



TEXAS TECH UNIVERSITY

College of Education™

Counselor Education

*Admitted Student Handbook
for
Ph.D. Graduate Study in Counselor Education*

2009-2010

Texas Tech University
Department of Educational Psychology & Leadership
Counselor Education Program
(www.educ.ttu.edu/epce/)

Preface

The faculty and staff in Counselor Education would like to welcome you to the Ph.D. Program in Counselor Education.

This *Handbook* is designed to provide the counselor education student with specific information about the Counselor Education Program in the Department of Educational Psychology and Leadership at Texas Tech University. The *Handbook* is intended to serve as a supplement to, not a substitute for, *the Texas Tech University Graduate_Catalog*. Since graduate procedures, graduate course requirements and prerequisites may change, students are strongly encouraged to be familiar with the latest copy of *the Graduate Catalog* and meet with their Counselor Education faculty advisor each semester.

Although this *Handbook* provides an overview of the policies, procedures, and requirements of the Counselor Education program, the *Handbook* cannot be viewed as having all of the answers. Instead students must seek answers to questions from other sources including, although not limited to, the Counselor Education program faculty, the COE Office of Graduate Studies and Research (EDUC, Room 105, Ph. 806-742-1998 x434), and the Texas Tech University Graduate School (Holden Hall). While the Counselor Education faculty advisors are knowledgeable about the policies, procedures, and requirements, the primary responsibility for reading and following correct policies and procedures remains with the student, not the faculty.

The provisions of this *Handbook* have been formally adopted by the Counselor Education Program faculty as the official procedures for graduate students majoring in counseling. The procedures described in this *Handbook* are the procedures that have been in effect for several years; they parallel procedures at other major universities. This *Handbook* supersedes any previous Counselor Education Program guidelines, handouts, and/or brochures.

Students are responsible for adherence to the policies in the *Handbook* edition that was current for the semester when the student was admitted.

TABLE OF CONTENTS

	Page
Introduction	4
Mission	4
Model	4
Program Objectives	4
Overview of Counselor Education Program	5
Organization of Graduate Study	7
Admissions Procedures	7
Probation, Suspension and Dismissal	9
Retention Procedures	10
Appeals/Grievance Procedures	11
Doctoral Degree Program	13
Credentialing/Endorsement	22
Licensed Professional Counselor	22
Registration Procedures	23
Practicum & Internship Registration	23
Leaves of Absence	24
Transfer Credit	24
Financial Assistance	25
Ethics and Professional Development	25
Professional Liability Insurance	26
Affirmative Action	26
Sexual Harassment	26
Students with Disabilities	26
Graduation	26
Appendices A-C	27

Introduction

The Counselor Education Program is one of six degree programs in the Department of Educational Psychology and Leadership in the College of Education at Texas Tech University. The program was established to prepare professional counselors at the master's (M.Ed.) and doctoral (Ph.D.) levels. The master's level Counselor Education program offers two counseling tracks, School Counseling and Community Counseling. The doctoral level has one track, a basic Counselor Education program. The degree programs in counseling are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Mission

The Counselor Education Program was founded to prepare professional counselors who are knowledgeable in counseling theories and techniques, who can translate counseling theory into effective counseling practice, who are committed to respecting diversity among people, and who ascribe to the highest of ethical standards and practice.

The Model

The Counselor Education Program model is based on the responsive counselor theme, a theme that facilitates the training of counselors to be counselor practitioners, teachers and researchers. Consistent with this model is the College of Education theme, Professional Educators Opening Doors to the Future. In this model, the Counselor Education faculty apply the principles of reflective analysis to expose counseling students to a variety of counseling research and practice modes, thus requiring counseling students to critically analyze the cognitive and behavioral and affective training components and appropriately implement that training in a variety of settings. Congruent with the theme is the faculty's emphasis on (A) exposing students to a variety of counseling theories and techniques, (B) offering students the opportunity to refine and implement their skills and knowledge in a variety of settings, (C) helping students develop an awareness and appreciation for diversity and (D) teaching and modeling the highest of ethical standards.

