



TEXAS TECH UNIVERSITY  
**College of Education™**

**DOCTORAL STUDENT  
HANDBOOK**

**College of Education  
Texas Tech University**

**Doctor of Education and Doctor of Philosophy Degrees**

**Curriculum and Instruction  
Counselor Education  
Educational Leadership  
Educational Psychology  
Higher Education  
Instructional Technology  
Special Education**

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## **Preface**

The Graduate Faculty of the College of Education is committed to developing and providing strong graduate programs that are characterized by the advancement and application of knowledge, and that intentionally link research with educational practice. Each graduate education program is supported by a knowledge base drawn from the research literature, best professional practice, and clinical applications.

Each program has its own unique knowledge base that is consistent with the knowledge base adopted by the College and consists of the set of beliefs that guide program development, an organizing theme, program outcomes and evaluation processes, a professional bibliography, and a program model. Professional preparation programs in the College of Education articulate and reflect principles undergirding a general model of Reflective Analysis. This model incorporates three components: (1) reflective (critical) analysis, (2) critical self-reflection, and (3) the analysis and application of research.

The Doctor of Education or Doctor of Philosophy degree is interpreted to mean that the graduate has (1) a basis of core knowledge relative to education, (2) adequate foundation courses necessary for the understanding of the history and philosophy of education so that educators know the purposes of schooling, (3) a strong research component featuring both quantitative and qualitative traditions so that educators can both conduct and use research as necessary, and (4) a supervised internship so that the knowledge and skills can be applied in an operational setting. It is increasingly apparent that educators need a variety of multidisciplinary experiences to be successful. While doctoral programs should have a focus, they should also reflect breadth.

The ultimate goal of all doctoral programs in the College of Education is to produce scholars who are well grounded in reflective analysis, critical self-reflection, and the analysis and application of research. Regardless of your career objective after completion of the doctoral program, whether you aspire to be an educational practitioner or college professor, scholarship is paramount, as demonstrated in the following observation by J. Stephen Hazlett:

A scholar, in its root sense, is a student, one who attends systematically and thoughtfully to a chosen body of knowledge. Within this view, all students and professors have the responsibility to continue systematic learning as a requirement of their status. Without scholarship, a school or college may perform other functions, but cannot realize its purpose.

## **Governance of Graduate Programs**

You should be aware of the governance of graduate programs at Texas Tech University. Although the major governing bodies are the Texas Higher Education Coordinating Board and the Board of Regents of Texas Tech University, the policies and procedures of the Graduate School and the College of Education will be of primary concern as you proceed through your doctoral program.

The Graduate School is the academic unit at Texas Tech University responsible for the administration of all graduate programs. The principal administrative officer is the Dean of the Graduate School, who serves as the academic dean for all graduate students in the University. The

Graduate School grants all graduate degrees awarded by Texas Tech University. Consequently, all students in graduate education programs are enrolled in the Graduate School, even though the courses and graduate faculty are housed in the College of Education. The Dean and the administrative staff of the Graduate School monitor the quality of all graduate programs as well as compliance with all policies and procedures. In addition, they work closely with the Dean and the Graduate Advisor in the College of Education to help assure the quality of all facets of graduate education program.

## **Graduate Catalog**

The *Graduate Catalog* is an official bulletin of Texas Tech University containing policies, regulations, procedures, and fees. Students are responsible for observing the regulations contained in the catalog and any policies and regulations approved by the Graduate Faculty of the College of Education and the respective programs.

## **College of Education**

Even though departments and program areas organize the College of Education, graduate programs are the responsibility of the College as a whole. The College of Education has adopted policies and procedures governing its graduate programs. In some cases these standards exceed the minimum requirements of the Graduate School. The Associate Dean for Graduate Education and Research is specifically responsible for providing general leadership for graduate programs in the College of Education. The Associate Dean serves as the Graduate Advisor for the College and is the primary liaison with the Graduate School in matters related to graduate programs. One of the major duties of the Associate Dean is to ensure that Graduate School and College of Education policies are followed. Even though individual faculty advisors work directly with graduate students, it is the role of the Associate Dean to monitor such activities to ensure a timely and orderly process.

### **Admission to an Ed.D. or Ph.D. Program**

The Dean of the Graduate School upon recommendation of the program faculty in the area of proposed study, the respective department chair, and the Associate Dean grants admission to graduate programs in the College of Education.

There are two applications for graduate degrees in the College of Education. First, students must complete the Application for Admission to the Graduate School, Texas Tech University. This application form is available online at [www.depts.ttu.edu/gradschool](http://www.depts.ttu.edu/gradschool), in the Graduate School (Room 03, Holden Hall), or in the Education Building (Room 105). If the Graduate School application is not submitted online the completed hard copy form is sent to: Texas Tech University, Office of Graduate Admissions, Box 41030, Lubbock, Texas 79409-1030. The second application that must be completed is the one required by the program. These program application materials can be found in the College of Education's Graduate Program Handbooks available online at [www.educ.ttu.edu](http://www.educ.ttu.edu) or in the Office of Graduate Education (Room 105 of the Education Building). The Graduate School will forward your application material to the College of Education for a program review only after they have received the Application for Admissions to Graduate School form, GRE scores, application fee, and relevant official transcripts.

The College of Education is committed to high standards and the welfare of its students. Its admissions reviews are conducted by program faculty and are based on a holistic assessment of applicants' GPA, test scores, and an individual profile, which may include letters of recommendation, writing samples, past experience, special talents or abilities, and a statement of professional goals. Each program has developed and disseminated a description of their admissions criteria and processes for admission into the Master of Education and the Doctor of Education or Doctor of Philosophy degrees.

Applicants who are not accepted by the program have the right to appeal that program's decision.

The first level of appeal is to reapply to the program, addressing the program faculty's reasons for rejection as delineated in the notification of rejection letter. If an applicant is still rejected by the program, the next level of appeal is the College of Education Graduate Academic Affairs Committee. In making an appeal to the Graduate Academic Affairs Committee, the applicant would have to address the program faculty's concerns in both notifications of rejection letters. If the College of Education Graduate Academic Affairs Committee denies the applicant's appeal, there is no further recourse for admission. When accepted, you will receive a letter from the Director of Graduate Admissions informing you that the Dean of the Graduate School has approved your admission to the program leading to the Ed.D. or Ph.D. Degree with a major in one of the approved program areas. The Graduate Advisor in the College of Education receives a copy of the letter. The copy of your official admission letter results in the creation of a file in the Office of Graduate Education and Research in the College of Education.

