



Edd CANDIDACY EXAM IN EDUCATIONAL THEATRE AND TIME TO COMPLETION

In order to achieve Edd candidacy in educational theatre, students need to complete three projects:

1. Educational Theatre Portfolio, Narrative and Annotated Bibliography
2. Arts Dialogue
3. Performance Review

The three candidacy requirements aim for a holistic determination of students' successful entry to Edd candidacy and are focused on the students' culminating project as it fits within an "educational theatre" model.

The candidacy exam connects students to their professional, artistic and scholarly networks, and, in this respect, aims to develop the next generation of leaders in the field. Also, the exam ensures that students have achieved basic competence in the educational theatre discipline. Please review the [New York State Learning Standards for the Arts](#) and the [New York City Department of Education Blueprint for Teaching and Learning in Theatre, Grades PreK – 12](#).

Please note that the Arts Dialogue section must be included in the Educational Theatre portfolio. This inclusion needs to be clearly labeled.

Students must have identified a **Mentor**, and **Student Support Group** at the time of preparing for candidacy, and they need to have been in regular communication with both before applying for candidacy.

A **mentor** is someone students identify as agreeing to help shepherd them through the candidacy process, and who may then go on to be the student's principal point person as the student develops and completes an Edd culminating project. Mentors have different expectations so please ensure you have selected one who fits your work ethic. For instance, some mentors require at least a two week lead time to review materials, maybe longer, which can impact on your timeline to completion. Other mentors can have a quicker turnaround.

A **student support group** is created by the candidate and consists of no more than three or four trusted critical friends who will provide thorough and regular feedback on the students' work before it is shared with the mentor. These friends could be other doctoral students or even outside reviewers who you feel can contribute to the quality of your study. We try to avoid having mentors read first drafts and being copy editors. Many stylistic and content issues can be easily picked up by the student support group in advance of faculty input. In qualitative research, it is expected that you will go through a process of peer debriefing, so the sooner you have a student support group the better.

Students file for candidacy at the beginning of the semester and submit their digital portfolio either in PDF format or as a secure website (such as NYU's Google Sites platform) to the Doctoral Coordinator according to the deadlines posted at the [MPAP Candidacy Site](#).

1. Educational Theatre Portfolio

A digital portfolio of students' work that demonstrates competence around the artistic processes outlined in the [New York State Learning Standards for the Arts](#):

- Creating – Conceiving and developing new artistic ideas and work
- Performing – Realizing artistic ideas and work through interpretation and presentation
- Responding – Understanding and evaluating how the arts convey meaning
- Connecting – Relating artistic ideas and work with personal meaning and external context

And:

- Knowledge of how to apply theatreform to the students' chosen culminating project
- Experience in Arts Based Research (ABR) and Practice-Led Inquiry

Portfolio might include:

- combination of best papers
- performance reviews
- teaching citations
- descriptions of workshops led
- creative products

What to Write:

The digital portfolio must be introduced by a detailed statement that clearly articulates how it meets the criteria. In the detailed statement (at least 10 pages, double spaced [3,600 words]) students address how their portfolio reveals competency in the six criteria above. The narrative must also indicate the students' understanding of arts-based research and practice-led inquiry as well as provide an overview of the Culminating Study that the student will formally propose later.

Please note, the portfolio will also include task 2 below. For the Arts Dialogue task, a paper reflecting on the student's written and oral presentation must be included (see Arts Dialogue below for further information).

Headings are required and the student must refer in their narrative to particular sections of the portfolio that substantiate the claims that are being made.

A Table of Contents must be included.

A CV must be provided in the portfolio.

An annotated appendix is required which includes artifacts which provide evidence of competency around the standards listed above. The annotations need to explain what each portfolio item in the appendix is and how it meets the criteria.

An annotated bibliography is required. The annotations should include three sentences or less for each source. You may elect to organize these alphabetically or thematically. Additionally, sources need to represent a diverse body of literature from educational theatre (either applied theatre, drama in education, or theatre for young audiences – depending on the area of specialization), theatre history and repertoire,

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theoretical sources, and sources from other fields in so far as they relate to the content of the proposed Doctoral Project, in preparation for the literature review for the doctoral proposal. To that end, these annotations must articulate how that resource relates to or helped shape your intended Doctoral Project.