Program Objectives

It is expected that all counseling students (master's, doctoral, and certificate) will exhibit competence in the counseling core areas. Competence will be achieved through didactic courses, experiential courses, field experiences, examinations, research, papers, presentations, supervised practice with clients, and successful completion of appropriate examinations (e.g., Comprehensive Examination, Preliminary Examination, Qualifying Examination.) Graduates of the Counselor Education Program are expected to have completed the following program objectives:

Program Objectives for Counseling

The Counselor Education Program faculty has listed the following as program objectives for students:

1. To understand and demonstrate the personal characteristics needed to be an effective counselor.
2. To become proficient in integrating counseling theory into practice.
3. To demonstrate proficiency in the dynamics of the counseling process.

4. To develop a theoretical foundation for the supervision process in counseling and to implement supervision theory into supervision practice.
5. To understand the major roles (teaching, research & service) in being a counselor educator.
6. To demonstrate an understanding of and the ability to conduct and summarize research.
7. To demonstrate writing skills at the level needed to publish in journals and books.
8. To demonstrate teaching skills at the level needed for university teaching.
9. To develop a professional identity through involvement in professional associations including attendance at conferences and making presentations at conferences.
10. To become an active member of professional counseling associations (ACA, ACA divisions, TCA, and WTCA).
11. To demonstrate the ability to understand and apply ethical codes and to understand the legal system as it applies to ethical dilemmas.
12. To demonstrate an increased understanding of the importance of understanding diversity and equity issues in counseling.
13. To demonstrate multicultural counseling competencies, advocacy competencies, and respect for diversity.
14. To identify major trends and issues in the counseling profession.
15. To ascribe to the highest of ethical principles and ethical practice.

Overview of Counselor Education Program

The Counselor Education Program offers two degrees, master's (M.Ed.) and doctoral (Ph.D.), and a Counselor Education certificate for post-master's level students seeking Texas School Counselor Certification (post-master's level students seeking certification only must be admitted to the Counselor Education Program). The program also offers a Mental Health Certificate (not a **certification**) in conjunction with the Graduate School. The Counselor Education Program has three tracks. Two counseling tracks, school counseling and community counseling, are offered at the master's level; the third track, Counselor Education, is available at the doctoral level. The Counselor Education faculty prepares the program graduates to be counselors, not psychologists. Therefore, the program is not designed to prepare students for licensure as psychologists. Students desiring to be licensed as a psychologist should apply to a psychology program. The program, however, does provide the academic coursework that satisfies the requirements for Licensed Professional Counselor (LPC) in Texas or certification as a School Counselor in Texas. Additionally, the Ph.D. in Counselor Education prepares students to assume leadership positions in Counselor Education and to acquire skills in teaching, research, and service roles.

Master of Education (M.Ed.). This degree requires a minimum of 48 graduate semester hours. The master's degree emphasis is on the development of counseling competencies including human growth and development, appraisal, counseling theories, research, and practical skills related to counseling practice. Graduates of the master's program are equipped with entry-level skills to work as counselors in a variety of educational and agency settings.

Doctor of Philosophy Degree (Ph.D.). This degree requires a minimum of 93 hours and a maximum of 99 semester hours. The emphasis is on advanced study of counseling theory, practice, research, and the teaching of counseling skills. Graduates of the program are equipped with advanced-level skills to work as counselors in a variety of educational and agency settings and counselor educators in colleges and universities.

Certificate. This post-master's counseling certificate is designed for students who already have a master's degree in an educational area and who want certification in counseling. **All students desiring the certificate must be admitted to a degree granting program in Counselor Education.** Upon completion of 48 semester hours of counseling coursework, students are endorsed for a Texas School Counselor Certificate providing they have a valid teaching certificate, appropriate school experience, and a passing score on the ExCET examination.