The Graduate School maintains the official records for each graduate student at Texas Tech University. The Office of Graduate Education and Research in the College of Education maintains a file on each graduate student who has been officially admitted to a graduate program in education. These files will be maintained for a period of 5 years after a student has graduated or from the last enrollment period.

### **Appointment of Temporary Advisor**

Once you have been admitted to a doctoral program, you should consult your department chair or program coordinator for the assignment of a temporary advisor. If you have already been in contact with or are working with a member of the Graduate Faculty in your program area, you may request that he or she be appointed your temporary advisor by the department chair if they agree to serve in that capacity. The temporary advisor is responsible for the following:

- A. Advising you on all academic matters related to the doctoral program including all applicable policies, regulations, and deadlines of the Graduate School and the College of Education.
- B. Facilitating a formal evaluation (preliminary examination) of the doctoral student's background preparation in the major field. This may be in the form of a written or oral examination. The type of formal evaluation depends upon the particular area.
- C. Approving the selection of courses for each enrollment period until the doctoral

advisory committee is appointed.

It is not necessary that your temporary advisor become the chair of your doctoral advisory committee, although that often happens because of the mentoring relationship that develops. If there are any questions about the assignment of an advisor, do not hesitate to visit the program coordinator, the department chair, or the Associate Dean for Graduate Education and Research.

### **Planning of First Semester Courses**

With the advice of your advisor, you should determine the courses you need to take during your first semester. If you are new to the field of education, you might need leveling course work. Otherwise, you can begin taking courses in any of the major areas of your doctoral program: major, minor (if selected), foundations, or research and statistics (tool subjects). Remember that some courses have prerequisites.

### **Satisfying Any Conditions Placed on Admission to Program**

If there were any conditions placed on your admission to the doctoral program, you should work to remove them as soon as possible. For example, you might need to submit an official copy of your GRE score to the Graduate School or official transcripts from other institutions. You should give particular attention to any GPA requirement set as a condition of admission.

### **Selecting the Chair (Major Professor) and Members of the Doctoral Advisory Committee**

Selection of your major professor and members of your doctoral advisory committee is one of the most important choices you will make in your doctoral studies. These individuals will assist you in developing your program of studies and will guide your research and dissertation. Faculty and students generally refer to the committee chair as the major professor. You will note that the terms are often used interchangeably throughout this handbook. Your major professor will be your mentor. Before choosing your committee, you should visit individual faculty members you might want to serve on your committee to determine their areas of expertise, research interests, and willingness to work with you. At least three (3) faculty members must be selected to constitute your doctoral committee. Again, it should be noted that **some programs might require more**. All members of your doctoral advisory committee must be members of the Graduate Faculty with the chair representing your major program area.

If you are unsure who qualifies for doctoral committee membership, contact your department chair or the Associate Dean for Graduate Education and Research. In special circumstances, you may select an individual who is not on the faculty at Texas Tech University. Such a person must have an appropriate terminal degree in his or her field, the approval of your committee chair, and the approval of the Graduate School. In order to secure the Graduate School's approval, your committee chair must submit the person's vita along with a written request. This should be done at the time the chair requests the appointment of your doctoral advisory committee.

When you have decided on the membership of your doctoral advisory committee, the chair must send a memorandum to the Graduate School stating the names of the committee members with a request that the committee be appointed.

The chair should convene a meeting of the advisory committee and the student to do the following:

1. Determine the doctoral program of study including the residence pattern; tool subject requirement (research and statistics); and courses for the major, minor (if selected), and foundations requirement. In some cases, it might be necessary to determine the acceptability of prior graduate course work.

Note: Course-work that is seven or more years old will not typically be accepted. Exceptions will require written justification through the department chair, Associate Dean for Graduate Education and Research, and final approval by the Graduate Dean.

2. Assign additional course work and experiences (internships, practica) as dictated by the results of the formal evaluation (preliminary examination), the student's professional goals, and the judgment of the committee.
3. Discuss potential research topics for the dissertation.
4. Approve the doctoral program of studies and report the required information in the proper form prescribed by the Graduate School.

Note: This form should be signed by the committee chair and forwarded to the department chair. The College of Education requires that the doctoral program be reviewed and signed by the department chair and the Associate Dean for Graduate Education and Research before it is sent to the Graduate School for final review and approval.

On occasion it might be necessary to replace your committee chair or other members of your committee. Should this be necessary, you should consult your committee chair or Department Chair to select appropriate replacements. A memorandum must be sent to the Graduate School through the Department Chair and Associate Dean of Graduate Education and Research requesting the change. Only the Graduate Dean can approve changes in a doctoral advisory committee.

### **Filing the Doctoral Program of Study**

Early in your doctoral studies, generally the first semester, an evaluation will be made of your background knowledge in the major field. Depending on the program, this evaluation may consist of a formal written or oral examination, a review meeting with a committee or graduate advisor, or the successful passing of a key course or courses. This formal evaluation is known in some programs as the *preliminary examination*. On the basis of this evaluation, whatever form it takes, your course of study will be projected and submitted to the Graduate School on the appropriate form, "Program for the Doctoral Degree" (See Appendix A). The "Program for the Doctoral

Degree” form is linked to the Graduate School on their home web page at <http://www.depts.ttu.edu/gradschool/current.php> and may be filled out online and printed for departmental signatures. This evaluation will occur during your first year of doctoral study, and the plan must be submitted to the Graduate School before the second year of doctoral work is begun. Revisions of the plan are permitted as needed. Forms are provided for this purpose in the Office of Graduate Education and Research in the College of Education or filled out online at <http://www.depts.ttu.edu/gradschool/current.php> and printed for departmental signatures.

It is the responsibility of the chair of your doctoral advisory committee to assist you in filing your program of study with the Graduate School. In addition to the signature of your major professor, the form requires the signature of the Department Chair and Associate Dean for Graduate Education and Research. Although you may not have had courses with the various faculty members in your program area and may be reluctant to select a doctoral advisory committee during your first semester in the program, you should not delay the process. Your doctoral advisory committee has the responsibility to work with you to plan your program of study.