Please do not pad the portfolio with an abundance of material.

We recommend a “less is more” approach where you selectively choose materials that most aptly demonstrate how you are demonstrating competency. We don’t need 10 flyers which all show that you have acted or directed.

Select and analyze pertinent artifacts.

You should consult with your support group as you prepare for EdD candidacy and be conscious that this process is a time consuming and should not be rushed. We have had cases of students having to do further work because they have missed key guidelines or have not provided sufficient time for getting feedback from their support group or mentor.

As you prepare the portfolio, be aware of both your strengths and weaknesses relating to the six competencies above. If you feel lacking in a particular area, as most people do, you need to explain where the gaps exist in your knowledge base and how you plan to improve your competency, perhaps by taking further coursework.

Faculty advises that you operate as a reflective practitioner, identifying your strengths and those areas that you need to build. In your Methods and Materials of Research course and other classes, you will be learning the elements of the reflective practitioner and what it means to engage in systematic and ongoing analysis.

Criteria:

- *Demonstrates competence across the six criteria*
- *The statement clearly articulates how the student has achieved competency*
- *The student is operating as a reflective practitioner*
- *The student demonstrates a skill set in Arts Based Research and practice-led inquiry.*
- *The portfolio is well referenced and there is an annotated appendix*

Portfolio Checklist:

- Narrative that addresses (1) how you are meeting competency in the standards, (2) the ways the student operates as reflective practitioner, and (3) the skill level in Arts Based Research and practice-led inquiry.
- Artifacts that eloquently and succinctly reveal the student has met competency
- An annotated bibliography
- An annotated appendix describing the items in the portfolio
- Table of Contents
- CV
- Have you submitted the portfolio online at a secure site?

2. Arts Dialogue

A written and oral presentation on a significant project that the student has completed with an explanation of how it will feed into the students' proposed culminating project. The presentation is given to a selected artistic/scholarly community and there needs to be feedback from leaders that discusses the project's merits as an Arts Based Research or practice-led study.

The Arts Dialogue (AD) needs to demonstrate how the project is well suited to the candidates' authority and interests on a particular subject.

This presentation can be presented "in house" at collegium or at an appropriate professional meeting, e.g. conferences such as the American Alliance for Theatre and Education, International Drama in Education Research Institute, Research in Drama Education Conference, the NYU Forum series.

The candidate consults with the support group and mentor on where and when the Arts Dialogue takes place. If an in house venue is required then sufficient notice needs to be given if it to take place in collegium or another class. However, faculty recommend the AD occur in a non-NYU setting where candidates can clearly demonstrate that they are connecting to their professional and wider artistic/scholarly networks outside NYU.

The student support group provides response to the presentation at least two weeks in advance of the formal presentation. The candidate must include that written feedback with the written presentation, and indicate the extent to which it is being considered.

Program in Educational Theatre faculty need to be present and/or represented at the final public AD presentation, wherever possible.

This presentation must be accompanied by an appropriate written paper that can be given to participants and read by them after the "dialogue." Ideally, the formal presentation setting will provide opportunities for feedback, dialogue or interaction from the audience participants. Such opportunities should be discussed in the final paper included in the portfolio.

Papers must be appropriately referenced with an extensive bibliography that reveals the literature that informs the presentation

Students must write up the Arts Dialogue and include it in their portfolio. The paper should address what the presentation was, where it took place, who attended, and how it meets the criteria below.

If students feel their Arts Dialogue was inadequate in some way, they should clearly reflect on how it could be improved.