Mental Health Certificate. This is a post-master's certificate designed for counseling professionals who wish to expand their training to a specialization in the mental health area. It is a 15 hour program that requires admittance to the Counselor Education program. **It is a certificate not a certification.** It does not replace any type of licensure in the practice of counseling or a related mental health field. For more information, contact Dr. L.J. Gould at lj.gould@ttu.edu or at (806)-742-1997 ext. 296.

Tracks

School Counseling. At the master's level school counseling prepares public and private school counselors to work at the elementary, intermediate, and secondary levels. Completion of a master's degree qualifies the graduate to apply for certification as a school counselor in Texas providing the student has a valid Texas teaching certificate, appropriate teaching experience, and a passing score on the TExES examination. Final approval of the school counseling certificate is made by TEA, not Texas Tech University.

Community Counseling. At the master's level, Community Counseling provides the academic training for counselors to work in a variety of positions in community agencies including, although not limited to, counseling centers, drug and substance abuse centers, career counseling centers, child, youth, and family agencies, community mental health programs, employee assistance programs in business and industry, adult probation offices, MHMR agencies, corrections, and private counseling practice. Completion of the master's degree in community counseling provides the graduate with the **academic coursework** requirements for Licensed Professional Counselor (LPC) in Texas. Final approval for the LPC is made by the LPC Board in Austin, Texas, not Texas Tech University.

Doctoral Program in Counselor Education. The doctoral (Ph.D.) track consists of a basic doctoral program requiring a minimum of 93 semester hours (doctoral level) and a maximum of 99 semester hours. This program builds on the M.Ed. Counselor Education Program and focuses on developing the student's professional competencies through advanced study of counseling theory, techniques, and supervision, especially as they relate to research and professional counseling practice. Completion of this program does not qualify the student to sit for licensure as a psychologist. However, doctoral students with appropriate coursework are eligible to take the LPC exam in Texas. Final approval for the LPC is made by the LPC Board in Austin, Texas, not Texas Tech University.

Organization of Graduate Study at Texas Tech University

Texas Tech University Graduate School (www.ttu.edu/-gradsch/)

All graduate programs, including counseling, are under the auspices of the Texas Tech University Graduate School. The Graduate School is directed by a Graduate Dean who is responsible for coordinating and administering graduate programs at Texas Tech University. It is the student's responsibility to become familiar with the policies and regulations of the Graduate School. For this reason, students are required to contact the Graduate School (Holden Hall), (806-742-2787) and obtain a copy of the *Texas Tech University Graduate Catalog*.

College of Education Office of Graduate Studies and Research

The College of Education Office of Graduate Studies and Research located in EDUC Room 105 (806-742-1998 ext. 434) is directed by the Associate Dean for Graduate Education and Research. The Associate Dean reports to the Dean of the College of Education and is responsible for administering policies, rules, and regulations pertaining to graduate degree programs in the College of Education.

Department of Educational Psychology and Leadership

The Department of Educational Psychology and Leadership is one of two departments (the other department is Curriculum and Instruction) in the College of Education. The Department consists of six programs in which counseling is one of the six programs. The Department is directed by a Chairperson. Each of the six programs including counseling is coordinated by a Program Coordinator.

Counselor Education Program (www.educ.ttu.edu/epce)

The Counselor Education Program is a graduate program located in the Department of Educational Psychology and Leadership. The Counselor Education Program is coordinated by a Program Coordinator who is responsible to the Department Chairperson. The Counselor Education Program policies and procedures are established and implemented by the Counselor Education faculty (Bradley, Crews, Froeschle, Hendricks, Marbley, and Parr). Additionally, adjunct faculty teach counseling classes and assist in the implementation of established procedures.