The College of Education generally will accept from 30 to 36 hours of appropriate graduate courses from any accredited university. Any transfer work beyond the 30 to 36 hours must be from doctoral-level institutions. The decision regarding transfer work rests with the members of your doctoral advisory committee with appropriate review by the College of Education and final approval by the Graduate School.

Ordinarily, credit will not be given for work completed more than *seven years* prior to *admission* to the doctoral program at Texas Tech University. Exceptions require written justification from the major professor through the Department Chair, Associate Dean for Graduate Education and Research, and final approval by the Graduate Dean.

### **Basic Degree Requirements**

Doctoral study consists of the mastery of a field of knowledge and successful pursuit of research. Consequently, doctoral programs are more flexible and varied than are those leading to other graduate degrees. The Graduate School does not specify what courses will be required for the Doctor of Education or Doctor of Philosophy degree. The program is more than a collection of courses, and the degree is not granted for a program of miscellaneous studies. The general requirement is that the program as a whole must be rationally unified, and all courses must contribute to an organized program of study and research. The program of studies must have the considered approval of your doctoral advisory committee. It should be remembered, however, that the doctoral degree is in a field of education. Most doctoral programs have unique requirements in addition to those basic requirements of the College of Education. In addition, it is not uncommon for a doctoral advisory committee to require the completion of individual research courses.

A doctoral program in the College of Education must include a minimum of 81 semester hours of graduate-level work and 12 semester hours for the dissertation for a total *minimum* of 93 semester hours. Your program of studies must reflect course work in each of the following areas: the major, minor (if selected), foundations requirement, research and statistics requirement (tool subjects), and dissertation.

A. Major

The major is an organized group of courses, practica, and independent research that defines your specialty within your doctoral program. A minimum of 45 semester hours (or 60 semester hours if a minor is not selected) in the chosen field of study is required for the major. The courses for the major can be selected entirely from one area or other areas as deemed appropriate by your doctoral advisory committee.

B. Minor (if selected)

*The minor is optional*, but if not selected the 15 semester hours must be included elsewhere in your doctoral program, generally in the major area.

The minor consists of a minimum of 15 semester hours in a concentrated area. If a minor is selected, a faculty member from that area must be on your doctoral advisory committee, and you must be tested on the minor area in your qualifying examination.

In addition to any work completed elsewhere and accepted for the official minor or related fields, at least six semester hours must be completed at Texas Tech University.

C. Foundations Requirement

Each doctoral program in education requires a foundation core of *9 semester hours* (3 courses) to be selected from the following courses:

EPSY 5310	Philosophy of Education
EPSY 5314	History of Education
EPSY 5323	Cultural Foundations of Education
EPSY 5331	Human Development in Education
EPSY 5332	Advanced Educational Psychology
EDCI 5320	Curriculum Theory: Foundations

Some doctoral program faculty may specify the foundation course(s) that must be taken.

In adopting the foundations requirement, the Graduate Faculty believes that all doctoral students in education must be exposed to certain foundation courses that provide a basis for advanced study in any area of education.

D. Doctoral Research Tool Core Policy

The principles behind the following guidelines are that doctoral advisory committees should be allowed flexibility in choosing

research tool courses for a degree plan that represent the student's needs and that doctoral committees should choose a list of tool courses that prepares them to be active researchers. These courses should include those of increasing complexity. Those with more complexity are usually the 6000 level courses. In the College of Education a minimum of 12 hours is required. Students are required to gain a depth of understanding in either qualitative or quantitative research tools and take at least one research course at the 6000 level.

1. Choose 9 hours from the following list of courses:
  - EDSP 5349 Single Subject Research Design\*
  - EPSY 5380 Introduction to Educational Statistics\*
  - EPSY 5381 Intermediate Educational Statistics\*
  - EPSY 5382 Qualitative Research in Education\*\*
  - EPSY 5383 Data Analysis with Statistical Software\*
  - EPSY 5385 Foundations of Educational Research (research design)\*
  - EPSY 6301 Advanced Data Analysis\*
  - EPSY 6302 Survey Research in Education\*
  - EPSY 6303 Educational Measurement\*
  - EPSY 6304 Qualitative Research Methods\*\*
  - EPSY 6305 Qualitative Data Analysis in Education\*\*
    - Quantitative courses\*
    - Qualitative courses\*\*
  
2. Exceptions to number one above may be dealt with individually by the student's doctoral advisory committee with consultation and approval from the Department Chair and the Associate Dean for Graduate Studies.
  
3. The Graduate School's graduate handbook delineates the procedure for transferring courses from other universities. See page 73 of the 2006-07 catalog for general information on transfer credit.
  
4. Utilizing courses from other colleges: Any course from another college at Texas Tech that is approved by the individual student's doctoral committee can be substituted.

Note: It is important to understand that all research and statistics (tool subject) requirements must be completed with *grades of B or better* before you can be admitted to candidacy.

Doctoral programs, by their very nature, are research based rather than course driven. The most pronounced difference between doctoral programs and undergraduate or master's degree programs is the emphasis on research at the doctoral level. The fact that most doctoral graduates from our programs accept

positions where conducting research is not a major expectation does not negate or lessen the research component of the degree itself. It is anticipated that when you complete the research and statistics requirements you will be able to conduct research and interpret the results at a high level of sophistication. This ability should make you competitive with graduates from other major doctoral programs regardless of the professional position you assume.

#### E. Residence

One of the important requirements of the Doctor of Education degree is the residence period. As stated in the 2006-2007 Texas Tech University Graduate Catalog (p. 73):

The purpose of residency in a doctoral program is to ensure the intellectual immersion of students in a research and learning environment with faculty, peers, and staff. This intellectual immersion can take place in forms other than those of a full-time student on campus. Recognizing that there are several ways to acquire the benefits of residence, programs are allowed to set the residency requirements that best fits their particular program. Students are expected to consult their departments about specific residence requirements for their degree.

