurance provider: +1-215-942-8478
- In either situation, keep your faculty leader, program manager, and on-site staff informed.
- For mental and emotional wellness support, International SOS also offers zoom or skype sessions with therapists through WPO. The administration or prescription of medication is not managed through WPO services; but International SOS can assist with referrals to local psychiatrists, as needed. In either situation, contact International SOS, 24/7, so that the appropriate assistance can be provided.

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