Admissions Procedures

Overview

Admission to the Counselor Education Program at either the master's or doctoral level is a two-stage process. First, students must apply to the Texas Tech University Graduate School. Second, following review by the Graduate School, applications are sent to the College of Education (COE) for review by the Counselor Education faculty. Students interested in applying for admission should contact COE Office of Graduate Studies and Research (806-742-1998 ext. 434) and request that the Counselor Education applications packet be mailed to them. This information is also available at our website (www.educ.ttu.edu/epce). Although academic qualifications are important, they are not the only criteria for admission and retention in the Counselor Education program. Throughout the student's training, the faculty will assess the student's interpersonal skills, professional and ethical behavior, and overall compatibility with the Counselor Education program and the Counselor Education profession (see Retention Procedures and Retention Policy, pages 10 and 11).

Admission to the Graduate School

The prospective student must apply for Admission to the Graduate School (see Appendix A). With the application, all undergraduate and graduate transcripts are required. Formal application materials may be obtained from the Office of Graduate Admissions, Texas Tech University, Box 41030, Lubbock, TX 79409-1030, phone 806-742-2787 or on-line at www.depts.ttu.edu/gradschool (all information on the application process can be found under “prospective” in the navigation bar). Prior to admission to the Graduate School, the prospective student must register for and take the Graduate Record Exam (GRE). GRE scores are required for all applicants. Information about the GRE may be obtained from the Educational Testing Service, P.O. Box 6000, Princeton, NJ 08541-6000, phone 609-771-7670.

NOTE: The standards for admission to The Counselor Education Program are more extensive than those for admission to the Graduate School (see the Counselor Education application packet). Please note that a total of 6-9 hours from a CACREP approved program will be reviewed for transfer credit. Transfer credit from a non-CACREP approved program will not be accepted.

Admission to the Counselor Education Program

As stated previously, the Counselor Education Program has admission standards and procedures beyond the minimum required by the TTU Graduate School. These standards and procedures are outlined in the application packet. An application packet may be obtained from EDUC Room 103, or by calling 806-742-1998 ext.433 or 434. The application packet may be downloaded from the Counselor Education website at www.educ.ttu.edu/epce.

Application Deadlines. Master’s students should apply approximately four (4) months prior to the semester in which they plan to enroll in classes. Doctoral students should apply at least six (6) months prior to the semester in which they plan to enroll. Admissions deadlines for all materials to be received by the Counselor Education Program are February 1, June 1, and October 1.

Notification of Acceptance. The TTU Graduate School no longer sends notification by mail regarding your acceptance to the program. Application status can be checked by going to the Graduate School website (www.depts.ttu.edu/gradschool). **(Please DO NOT call, as we cannot give this information by telephone.)**

Admissions Decisions

Because a large number of well qualified students apply to the master's and doctoral level Counselor Education Programs, admission to the Counselor Education Program is competitive; therefore all applicants who meet minimum requirements may not be admitted. Admission to the doctoral program is usually limited to a maximum of ten (10) students each year.

In addition to academic requirements (GRE, GPA and coursework), the Counselor Education faculty considers several non-academic factors in their admissions recommendations. Admission is dependent upon, although not limited to, strong recommendations from other professionals, especially faculty, evidence of very good interpersonal skills and ethical behaviors, attitude toward, motivation for, and interest in the Counselor Education Program at Texas Tech University. Thus the Counselor Education faculty's paramount goal is to accept those applicants having the academic and personal attributes necessary for success in the Counselor Education Program at Texas Tech University, and following graduation, success in the Counselor Education profession (see Prospective Counselor Education Handbook found on the Counselor Education Web Site www.educ.ttu.edu/epce for additional information).

Admissions Appeals

The Counselor Education Program faculty endorses and implements the admissions requirements and procedures established by the Graduate School and the Counselor Education Program. Students disagreeing with an admissions decision may file an admissions appeal. Procedures for filing an appeal may be obtained from the Office of Graduate Studies and Research (EDUC, Room 105).