In the College of Education, the residency requirement for the Doctor of Education or Doctor of Philosophy degree can be accomplished in one of the following patterns:

1. Two consecutive fall and spring semesters with at least 12 semester hours of graduate study each term;
2. Three consecutive full summers (at least 9 weeks each) of at least 9 semester hours of graduate credit during each term;
3. A full summer term (12 weeks) of at least 12 semester hours of graduate credit plus at least 12 semester hours of graduate credit in the adjacent spring or fall semester;
4. For students who hold half-time graduate assistantships, or students involved for no more than half-time in other work closely related to the doctoral study, 9 semester hours in each of the long terms plus at least 6 semester hours in the preceding or subsequent summer term; or
5. Students may take 21 semester hours in a 12-month period plus 3 additional hours either immediately prior to or right after the 12-month period (e.g., 3 semester hours during a spring term, 9 semester hours during the summer, 6 semester hours during the fall, and 6 semester hours during the subsequent

spring).

The program of study for the doctoral degree, including the plan for meeting the residency requirement must be submitted to the Graduate School well in advance of the proposed residency period.

F. Dissertation

You will demonstrate your mastery of independent research by presenting to the academic community of Texas Tech University a doctoral dissertation. The dissertation embodies your original research or creative scholarship and is written with a high degree of literary skill. You must enroll for at least 12 semester hours of dissertation research credit (8000) during the doctoral program. Enrollment for dissertation credit should be done only when you are actually working on some facet of your dissertation. This generally will occur after you have passed your qualifying examination and have been admitted to candidacy by the Graduate Council. Dissertation hours should not be viewed as a way to fill out a semester's enrollment.

### **Pursuing Course Work and Internships or Practica**

If you have any questions about the appropriate courses to take each semester, make sure you consult with your major professor. You are encouraged to take advantage of the early registration periods that are announced by the University. Many graduate classes reach enrollment limits early, so you will have a better chance of getting the classes you need if you register during the advanced registration period.

### **Instructions for Web Registration**

The address for the TechSIS Student Information System is [techsis.admin.ttu.edu/student](http://techsis.admin.ttu.edu/student). Web registration uses five-digit call numbers such as 75268 instead of course numbers like ENGL-1301-001. Every section of every class, lab, discussion, etc. has its own unique call number. To use the Web registration, you will need to know the call numbers for all the classes you want to enroll in. The call numbers are printed in the *Schedule of Classes*; however, it does not contain last-minute changes to the numbers. The most up-to-date information for call numbers is online. If you have an override authorization for a class, you must go to the department that issued it in order to register for that class. Overrides cannot be handled on the Web for Students. A registration hold will keep you from registering. A transcript hold will keep you from getting an official transcript and from seeing your grades online. A hold can be removed only by the department that issued it. If you have any questions about your registration, contact your academic major department or the Office of the Registrar. See Appendix B.

Full-time enrollment is normally 9 to 15 hours in a regular semester (spring or fall) and 6 hours in a six-week summer session. Because policies of the Texas Higher Education Coordinating Board place limits on the number of hours that doctoral students can take in a regular semester, the Graduate School has adopted a rule that *full-time enrollment for doctoral students can not exceed 13 semester hours*.

### **Official Doctoral Enrollment Policy**

1. Registration in an individual studies, research, or similar course shall imply an expected level of effort on the part of the student comparable to that associated with an organized class with the same credit value.
2. A doctoral student shall not be permitted to register for more than thirteen credit hours during any long semester or six credit hours during a summer session without the prior permission of the Dean of the Graduate School.
3. A doctoral student *not on campus* who is required to register solely for the purpose of satisfying a continuous enrollment requirement shall be required to register for no more than one credit hour during each term. However, a doctoral student not on campus who is involved in internship, research, or other type of academic study shall register for credit hours in proportion to the teaching effort required of the program faculty.
4. A doctoral student on campus who is required to register solely for the purpose of satisfying a continuous enrollment requirement shall register for three semester hours during each term.

You should not enroll for more than the number of hours specified as full-time unless the Department Chair and Associate Dean have recommended special permission for Graduate Education and Research in the College of Education. Only the Graduate School can approve enrollments over the full-time limit and any such permission must be secured prior to the actual enrollment period. Overload request forms are available in the Department Offices. Generally, the two major reasons that tend to be acceptable for an overload are: (1) the course will not be offered again until after the expected graduation; (2) the course is needed in order to graduate at the expected time.

You must be enrolled full-time (at least 9 hours in each long term, and 3 to 6 hours in each summer session) to be eligible to hold fellowships, graduate assistantships, teaching assistantships, research assistantships, or other appointments designed for the support of graduate study.

A full course load for a six-week summer session is 6 semester hours. One course offered in a three-week format represents a full load for that period and should not be taken concurrently with other courses. For example, you should not enroll for a three-week course and a six-week course if the two courses are taken concurrently.

### **Filing Changes in Degree Program**

If you need to change any courses that have been listed on your doctoral program of studies that was filed with the Graduate School, you must initiate the change by completing the "Form for Reporting Course Changes on Graduate Degree Programs" (See Appendix B) and having it signed by your committee chair, the department chair, and the Associate Dean for Graduate Education and Research in the College of Education before it is submitted to the Graduate School. The "Form for Reporting Course Changes on Graduate Degree Programs" can be obtained through the College of Education

Office of Graduate Education and Research (Rm. 105). Any changes should be made as they occur so that your degree plan will be current. This will help minimize problems later when you file your intention to graduate.

### **Annual Review**

The chair of each doctoral advisory committee in the College of Education will conduct a review of the student's program at least once a year. Any student not making satisfactory progress may be placed on probation and given conditions to meet in order to stay in the program. Continued unsatisfactory progress in any area of a student's work will be cause for dismissal.

The scope of the review shall include, among other relevant issues, consideration of grades, progress in all course work, qualifying examination, dissertation proposal, or dissertation research. The chair of the doctoral committee shall prepare a written statement for the student, with a copy to the student's file maintained in the Office of Graduate Education and Research in the College of Education of the results of the annual review.

The results of the annual review shall be used when administrative decisions are made with respect to the appointment or reappointment of graduate assistants in the College of Education. For graduate assistants who are working on a Master of Education degree, a written statement of the student's progress in the program may be requested from the student's major advisor for use in the decision making process related to the appointment or reappointment of graduate assistants in the College of Education.

### **The Qualifying Examination and Admission to Candidacy**

In order to become a candidate for the Doctor of Education or Doctor of Philosophy degree, you must successfully complete a qualifying examination over the major and minor (if selected) areas of your program of study. In addition to passing the qualifying examination, you must have completed your research and statistics requirement (tool subjects) with at least a grade of B or better in each course.