Criteria:

- *Student can discuss how the arts dialogue constitutes Arts Based Research or practice led inquiry at an appropriate professional meeting.*
- *The support group's feedback is included and analyzed.*
- *Students include the paper presented and discuss how the participants' responses informed the final submission.*
- *The dialogue demonstrates leadership (or evolving leadership) in the field*

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- *A bibliography accompanied by a statement that reveals how the Arts Dialogue contributes to the field.*

Arts Dialogue Checklist:

- Complete a significant project that feeds into the student's proposed culminating project
- Prepare and include a written reflection paper for presentation at an appropriate professional meeting
- Review paper and presentation with the student support group at least two weeks prior to the formal presentation and analyze written feedback
- Present paper at an appropriate professional meeting in a dialogic format which allows input, feedback, and/or discussion from/with colleagues in the field; must be attended by a member of the Educational Theatre faculty or their representative
- Write a summative reflection of the Arts Dialogue for inclusion in the portfolio addressing the above criteria that incorporates feedback and discusses next steps

3. Performance Review

After completion of the two tasks above, at least two faculty reviewers meet with the candidate and examine how the student has met candidacy and whether further work is required.

In instances where a *deferred pass with conditions* is given, students will be advised what specific tasks need to be completed in order to achieve candidacy. It is not uncommon for a deferred pass to be given, and in rare instances portfolios have been failed.

Criteria:

- *Student has demonstrated satisfactory performance in the portfolio, and arts dialogue*
- *Student recognizes areas of strength in performance as well as areas that require further work*
- *Student is able to complete other assignments if required*
- *Student engages as reflective practitioner around Arts Based Research and/or practice-led inquiry.*

Results: School policy on recording candidacy outcome

“The candidacy examination may result in a pass, deferred pass with conditions, or a fail. If the candidacy examination results in a deferred pass with conditions, the student will be notified by the department or program of what is required in order to have the conditions removed. If the candidacy examination results in a fail outcome, matriculation is suspended and the student must request permission from the department to retake the examination. A second opportunity to sit for the examination may or may not be allowed, depending on program or departmental policy. If the student passes the second candidacy examination, doctoral student status is restored.”

TIME TO COMPLETION

The expectation for full time students is that they would be taking a course load of at least 12 points per semester. The degree requirement is anywhere from 42-60 points depending on the Ed Theatre skill base with which students enter.

A full time student who is taking 42 points might be expected to complete all requirements for their degree during the 8th semester (the end of their fourth year of full time study), maybe earlier. Part time students will have different timeline expectations and they should meet with their advisor to discuss them.

The following timetable could be illustrative of a full time program of study:

Semester 1	12 points of coursework
Semester 2	12 points of coursework
Semester 3	9 points of course work, 3 points full-time equivalency for work on candidacy Submit candidacy portfolio at the end of semester
Semester 4	9 points of coursework, 3 points full-time equivalency for work on topic Form your doctoral committee. Present Topic Review at Doctoral Collegium Note deadlines: If planning to present at February collegium, the outline needs to be posted two weeks before.
Semester 5	Full-time equivalency for work on proposal Submit doctoral proposal, noting deadlines File materials with the IRB Register for MPAIA-GE 3401 Performing Arts Research Collegium and MAINT-GE 4747 Maintenance of Matriculation
Semester 6	Data Collection and Analysis. Full-time equivalency Writing up and feedback from committee Register for MPAIA-GE 3401 Performing Arts Research Collegium and MAINT-GE 4747 Maintenance of Matriculation Project submission and oral defense. Congratulations.

The following timetable could be illustrative of a part time program of study:

Semester 1	6 points of coursework
Semester 2	6 points of coursework
Semester 3	6 points of coursework
Semester 4	6 points of coursework
Semester 5	6 points of coursework Submit candidacy portfolio at the end of semester

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Semester 6 6 points of coursework
Form your doctoral committee.
Present Topic Review at Doctoral Collegium
Note deadlines: If planning to present at February collegium, the outline needs to be posted two weeks before.

Semester 7 6 points of coursework
Submit doctoral proposal, noting deadlines
File materials with the IRB

Semester 8 Data Collection and Analysis. Half-time equivalency
Writing up and feedback from committee
Register for MPAIA-GE 3401 Performing Arts Research Collegium and MAINT-GE 4747 Maintenance of Matriculation
Project submission and oral defense.
Congratulations.