Probation, Suspension, and Dismissal

The *Graduate School Catalog* specifies the circumstances under which students may be placed on probation, suspension, or dismissal. Additionally, the Counselor Education Program Faculty will recommend to probate, suspend, or dismiss from the program, students who do not meet the program's academic requirements, make satisfactory progress over time toward completion of the counseling degree, who exhibit behavior unbecoming a scholar, researcher, or counselor, or who display such inappropriate behaviors that cause the Counselor Education faculty to be concerned about whether the student possesses the interpersonal, emotional, and ethical behaviors necessary for entry into the counseling profession. Accordingly, the Counselor Education faculty in formal meetings will discuss student progress with regard to academic performance as exhibited in classes, on examinations, and during dissertation meetings and non-academic performance as exhibited in counseling relationships, personal and professional attitudes, professional behaviors (in and outside the classroom), adherence to good ethical behavior, and overall compatibility with the Counselor Education Program at Texas Tech University and the counseling profession.

Immediate Dismissal

Success in the Counselor Education Program consists of more than grades. Work habits and attitudes play a major role in the success of any counseling student. Any of the following actions are considered as just cause for immediate dismissal from the Counselor Education Program:

1. Dishonesty (cheating, plagiarism, etc.).
2. Disclosure of client confidential information with unauthorized individuals.
3. Negligence or misconduct.
4. Mistreatment of or disrespect toward clients, fellow students, research participants, or faculty.
5. Abusing a client, fellow student, faculty member, or staff member, (including abusive language).
6. Violations of the rules, regulations, and principles in the *ACA Code of Ethics* and *Texas Tech Code of Student Affairs*.
7. Receipt of a Fail grade in Techniques, Practicum or Internship.
8. Willful submission of false information or alteration of any official records, counseling reports, papers, examinations or dissertations.
9. Willful conduct that may cause injury to self or others.
10. Unethical behavior as defined by ethical guidelines and practice (e.g., *ACA Code of Ethics*).

Academic Performance Evaluation

All students enrolled in the Counselor Education Program are expected to achieve and maintain a high level of academic performance. A Grade Point Average (GPA) of 3.0 (4.0 = A) is required for graduation. If a student earns a grade of C in a course, he or she will be required to repeat that course. Students earning a grade below C in a course are required to meet with their faculty advisor to discuss the

circumstances resulting in the grade and to discuss their present and future status in the program. Following the meeting between the student and advisor (Counselor Education faculty), the Counselor Education faculty member discusses the meeting with the entire Counselor Education faculty who will review and make recommendations (e.g., remedial coursework, suspension, probation, dismissal) about the student's status in the Counselor Education Program. In instances where the student's GPA is below 3.0, the faculty will recommend dismissal. Students earning a grade of Fail in techniques, practicum, or internship class graded pass/fail or a C or below in techniques, practicum, or internship graded by letter grades A - F will be terminated from the Counselor Education Program. Students terminated may file an appeal by following the Texas Tech University Grade Appeals Procedures available from the COE Office of Graduate Studies and Research (EDUC Room 105) or the Student Appeals/Grievance Procedures outlined in this *Handbook*.

Non-Academic Performance Evaluation

At meetings during the year, the Counselor Education Program faculty will discuss the non-academic performance of students. Although not limited to the following, the faculty may discuss the student's academic integrity, professional attitudes and behaviors, ethical behaviors, and compatibility with the Counselor Education Program at Texas Tech University and the counseling profession. In instances where any aspect of the non-academic performance is unsatisfactory, the faculty will decide on remediation, reprimand, probation, or dismissal from the Counselor Education Program. Students disagreeing with the decision may appeal the decision by following the Student Appeals/Grievance Procedures outlined in this *Handbook*.

Retention Procedures

The 2005 *American Counseling Association Code of Ethics* states:

Counselor Educators, throughout ongoing evaluation and appraisal, are aware of and address the inability of some students to achieve counseling competencies that might impede performance (see F.9.b. limitations).