Please understand that your program for the doctoral degree must be filed and approved by the Graduate School before you can take the qualifying examination. The qualifying examination is developed and administered by your doctoral advisory committee. It requires synthesis and application of knowledge acquired during the course of study for the doctoral degree; it requires familiarity with the literature of your major field. Satisfactory performance in course work does not necessarily guarantee successful performance on the qualifying examination. You are eligible to stand for this examination after receiving approval of the doctoral program of study or degree plan from the Dean of the Graduate School and completing most of the course work prescribed by the approved proposal.

The qualifying examination over the major field of study (and over the minor field of study, if applicable) is ordinarily of a written type, with the content and administration of the examination decided upon by the advisory committee. An oral examination may be scheduled after the written portion at the discretion of your advisory committee. It is your responsibility to reserve

through the Dean's Office a room that can be used for the examination. Some doctoral programs offer the qualifying examinations only at scheduled times during the academic year or set other limits on when the examination may be taken. Make sure you check with your major professor.

All members of the advisory committee are expected to read and evaluate the qualifying examination. The committee chair should receive written evaluations and recommendations concerning the results from each committee member. A majority of the members of the committee must approve the results in order for you to pass. When the committee's decision has been made, the committee chair must report the result to the Graduate School in the manner described below.

- A. Memorandum reporting results of qualifying examination and recommendation for admission to candidacy.

If the qualifying examination is considered to be satisfactory *and the tool subject requirement has been met*, the chair of the advisory committee must send to the Graduate Dean a formal written recommendation that the applicant be admitted to candidacy for the doctor's degree.

If the qualifying examination is not satisfactory, the chair of the advisory committee will so notify the Graduate Dean, in writing. An applicant who does not pass the qualifying examination may be permitted to repeat it once after a lapse of at least four months. Failure to pass the qualifying examination will result in dismissal from the program, regardless of performance in other aspects of doctoral study.

- B. Admission to candidacy (after completion of course work, research and statistics tool subjects requirement, and qualifying examination, but before dissertation proposal).

Upon receipt of the written recommendation from the chair of your doctoral advisory committee recommending candidacy for a doctor's degree, the Graduate Dean will submit it to the Graduate Council for action. The names of doctoral students admitted to candidacy are included in the respective minutes of the Graduate Council. You will receive an official notice from the Graduate Dean. You must be admitted to candidacy for the doctorate at least four months prior to the proposed graduation date.

Once you have been admitted to candidacy and have begun dissertation research, you must register in each regular semester and at least once each summer until the degree has been completed, unless granted an official leave of absence from the program for medical or other exceptional reasons. If a leave of absence is necessary, a written request must be made to the Dean of the Graduate School through your major professor and Associate Dean for Graduate Education and Research in the College of Education.

## Doctoral Dissertation Proposal

One of the major steps in preparing for the doctoral dissertation, after you have been thoroughly immersed in the literature, is to prepare a proposal containing a statement of the research problem, a description of the research design and methods, and a literature review. Make sure you have discussed your ideas with your major professor and members of your doctoral advisory committee before you begin the important task of preparing your dissertation proposal. (Note: An example of a dissertation proposal abstract is presented in Appendix C.)

Ordinarily, you should begin work on your dissertation proposal only after you have been admitted to candidacy. This would ensure that you have had sufficient course work including the research and statistics core, so you are able to conceptualize a problem and develop an appropriate research design. There are no formal guidelines for the format of your proposal. However, you should follow the advice of your doctoral committee in regard to the preferred format.

When you have conceptualized your problem and determined the appropriate research methods, you need to consider whether your proposed research will involve human subjects or access to students in schools. You may need to get approval of your proposed research from the Human Subjects Committee of Texas Tech University or from the school (or school district) or college in which you plan to collect data. Your major professor will assist you. If you have any questions, please consult the Associate Dean for Graduate Education and Research.

### A. Announcement of dissertation proposal meeting

*At least two weeks prior to the scheduled public meeting for the dissertation proposal presentation, you must submit an electronic announcement including the date, time, place, name of your committee chair, and all other committee member names of the proposal hearing and attach a two to three page abstract of the proposal to Patsy Mountz at ([patsy.mountz@tu.edu](mailto:patsy.mountz@tu.edu)) in the Office of Graduate Education and Research in the College of Education for distribution to members of the Graduate Faculty. The abstract should describe the problem of the proposed study and the research methods to be used (see Appendix C).*

At the same time the abstract is distributed, you may be required by your program to distribute a copy of the complete dissertation proposal to the following: your department office, the Office of Graduate Education and Research, and all members of your doctoral advisory committee. The Office of Graduate Education and Research will post a copy of the proposal in suitable locations throughout the College of Education.

Faculty members shall have the privilege of providing the student written comments about the merits of the study or research design. You are expected to consider any such suggestions and make an effort to discuss them with the respective faculty members. The intent of faculty input is to strengthen your proposal. It is expected that members of the doctoral advisory committee will provide written comments to the student prior to the scheduled public meeting.

You are ultimately responsible for the content of the proposal and research design with the guidance of your doctoral advisory committee.

**B. Public defense of the dissertation proposal**

At the time of the scheduled meeting of your doctoral advisory committee, your chair should introduce you and the members of your advisory committee, state the purpose of the meeting, and indicate the format. While all committee members generally are present at the meeting, there might be an occasion where a member might be absent. It is expected that the absent committee member will have provided appropriate feedback to the student and to the chair of the advisory committee. In any case, a majority of the committee must be present in order to hold the defense of the dissertation proposal.

Generally, you will be given about 20 minutes to present your dissertation proposal. After your presentation, the committee will ask questions and discuss with you anything related to your proposed research. After the questioning is completed, you will be asked to leave the room while the committee votes on the proposal.

If the committee approves the proposal, *the members will sign a members signature page consisting of the title of the proposal, your name, date, and names of the committee members. A copy of the approved proposal including the signature page must be submitted to the Office of Graduate Education and Research (Ed. 105) where it will be kept in your file.*

If the committee is unable to approve the proposal as presented, another public meeting shall be scheduled and the same announcement procedures shall apply.

