

## Closure of an Undergraduate Certificate or Graduate Diploma

### I. Program Information

Name and Type of Certificate / Diploma <i>(Include if the Certificate is also offered as a direct-entry option).</i>	Theatre & Performance Studies Diploma
Degree Program / Academic Unit Affiliation	Theatre & Performance Studies, MA
Year Certificate / Diploma Established	2006

### II. Enrolment Data

Insert in the table below the enrolments in the Certificate / Diploma from the past three academic years.

2017/18	0
2016/17	0
2015/16	0

### III. Reasons and Impact

#### 1. Provide the rationale for the closure of the certificate / diploma.

The Graduate Diploma in Theatre and Performance Studies was originally designed to attract in-service teachers of theatre and drama or those wishing to pursue advanced studies in the field but with a limited window of time to study.

The Graduate Executive in Theatre & Performance Studies is proposing to close the Diploma program for the following reasons:

- The program has not attracted any students since 2007. We have only had one diploma student since the founding of the graduate program in 2006.
- All of the teachers of theatre and drama who have been attracted to our program have applied to the MA program as the Master's is an asset on the teaching job market, given that the MA serves as one of the routes to a Qualifications Evaluation Council of Ontario (QECO) category requirement for increased compensation
- Students accepted into the diploma program are not eligible for funding packages; therefore the MA program, which requires only an additional 12 credits beyond the 12 required for the diploma, has been a more attractive option for applicants.

There are no other program changes proposed. We have not admitted any students into this program since 2006. Leaving the diploma program on the books without admitting students on a regular basis may reflect poorly on the graduate program in certain contexts.

**2. Comment on the alignment between the closure with Faculty and/or University academic plans.**

The formal closure of this program most closely aligns with the value on “Sustainability” as articulated in the University’s Academic Plan 2015 – 2020.

**3. Does the closure affect other programs / units? If yes, describe the impact of the closure on them.**

No.

**4. Are there courses that were established specifically to support the learning outcomes of the certificate / diploma? If so, describe the status of those courses after the closure of the certificate / diploma.**

No.

**5. Describe the impact of the closure on students currently enrolled in the certificate / diploma, including an outline of the provisions for students to complete it, the timelines and availability to transfer credits to other certificates / diplomas.**

We do not have any students currently enrolled in the diploma program, and have not had any enrolled since 2007.

**6. What is the impact on faculty members?**

None. Program members were invited to a meeting on January 13, 2016 to discuss the proposal and voted online, which resulted in a unanimous decision to close the diploma.

**7. What are the general implications for the diversity and availability of certificate/ diploma programming?**

None. The MA program Theatre and Performance Studies will continue to run and recruit eligible students.

**Graduate Degree-Level Learning Objectives**  
**Master's degree, Graduate Program in Theatre and Performance Studies**

	Degree-Level Expectation	Program Learning Objectives	Appropriate Degree Requirement & Assessment
1. Depth and breadth of knowledge	<p>This degree is awarded to students who have demonstrated the following:</p> <p>A systematic understanding of knowledge, including, where appropriate, relevant knowledge outside the field and/or discipline, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice.</p>	<p>By the end of this program, students will be able to:</p> <p>Define and identify the key histories, theories, dramatic texts, performances, methodologies, debates, and critical assumptions central to the field of theatre and performance studies, and apply this knowledge to their own research and writing.</p>	<p>Completion of the MA in 3 terms via:</p> <ul style="list-style-type: none"> <li>• a range of course work options (see below);</li> <li>• 75-hour professional placement course</li> </ul> <p>Students may choose from 3 coursework options:</p> <ul style="list-style-type: none"> <li>• 24 credits of course work</li> <li>• 18 credits of course work plus 40-50 page Master's Research Paper</li> <li>• 12 credits of course work plus a thesis.</li> </ul> <p>There are four required courses:</p> <ul style="list-style-type: none"> <li>• THST 5052: T&amp;PS Graduate Colloquium</li> <li>• THST 5051: T&amp;PS Professional Placement</li> <li>• An approved Research Methodology course of at least 3.0 credits</li> <li>• An approved Research Methodology course of at least 3.0 credits</li> <li>• A T&amp;PS course of at least 3.0 credits that is aligned with the program's subfields</li> </ul> <p>Assignments include critical responses, in-class presentations, performance-based research projects, workshop assignments, and individual research projects.</p> <p>The professional placement requirement extends students' knowledge of current debates within the professional performance world and/or cognate fields (e.g. arts management, publishing).</p>

## 2. Research & scholarship

A conceptual understanding and methodological competence that:

- Enables a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline;
- Enables a critical evaluation of current research and advanced research and scholarship in the discipline or area of professional competence; and
- Enables a treatment of complex issues and judgments based on established principles and techniques.