The Counselor Education Faculty endorses the *ACA Code of Ethics* (see Appendix B) and will therefore screen from the program students unable to provide competent counseling services. Accordingly, the Counselor Education Faculty will be directed by the following retention procedures.

Retention Policy

Informal Procedures:

1. The faculty member(s) will meet with the student(s) and outline the specific concern(s). During this meeting a plan will be developed to correct and/or remediate the concern(s). Follow-up meetings will be conducted with the student to be sure the plan is being followed and has been successfully completed.
2. The faculty member(s) will discuss the plan of action (completed in step 1 above) at the Counselor Education Program faculty meeting(s). The purpose of this discussion will be to seek additional direction and/or advice from the total Counselor Education faculty.

Formal Procedures:

If the informal approach outlined in Steps 1 and 2 above fails to achieve the desired outcome or if the concern is too serious for informal procedures, then formal retention procedures will be initiated as follows:

1. The faculty member(s) will present his/her concerns to the Counselor Education faculty.
2. The Coordinator will schedule a Counselor Education faculty meeting to discuss the concern(s).
3. The Counselor Education faculty will review the concern(s) and decide whether to proceed with the formal retention review. If the majority of the Counselor Education faculty decide the concern(s) is not of such a nature to require a hearing, then the procedure stops here. If on the other hand, the majority of the Counselor Education faculty decides the concern(s) is serious enough to warrant a hearing, a formal hearing will be scheduled. The concerned faculty member(s) will present a description of the concern(s).
4. At least ten (10) working days prior to the formal hearing, the student(s) will be informed by the Counselor Education Coordinator of the formal Retention Review and the specific concerns.
5. The faculty member(s) initiating the hearing and the concerned student(s) will be invited to meet with the Counselor Education Program faculty to present pertinent information. When appropriate, other individuals may be asked to attend and provide information.
6. Following the Retention Review, the Counselor Education faculty will decide on a resolution which may include any of the following:
 - a. The concern(s) do not warrant further action; the student should remain in the Counselor Education program.
 - b. The student will be placed on probation. A written plan for removing the student from probation will be recommended by the Counselor Education faculty. The plan will be given to the student and will be monitored by the student's advisor. Progress reports will be submitted to the Counselor Education faculty according to the time schedule specified in the plan. The Counselor Education faculty will meet and decide if the student should be removed from probation.
 - c. The student will be recommended for dismissal from the Counselor Education Program and will not be permitted to enroll in further Counselor Education classes.

Within ten (10) working days following the Retention Review, the Counselor Education Coordinator will communicate the Counselor Education faculty's decision to the student and Department Chairperson. The student(s) may appeal the decision by following the Student Appeals/Grievance Procedures outlined in this handbook.

Student Appeals/Grievance Procedures

Overview: Graduate student appeals/grievances originating within the College of Education are handled first within the specific program area, and if unresolved, appeals/grievances will be handled at the department and college level. If the issue is still unresolved, the student may file an appeal at the office of the Dean of the Graduate School. Formal appeals/grievances may be made only when alleged prejudice, arbitrary, or capricious action is involved. In all appeals/grievances, the burden of proof of unfair action rests with the student.

Purpose: It is the intent of the Counselor Education Program to provide graduate students the right to a fair hearing on academic and non-academic matters. Both informal and formal channels of due process are available to work with students on complaints, appeals, and grievances.

Academic Related Appeals

The academic related appeals/grievances refer to, although they are not limited to, such academic matters as grades, course procedures, admissions recommendations, and retention decisions.