### **The Doctoral Dissertation**

As a candidate for the Doctor of Education or Doctor of Philosophy degree, you must complete and satisfactorily defend a dissertation. This requirement is separate and apart from other requirements in the doctoral program; consequently, successful performance in other areas does not necessarily guarantee acceptance of a dissertation. The dissertation must demonstrate a mastery of the techniques of research, a thorough understanding of the subject matter and its background, and a high degree of literary skill in organizing and presenting the material. The dissertation should embody a significant contribution to the knowledge base of your discipline or a substantial reevaluation of existing knowledge, presented in a scholarly style.

**A. Pursuing the dissertation research**

You should make sure that you have complied with any requirements governing human subjects if necessary. This information can be obtained from the Office of Graduate Education and Research in the College of Education or in the Office of Research Services (Holden Hall, Rm. 203). Also, if your research involves access to students in schools or other institutions, you should make sure that you have the

approval of the appropriate administrative office of the entity. Check with the Associate Dean for Graduate Education and Research for assistance.

Do not underestimate the time and expense involved in conducting original research, analyzing the results, and writing the dissertation. Your dissertation research is the critical phase of your entire doctoral program. While it is sometimes necessary to leave the university to pursue employment before you finish your dissertation, you should consider the difficulties involved in completing your work away from campus. Even with modern technology, it is difficult to send your draft materials back and forth between you and your major professor and other members of your doctoral advisory committee. It is also difficult to arrange your work schedule to return to campus to meet with your major professor and committee.

#### B. Writing the doctoral dissertation

Make sure you work closely with your major professor and members of your doctoral advisory committee when writing your dissertation. Your manuscript must conform to all published policies of the College of Education and the Graduate School. You should purchase a copy of a document titled *Instructions for Preparing and Submitting Theses and Dissertations* from the Texas Tech University bookstore. Also, you should adhere to an appropriate style guide specified by your doctoral advisory committee. In many cases, this will be American Psychological Association (APA) style (most recent edition). But, there are other style guides available and your major professor may have a preference other than APA. Check with your major professor to be sure.

### **Preparation for Final Examination**

#### A. Scheduling oral defense of dissertation

You are required to stand for a final oral examination over the general field of the dissertation. It may be scheduled at any suitable time after your doctoral advisory committee has approved the dissertation (not necessarily the final version). Your committee's approval to schedule the oral defense does not imply approval of the content of the dissertation. The final examination should be scheduled approximately two weeks after all committee members have received the dissertation. Remember that your committee members need sufficient time to read and evaluate your dissertation. Be mindful of the schedules of members of your doctoral advisory committee, especially during the summer terms. Sometimes it is difficult to schedule a defense during one of the summer terms if faculty members are not on duty. It is important that a majority of the committee be present at the defense.

#### B. Notification form and abstract to Graduate School

The Graduate School governs the notification requirement for the final oral defense

of the dissertation. This is not the same as the proposal notification required in the College of Education. Beginning with the 1995 Fall Semester, the Graduate School has replaced the announcement with a notification form. See Appendix D for an example. You will find the form linked to the Graduate School home page at <http://www.depts.ttu.edu/gradschool/current/thd.php> and fill it out online. Doctoral candidates preparing for the final oral examination of the dissertation must submit the notification form with a copy of their dissertation abstract at least three weeks before their scheduled defense. Please note that the new notification form requires the signature of the student as well as the chairperson and co-chairperson if there is one (see notification form at above Graduate School website).

From the notification forms, the Graduate School will compile a weekly calendar covering a two-week period. This will give a two-week public notification of the defense. A copy of the signed notification form and abstract will be sent to the committee chairperson, graduate advisor, and associate dean for their record, as well as the Dean's Representative.

- C. You are responsible for securing the dissertation packet containing the title page from the Graduate School prior to the defense. Committee members will need title page for signatures.

### **Final Examination (Oral Defense) of the Dissertation**

Your final defense of the dissertation must occur within *four years* after admission to candidacy. The examination occurs at a public meeting and should be scheduled in a room conducive to general attendance by faculty and students. You are responsible for securing a room in the College of Education through the Dean's Office. It is neither expected nor necessary for you to provide refreshments at the final defense. The defense should be scheduled at a time when all committee members can be present, unless other appropriate arrangements have been made in advance.

Although the Graduate Dean may occasionally attend the final examination, a member of the Graduate Faculty is asked frequently to attend as the Dean's representative. The role of the representative is to observe the conduct of the examination and to serve as an impartial counselor in the event conflicts arise. Representatives may participate as fully as they choose in questioning the candidate and in the committee's deliberation at the conclusion of the examination. Representatives should be offered a copy of the dissertation one-week before the defense. In connection with his or her role as observer, the representative is asked to file a written report with the Graduate School after the defense. The representative does not sign the title page of the dissertation.

The chair of your doctoral advisory committee should convene the examination by introducing you, giving your background and indicating the general procedures to be followed. Although there will likely be some variation from committee to committee, the following general procedures are appropriate:

- A. You should be given a short period of time (from 20 to 30 minutes) for an overview of the research project for the benefit of the committee and those in attendance.

Make sure that any visual projections are clear and large enough to be read by the audience.

- B. You should then be questioned by members of the committee in a way that will require a genuine defense of the dissertation including the research procedures, findings, conclusions, and so forth.
- C. After committee members have examined you, others in attendance should be permitted to raise questions or make comments.
- D. When ample opportunity has been given for questions from the audience, those not on the doctoral committee should be excused. At that time, the committee may ask you any final questions it chooses.
- E. When the committee has finished questioning, you should be dismissed from the room while the committee deliberates and comes to a decision concerning the adequacy of your performance.
- F. When a decision is reached, you must be informed, and the chair must forward a report of the outcome to the Graduate School for the record.
- G. All members of dissertation committees must approve and sign the document before its submission to the Graduate School for the approval of the Graduate Dean. When a committee member, for whatever reason, differs with the rest of the committee on approval of the document, any of the following may take place:
  - 1. The dissenting member may clearly state his or her perception of the deficiencies in the document, and with the committee's general concurrence, require that these deficiencies be addressed before final approval,
  - 2. The member may record his or her vote against passing the dissertation, but agree to accept the majority decision and sign the title page,
  - 3. The member may elect to resign from the committee (a replacement may be necessary depending on the number of members), or
  - 4. The member may refuse to sign the document, in which case the Graduate Dean or the designated representative will be asked to serve as mediator in seeking a resolution of the differences.