On the basis of the above competence, has shown at least one of the following:

- The development and support of a sustained argument in written form; or
- The development and support of a conceptually sound research-based performance creation; and/or
- Originality in the application of knowledge.

Apply a range of methodologies to their research and writing, including but not limited to theatre and performance history and historiography, ethnography, critical theory, textual analysis, practice-as-research, critical pedagogy, and dramaturgy.

Demonstrate familiarity with key contributors and theoretical concepts in the field of theatre and performance studies—with a particular focus on program subfield areas related to theatre, performance, and cultural politics—through course work and individual research and research-based performance creation projects.

Students demonstrate comprehension and originality in the application of knowledge through in-class presentations, class discussions, and other course assignments in required and elective courses.

Our Methodologies course requirement introduces students to a range of methodologies for researching theatre and performance. Students choose from among a list of designated Methods courses each year (e.g. Ethnography, Historiography, Practice-Based Research).

The Canadian Theatre course requirement introduces students to key issues in Canadian theatre and performance and provides them with an opportunity to undertake archival, practice-based, or ethnographic research projects on Canadian artists or companies. Students choose from among a list of designated Canadian theatre and performance courses each year.

Students undertaking the MRP conduct original research under a supervisor. A second reader assesses the final paper.

Students undertaking a thesis conduct original research under a committee and defend the thesis in an oral exam.

In addition to these formal requirements, students may also show competence in research and scholarship through

- Developing, supporting, and presenting a sustained argument in a research essay
- Developing a clearly articulated grant proposal for a 1-5 year research project
- Preparing and presenting a practice-as-research performance piece within the confines of a graduate course

3. Level of application of knowledge

Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting.

Locate and evaluate primary and secondary source materials related to historical, educational, practice-based, and/or ethnographic research.

Assess and critique various theoretical concepts developed and/or applied by others.

Synthesize core theoretical concepts and ideas from multiple disciplines and authors, and put these ideas into conversation with one another in a clear, organized manner.

Apply synthesized concept and ideas to an object of study.

In-class presentations in all courses provide students with the opportunity to develop their analytical skills as well as their ability to synthesize and communicate key ideas in a set period of time. In-class presentations also give students an opportunity to critique their peers in a collegial, professional manner.

Competence in the application of knowledge can also be demonstrated in a variety of ways including:

- researching and writing 20-30 page essays for required and elective courses
- undertaking a 40-50 page Master's Research Paper, under the supervision of a Faculty member and second reader
- undertaking a thesis with the support of a supervisor and committee
- preparing practice-as-research projects, which use performance practices as the basis for critical inquiry and investigation

4. Professional capacity/ autonomy

a) The qualities and transferable skills necessary for employment requiring:

i) The exercise of initiative and of personal responsibility and accountability; and

ii) Decision-making in complex situations;

b) The intellectual independence required for continuing professional development;

c) The ethical behavior consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and

d) The ability to appreciate the broader implications of applying knowledge to particular contexts.

Clearly communicate ideas verbally and in writing.

Demonstrate familiarity with the academic associations and publications within theatre and performance studies as well as any additional fields relevant to their interests.

Balance course work with other requirements of the MA program including the 75-hour placement.

Complete course assignments/ MRP/ thesis/ placement in a timely manner.

Show appreciation and awareness of ethics protocol processes and, where relevant, demonstrate that they've successfully completed the process.

Demonstrate awareness of personal foibles and outline strategies to overcome obstacles.

Demonstrate self-determination and drive.

Attend and present papers and performances at national and international conferences.

Students have 3 terms in which to complete 8 courses, or 6 courses with MRP, or 4 courses with thesis.

Students planning to undertake a thesis are required to submit their proposal at the beginning of their second term (January)

Students are also required to attend a professional development colloquium, where they are introduced to topics such as conference presentations, publishing, library research, grant writing, jobs outside of academia, etc.

5. Level of communication skills	The ability to communicate ideas, issues and conclusions clearly.	Create and develop abstracts and proposals.	THST 5051 Graduate Colloquium includes a research proposal assignment.
		Present formal and informal in-class presentations.	THST 6100 Issues in Canadian Theatre History includes a conference paper assignment.
		Participate in in-class discussions and offer feedback on peer presentations.	Other courses include the development of paper proposals, grant applications, and the submission of research essays, and/or practice-based research performances.
		Participate in online discussions/ chats/ email exchanges as determined by the individual course directors.	Other courses also include regular in-class discussions of readings along with the presentation of reports and papers.
		Present practice-based research projects.	
6. Awareness of limits of knowledge	Cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines.	Listen respectfully to the opinions expressed by others and demonstrate an ability to reflect critically on one's own presentations, performances, and other course work.	Courses often include a grade for participation, which takes into account interpersonal exchanges and professionalism
		Demonstrate awareness of the social and historical contingencies of various scholarly perspectives.	All students are required to attend the graduate colloquium.
		Identify gaps in the field and make suggestions for how to address them.	Students are also encouraged to attend program-sponsored talks, workshops, conferences, as well as other out-of-program events, including academic conferences and talks.
		Demonstrate familiarity with a range of research topics by attending colloquium presentations by other students and faculty members.	