Procedure:

1. The student consults with the involved faculty member(s) to try to resolve the issue at an informal level. In instances like admissions and retention where the total program faculty is involved in the decision, the student contacts the program coordinator and requests a meeting with the total program faculty. Seven working days before the meeting with the faculty, the student provides a letter to the faculty explaining his/her concerns.
2. The faculty member(s) considers the student's petition and seeks a resolution of the issue. The student is informed in writing of the decision. In instances where the academic decision was made by the program faculty, the faculty members meet to resolve the issue. The student is informed in writing of the decision, and a copy of the letter is sent to the Department Chairperson.
3. If the student is satisfied with the outcome of the decision in Step 2, the procedure ends.
4. If the student is not satisfied with the outcome of the decision in Step 2, he/she may file a formal, written appeal/grievance to the Department Chairperson.
5. Students considering and/or deciding to file an appeal/grievance against a faculty member(s) contacts the Department Chairperson (EDUC, Room 105) and obtains information on procedures required for filing a grievance.
6. The Department Chairperson appoints a Program Appeals/Grievances Committee composed of at least two faculty and one student from the Counselor Education program area. In instances like admissions, retention, etc. where the decision is made by the total program faculty and therefore the appeal/grievance is filed against several faculty members, the Department Chairperson will appoint an Appeals/Grievance Committee composed of at least two faculty and one student from the department.
7. Within ten (10) working days of the date of the student's written formal appeal/grievance, the Committee will meet using the following guidelines:
 - a. It is the responsibility of the student to provide evidence to substantiate the grievance as valid.
 - b. The Committee will inform the student and involved faculty member(s) of the date, time, and place of the committee's meeting(s). Although not required to attend all meetings, the involved parties may attend.
 - c. The Committee will interview the student and involved faculty members(s).
 - d. Minutes of the meetings of the Committee will be filed in the Department Chairperson's office. Copies of the minutes will be available to the student filing the appeal/grievance and involved faculty member(s).
8. Within ten (10) working days of its final meeting, the Committee will send a letter outlining its recommendations to the Department Chairperson.

9. Within ten (10) days of receipt of the Committee's recommendation, the Department Chairperson will notify the student and involved faculty member(s) of his/her decision.
10. If the student is satisfied with the decision in Step 9, the procedure ends. If the student is not satisfied, he/she may appeal to the Dean of Education.

The Counselor Education Program endorses and implements the Admissions Appeals procedures established by the COE Graduate Studies Committee. Procedures for filing an appeal may be obtained from the Office of Graduate Studies and Research (EDUC, Room 105).

Non-Academic Related Appeals/Grievances

The non-academic related appeals/grievances refer to, although they are not limited to, such non-academic matters as inappropriate behavior and/or unethical behavior.

Procedures:

1. The procedures for filing a non-academic related appeal/grievance will normally follow Steps 1-10 as outlined in procedures for filing an Academic Related Grievance.
2. In instances in which the student believes it is not in his/her best interest to meet with the individual faculty member, the student may choose to modify Step 1 and send the faculty member a written letter describing the non-academic related appeal/grievance and/or request a meeting with the total program faculty. Steps 2-10 will proceed as outlined in procedures for filing an Academic Related Appeal/Grievance.

Doctor of Philosophy (Ph.D.) Degree

The doctoral degree program (Ph.D.) in Counselor Education provides an opportunity for students holding a master's degree in counseling or related field to pursue advanced training in counseling. The emphasis is on advanced training in counseling theory, counseling practice, assessment, research, and the training of counseling professionals. A maximum of 99 graduate semester hours (and a minimum of 93 hours) are required for the doctoral degree. The coursework is divided into the following major areas: foundations, research, statistics, basic counseling core, advanced counseling core, specialization/minor, internship, and dissertation. **Please note that an independent study course cannot be taken to meet the course requirements in the major area.** In addition to successful completion of coursework, the doctoral program requires successful completion of a preliminary assessment, qualifying examination, independent research culminating in a dissertation, and successful defense of the dissertation. There is one track, the basic counseling doctoral program. Figure 1 lists the course requirements for a Ph.D. degree. Appendix C provides a listing of prerequisites for counseling classes. Students should check with their advisor as these prerequisites may change.