### **Graduation Procedures**

- A. Filing "Statement of Intention to Graduate"

You must file this form in the Graduate School by a specified deadline early in the semester you intend to graduate. More than likely, you will be very busy with finishing your dissertation and preparing for the final defense; but do not forget to file your intention to graduate. Failure to do so could result in the delay of your graduation.

B. Enrollment in semester of graduation

You must be registered in the semester in which you intend to graduate and be enrolled in dissertation hours.

C. Early completion

If you fail to meet deadlines for a given graduation, but complete all requirements for a degree prior to the following registration period, you will not be required to register again. For example, if you submit your dissertation in late August before fall registration and, provided that course work, examinations, and other requirements have been fulfilled, you will not be required to register for the fall semester, although the official graduation date will be December.

D. Deadlines for graduation

When you have filed the intent to graduate form, you will be sent a list of deadlines for graduation. Deadlines to be met include filing the "Statement of Intention to Graduate" and the official dissertation title form, removing grades of "I" or "CR," and so forth. Failure to meet scheduled deadlines will delay your graduation.

E. Letter of completion

If you have completed all requirements for the Doctor of Education degree, but your final transcripts or diploma are not yet available, you may request from the Graduate School a letter certifying that you have met all requirements and that further enrollment is not necessary. Completion letters will be sent to your employer upon your request.

F. Commencement and hooding

If at all possible, you should attend the commencement ceremony where you will be hooded by the chair of your doctoral advisory committee and receive your diploma. This is a significant event in your professional life and is testimony to the hard work and effort that you have made in completing your Doctor of Education or Doctor of Philosophy degree. It is an opportunity for your family, friends, and faculty to celebrate your achievements.

### **Set Up Placement File**

You should establish a placement file in the Career Planning and Placement Center (**Wiggins Complex Room 150**) to facilitate job placement or later career moves.

### **Publication of Student Work**

Because the College of Education is committed to research and the dissemination and publication of the results, students are encouraged to seek publication of work done in pursuit of graduate degrees. In many cases, it is entirely appropriate for publications to be co-authored by the student and major professor or other members of the faculty. Any arrangements for co-authored publications should be made in advance among all participants. See the Graduate Catalog for a more complete discussion.

### **Maintaining Contact with Your Program Faculty and College of Education**

The Graduate Faculty of the College of Education hopes that your experiences in the doctoral program have been rewarding and that you will want to maintain contact with your major professor, other committee members, and the College. After you graduate from Texas Tech University, you will receive follow-up surveys as part of our efforts to evaluate and strengthen the graduate program. We hope that you will take time to respond to these or other surveys. Best wishes in your career.

**APPENDIX A (Example)**

**TEXAS TECH UNIVERSITY–THE GRADUATE SCHOOL PROGRAM FOR THE DOCTORAL DEGREE**

One copy of this form must be submitted to the Graduate School for approval no later than the beginning of the second year of doctoral work.

Date \_\_\_\_\_ Office Use Only: GRE/GMAT \_\_\_\_\_ Catalog \_\_\_\_\_ Deadline \_\_\_\_\_

Full legal name \_\_\_\_\_ Student's I.D.# \_\_\_\_\_

Current mailing address (include zip code) \_\_\_\_\_

Degree sought \_\_\_\_\_ Major \_\_\_\_\_ Minor (if declared) \_\_\_\_\_ Expected Graduation Date \_\_\_\_\_

Previous Degree(s) \_\_\_\_\_ Institution(s) \_\_\_\_\_ Year(s) Awarded \_\_\_\_\_

Doctoral advisory committee chair: \_\_\_\_\_ Other members (if known at this time): \_\_\_\_\_

Dissertation title (if known at this time, otherwise list area of dissertation research): \_\_\_\_\_

Indicate proposed enrollment pattern for residence year: \_\_\_\_\_

Coursework (prefix and number as it appears in catalog or on official transcript):

<u>Major</u> 45-hr. min. (60 or more hours if no minor)	<u>Minor</u> 15 hr. min. (if declared)	<u>Tool or</u> <u>Language</u> (if required)	<u>Transfer</u> <u>Course#*</u> Institution	TTU equiv.#*
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\*In order for transfer courses to be entered on the TTU transcript, courses must be given the TTU equivalent number. For example, MGMT 630 at TAMU may be equivalent to MGT 5371 at TTU. Please indicate when course was (or will be) taken and provide an official transcript to the Graduate School. No more than 30 hours of an earned master's degree from another institution may be transferred. Grades from transfer courses will not appear on TTU transcripts.

Signature of Graduate Advisor of major department \_\_\_\_\_ Signature of Graduate Advisor of minor dept.(if declared) \_\_\_\_\_

Graduate Dean

Date

Approved [ ]

Conditional Approval [ ]

Not Approved [ ]

Remarks or Conditions of Approval: \_\_\_\_\_

Approval of this form by the Dean of the Graduate School merely indicates that the proposed program is acceptable; it carries no assurance of the applicant's attainment of a degree. Changes to this program may be made only with the approval of the department concerned and the Graduate School, using the form available in the Graduate School. Conditions for approval for admission to candidacy must be met before the proposed semester of graduation. Revised 5/14/02.

**APPENDIX B (Example)**

**FORM FOR REPORTING CHANGES ON  
GRADUATE DEGREE PROGRAMS**

Date \_\_\_\_\_

Student's Name \_\_\_\_\_ ID #: \_\_\_\_\_

Check One:    Master's \_\_\_\_\_                      Doctorate \_\_\_\_\_

Major: \_\_\_\_\_

Expected Graduation Date: \_\_\_\_\_

Delete Course(s): \_\_\_\_\_

Add Course(s): \_\_\_\_\_

---

\_\_\_\_\_  
Signature of Graduate Advisor

## APPENDIX C

### ANNOUNCEMENT

To: College of Education Graduate Faculty  
 From: Shane Haberstroh, Doctoral Student, Counselor Education  
 Subject: Proposal Presentation to Doctoral Committee  
 Date/Time: Tuesday, December 14, 2001, 9:30 a.m.  
 Location: Education Room 244  
 Committee: Dr. Gerald Parr (Chair), Dr. Jeffrey Kottler, Dr. Loretta Bradley, and Dr. Barbara Morgan-Fleming  
 Title: Counseling Over the Internet: An Empirical Existential-Phenomenological Inquiry

### DISSERTATION PROPOSAL ABSTRACT

Counseling Over the Internet: An Empirical Existential-Phenomenological Inquiry

#### Purpose of the Study

The Internet as an interactive social channel is a relatively novel, but exponentially powerful medium through which a proportion of the human race now intermingles. As a phenomenon in and of itself, social interaction through this network of digital text challenges archetypal notion of what constitutes legitimate human interaction. That is, Internet members can effortlessly assume facades, practice deception or lurk unseen as voyeurs hidden from others' conversations. The limitations of this primarily text-based interaction may hamper the more visceral data that occurs from face-to-face contact. This interpersonal buffer may restrict some yet free others. The anonymity and safety of synchronous and asynchronous computer interaction may provide an outlet for those who have stumbled poorly through traditional social relations.