**Graduate Degree-Level Learning Objectives**  
**Doctoral degree, Graduate Program in Theatre and Performance Studies**

Degree-Level Expectation	Program Learning Objectives	Appropriate Degree Requirement & Assessment
<p>1. Depth and breadth of knowledge</p>	<p>This degree extends the skills associated with the Master's degree and is awarded to students who have demonstrated the following:</p> <p>A thorough understanding of a substantial body of knowledge that is at the forefront of their academic discipline or area of professional practice including, where appropriate, relevant knowledge outside the field and/or discipline.</p> <p>Identify, critique, and apply knowledge of the key histories, theories, dramatic texts, methodologies, debates, and critical assumptions central to the field of theatre and performance studies.</p> <p>Demonstrate specialized knowledge of at least two sub-fields within theatre and performance studies</p> <p>Demonstrate a keen awareness of and engagement in debates and/or new problems in theatre and performance studies</p> <p>Offer an original contribution to theatre and performance studies through the dissertation.</p> <p>Develop courses, write proposals/abstracts/papers for conferences and publication.</p>	<p>By the end of this program, students will be able to</p> <p>Completion of the PhD via:</p> <ul style="list-style-type: none"> <li>• 18 credits of course work</li> <li>• T&amp;PS Reading Exam</li> <li>• Comprehensive Exam</li> <li>• Dissertation Proposal</li> <li>• Dissertation</li> </ul> <p>There are three required courses:</p> <ul style="list-style-type: none"> <li>• THST 5052: T&amp;PS Graduate Colloquium</li> <li>• An approved Research Methodology course of at least 3.0 credits</li> <li>• An approved Research Methodology course of at least 3.0 credits</li> <li>• A T&amp;PS course of at least 3.0 credits that is aligned with the program's subfields</li> </ul> <p>Assignments in these and elective courses include critical responses, in-class presentations, performance-based research projects, workshop assignments, and individual research projects.</p>



The professional placement requirement further extends students' knowledge of current debates within the professional theatre industry and/or cognate fields (e.g. arts management).

The T&PS reading exam is a twenty-four-hour written exam intended to ensure familiarity with a pre-established list of 40-50 major texts (dramatic literature and performance texts; dramatic and performance theory; theatre and performance history and historiography, etc.) with a focus on Theatre, Performance, and Cultural Politics. The reading list has been developed using the eight program sub-fields as the primary organizing principle.

The Comprehensive exam is intended to test students' depth of knowledge in two fields of their choosing.

The 200-300 page Dissertation is an original intervention into the discipline or disciplines engaged in the project.

Students demonstrate comprehension and originality in the application of knowledge through in-class presentations, class discussions, and other course assignments in required and elective courses.

Our Methodologies course

2. Research and scholarship

a) The ability to conceptualize, design, and implement research for the generation of new knowledge, applications, or understanding at the forefront of the discipline, and to adjust the research design or methodology in the light of unforeseen problems;b) The ability to make informed judgments on

Demonstrate advanced understanding of key theoretical constructs by exploring/proposing new connections in course assignments; identify gaps in the literature; and pursue original research in the dissertation.

complex issues in specialist fields, sometimes requiring new methods; andc) The ability to produce original research, or other advanced scholarship, of a quality to satisfy peer review, and to merit publication.

Translate assignments into conference proposals and publication abstracts for peer review.

requirement introduces students to a range of methodologies for researching theatre and performance. Students choose from among a list of designated Methods courses each year (e.g. Ethnography, Historiography, Practice-Based Research).

The Canadian Theatre course requirement introduces students to key issues in Canadian theatre and performance and provides them with an opportunity to undertake archival, practice-based, or ethnographic research projects on Canadian artists or companies. Students choose from among a list of designated Canadian theatre and performance courses each year.

All PhD students are actively encouraged to submit proposals to conferences and are expected to be members of academic associations relevant to their research interests. Conference-going and publishing are two important topics discussed at the required graduate colloquium.

In addition to these formal requirements, students may also show competence in research and scholarship through

- Developing, supporting, and presenting a sustained argument in a research essay.
- Developing a clearly

articulated grant proposal for a 1-5 year research project

- Preparing and presenting a practice-as-research performance piece within the confines of a graduate course.