As a clinical interaction, the utilization of the web as a conduit for counseling may be perceived as speculative or uncharted waters. However, as Sampson et al. (1997) noted, Web Counseling is currently underway in numerous locations. If these interactions have been ineffectual or harmful, or if they have been a success, this study will present the perceptions and voices of those who are pioneering counseling cyberspace. To that end, the purpose of the study is to explore the experience of Web Counseling from the perspectives of both clinicians and clients. Moreover, the study at hand aims to examine and describe the salient clinical, ethical and procedural themes that emerge from the interactions with users of Internet based counseling services.

#### Research Questions

The research questions poised will provide direction for the data acquisition and analyses. The epistemological standpoint (Denzin, 1998) through which the research will be viewed is both phenomenological and qualitative in nature. More specifically, the methodological process will be based upon an empirical, existential-phenomenological framework (von Eckartsberg, 1998). The research aims to uncover the experience of Web Counseling. From this framework the following questions emerge.

- (1) What is the experience of Web Counseling from the perspective of the client?
- (2) What is the experience of Web Counseling from the perspective of the counselor?

Analyses of these inquiries hope to expound pertinent experiences that are unique to the web-based context. Within each particular research question, attention will be paid to the acuity and practice of ethical codes, perceptions of clinical efficacy, and interpersonal interactions that are exclusive to this social context.

### **Research Theoretical Framework**

Methodological inquiry and analysis will be guided from the phenomenological research epistemology. Glesne and Peshkin (1992) described the phenomenological stance as interpretive in nature and that a theoretical framework are used as "...neither explanation nor prediction. It is interpretation, or the act of making sense out of a social interaction" (p. 19, 1992). Phenomenological research in the social sciences has evolved into distinct paradigms, or sub-structures through which qualitative data have been perceived. Researchers have constructed empirical, hermeneutical, existential and transcendental premises from the general phenomenological philosophy. Moreover, within the behavioral sciences, a phenomenological psychology has emerged (von Eckartsberg, 1998; Pollio, Henley & Thompson, 1997; Moustakas, 1994; Spinelli, 1989). While each exploratory method retains the quintessence of phenomenological and qualitative practice, discernible characteristics in the philosophy and practices between the paradigms are evident. For the purpose of the study at hand, an empirical existential-phenomenological psychological approach will be employed as the research framework through which the data are to be operationalized, collected, analyzed and transformed.

### **Research Methods**

Two sets of participants will be selected for the study. Licensed counselors who have engaged or are actively engaging in the practice of Web Counseling and individuals who have been involved or who are currently involved as a Web Counseling client will be asked to participate. The anticipated number of participants will total ten, five of which will be web-counselors and the other five will be web-clients. Prior to interviews, the participants will be asked to sign and return a hard copy of an informed consent through the mail. After permission has been given, the researcher and participants will interact through synchronous and asynchronous electronic means. The asynchronous communication will primarily take the form of e-mail, however, exchanges over a bulletin board may be utilized. Synchronous communication will occur on a secure web site that the researcher has designed for the purpose of investigating this phenomenon. The members will be invited to share their experiences with each other and the researcher through an online group forum. Additionally, the participants will interact one-on-one with the researcher through the synchronous channels.

The data will be collected from logs of synchronous communication, and saved copies of e-mail correspondence. Additionally, artifact data such as counseling websites, professional discussion forums and any other salient documents will be gathered. Libutti (1999) explored the concept of Internet formats as qualitative artifacts and cautioned that care needs to be taken to protect the identities of those who post information on the web. As an example, Libutti (1999) wrote of an incident where the identities of those who had posted responses on a bulletin board about sexual abuse were revealed.

As the study progresses, field notes will evolve from spontaneous observations to

reflective inquires based from the theoretical framework. This initial analysis of the data will serve as the process of constructing integrative field notes and theoretical memos. Emerson, Fretz and Shaw (195) described “as the ethnographer turns increasingly from data gathering to the analysis of field notes, writing integrating memos which elaborate ideas and begin to link or tie codes and bits of data together becomes absolutely critical” (p. 162, 1995). From the theoretical memos, data will emerge and be transformed by the research. Findings from the data will be cross-analyzed by another researcher to promote the reliability of the observations. Moreover, member cross-checking of the data will also be utilized.

**APPENDIX D**

**TEXAS TECH UNIVERSITY  
The Graduate School  
Lubbock, Texas**

**ABSTRACT OF DISSERTATION**

**for the Degree of**

**DOCTOR OF PHILOSOPHY**

Author's Full Name: Shane Haberstroh

Title of Dissertation: Counseling Over the Internet: an Empirical Existential-Phenomenological Inquiry

Names of Committee Members: Dr. Gerald Parr (Chair), Dr. Jeffrey Kottler, Dr. Loretta Bradley, Dr. Barbara Morgan-Fleming

Major: Counselor Education

Date of Graduation: May 2002

**Purpose of the Study**

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As a clinical interaction, the utilization of the web as a conduit for counseling may be perceived as speculative or uncharted waters. However, as Sampson et al. (1997) noted, Web Counseling is currently underway in numerous locations. If these interactions have been ineffectual or harmful, or if they have been a success, this study will present the perceptions and voices of those who are pioneering counseling cyberspace. To that end, the purpose of the study is to explore the experience of Web Counseling from the perspectives of both clinicians and clients. Moreover, the study at hand aims to examine and describe the salient clinical, ethical and procedural themes that emerge from the interactions with users of Internet based counseling services.

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