3. Level of application of knowledge

The capacity to a) Undertake pure and/or applied research at an advanced level; and b) Contribute to the development of academic or professional skills, techniques, tools, practices, ideas, theories, approaches, and/or materials.

Locate and evaluate primary and secondary source materials related to historical, educational, and/or ethnographic research. Identify gaps within existing literature.

Assess and critique various theoretical concepts developed and/or applied by others and identify areas where further scholarly inquiry is needed.

Synthesize core theoretical concepts and ideas from multiple disciplines and authors, and put these ideas into conversation with one another in a clear, organized manner in written assignments (e.g. papers).

Conduct research and write a dissertation employing a range of skills and methodologies, sometimes including knowledge of other languages, knowledge of other cultures, quantitative and qualitative analysis, etc.

In-class presentations in all courses provide students with the opportunity to develop their analytical skills as well as their ability to synthesize and communicate key ideas in a set period of time. In-class presentations also give students an opportunity to critique their peers in a collegial, professional manner.

Competence in the application of knowledge can also be demonstrated in a variety of ways including:

- Researching/ writing 20-30 page essays for required and elective courses
- preparing practice-as-research projects, which use performance practices as the basis for critical inquiry and investigation
- writing a dissertation with the support of a supervisor and doctoral committee

4. Professional capacity/ autonomy

a) The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely

Clearly communicate ideas verbally and in writing.

Demonstrate familiarity with the

Students are required to take the graduate colloquium in their first year, which functions as a professional skills development

autonomous initiative in complex situations;

b) The intellectual independence to be academically and professionally engaged and current;

c) The ethical behavior consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and

d) The ability to evaluate the broader implications of applying knowledge to particular contexts.

academic associations and publications within theatre and performance studies as well as any additional fields relevant to their interests. Become a member of an academic association.

Attend and present papers at national and international conferences.

Balance course work with other requirements of the MA program including the 75-hour placement and the T&PS Reading Exam

Complete course assignments/ MRP/ thesis/ iplacement / exams in a timely manner.

Apply ethics protocol processes (where relevant).

Demonstrate awareness of personal foibles and outline strategies to overcome obstacles.

Demonstrate self-determination and drive.

seminar. Topics include such as grant-writing, research ethics, conference presentations, publishing, library and online research, employment outside of academia, etc.

5. Level of communication skills

The ability to communicate complex and/or ambiguous ideas, issues and conclusions clearly and effectively.

Create and develop abstracts and proposals.

Present formal and informal in-class presentations.

Participate in in-class discussions and offer feedback on peer presentations.

Participate in online discussions/

THST 5051 includes a research proposal assignment.

THST 6100 includes a conference paper assignment.

Other courses include the development of paper proposals, grant applications, and the submission of research essays and/or practice-based research

	chats/ email exchanges as determined by the individual course directors.		performances.
	Present Practice-based Research projects		Other courses also include regular in-class discussions of readings along with the presentation of reports and papers.
	Deliver papers at national and international academic conferences		Acceptance of research papers at conferences.
	Develop courses that could be offered at the undergraduate level		Submission (and acceptance) of written articles to academic journals and other publications (i.e. edited collections).
			Oral defense of comprehensive exam and dissertation by York and external faculty members.
6. Awareness of limits of knowledge	An appreciation of the limitations of one's own work and discipline, of the complexity of knowledge, and of the potential contributions of other interpretations, methods, and disciplines.	Listen respectfully to the opinions expressed by others and demonstrate an ability to reflect critically on one's own presentations, performances, and other course work	Courses often include a grade for participation, which takes into account interpersonal exchanges and professionalism.
	Demonstrate awareness of the social and historical contingencies of various scholarly perspectives.		PhD 1 students are required to attend the graduate colloquium.
	Identify gaps in the field and make suggestions for how to address them.		Students are also encouraged to attend program-sponsored talks, workshops, conferences, as well as other out-of-program events, including academic conferences and talks.
	Demonstrate familiarity with a range of research topics by attending colloquium presentations by other students and faculty members and other program-sponsored guest talks and conferences		

YORK UNIVERSITY  
FACULTY OF GRADUATE STUDIES  
**Academic Planning & Policy Committee**

*Extract from DRAFT Minutes*

Wednesday, July 11, 2018

**6. Graduate Diploma Closure**

*\*\*\* For Approval \*\*\**

**Graduate Diploma in Theatre Studies**

The Graduate Program in Theatre noted in the proposal that this program had not attracted students since 2007, and that expected graduate diploma students instead applied to the Master's program which meets accreditation purposes and is funded. It was moved, seconded, and **CARRIED**,

**“that the proposed closure of the Graduate Diploma in Theatre Studies be APPROVED.”**