The doctoral program (Ph.D.) in Counselor Education is designed to prepare students for professional positions as faculty members, administrators, counseling practitioners, counseling directors, researchers, supervisors, and consultants at the highest degree of expertise. The program utilizes study of advanced theory, research, and practice, as well as intensive supervision, to develop knowledge and skills. The degree includes a **minimum of 93 hours and a maximum of 99 graduate semester hours**. Students may not enroll in independent study classes to meet the coursework requirements for the Ph.D. That is, classes in the research, foundations, counselor education core, minor, or specialization areas can NOT be taken as independent study. Please note a minimum of 12 hours (EPCE 8000) is required for the dissertation. A master's degree (48 hours) in counseling (or its equivalent) is required for admission to

the program. In some cases, leveling coursework may be required if a student has graduated from a program that is not CACREP approved.

Residency. Doctoral students must complete a residency requirement consisting of two consecutive semesters of 12 hours each (Research Assistants must take 9 hours). This sequence of coursework, reading, reflection, research, and interaction with peers and faculty is intended to provide continuity in the pursuit of scholarship and development as a professional.

Transfer credit. Work completed in the doctoral program of another recognized CACREP accredited graduate school will be considered on the recommendation of the student's doctoral advisory committee (6-9 hours will be considered for transfer from another CACREP program). **PLEASE NOTE: Transfer credit will not be granted for the Ph.D. Counselor Education Core courses** (see pages 15 and 16). **The 27 hour Ph.D. Counselor Education Core course requirements must be taken in the Counselor Education Program at TTU. Transfer credit from another master's program will not usually be accepted from a non-CACREP accredited program. While in general, the Counselor Education faculty will only accept transfer course/credits from a CACREP accredited master's program, the Counselor Education faculty may elect to review courses from a non-CACREP program on a case-by-case basis for admission. Students applying for the Counselor Education Ph.D. program may be asked prior to admission to interview with faculty, submit a writing sample, and/or submit a video sample of their counseling skills.** In no instance can transfer credit reduce the minimum residence requirements (information concerning residence requirements is available in the current TTU *Graduate Catalog*).

Practicum and internship. Please note that practicum and internship sites for direct and indirect hours must be in Lubbock or the Lubbock area (located in an area no more than 60 miles from Lubbock). Sites in Lubbock and the Lubbock area must be reviewed individually and must be approved by the Clinical Director at least one semester prior to the practicum or internship.

Figure 1
Course Requirements: Ph.D.

Foundations (Select one course from three of the following four areas). 9 hours

Philosophy

EPSY 5310	Philosophy of Education
PHIL 5330	Philosophy of Science
PHIL 5331	Philosophical Psychology

Human Development

EPSY 5331	Human Development
HDFS 5310	Theories of Human Development
HDFS 5313	Psychosocial Development
HDFS 5353	Issues and Research in Human Development and Family Studies
PSY 5336	Child and Adolescent Development

Cultural Foundations

EPSY 5323	Cultural Foundations
SOC 5313	Seminar in Minority Relations
SOC 5303	Seminar in Contemporary Sociological Theory
SOC 5315	Seminar in Social Change

Educational Psychology

EPSY 5332	Educational Psychology
EPSY 5349	Seminar in Educational Psychology
EPSY 6332	Advanced Educational Psychology
PSY 5324	Seminar in Personality Theory
PSY 5326	Human Motivation: A Social Psychological Approach
PSY 5332	Seminar in Learning Theory
PSY 5326	Seminar in Cognition

Research and Program Evaluation 15 hours

EPSY 5381	Intermediate Statistics
EPSY 5382	Qualitative Research
EPSY 5383	Data Analysis With Statistical Software
EPSY 5385	Foundations of Educational Research
EPSY 6301	Advanced Data Analysis
EPSY 6303	Educational Measurement
EPSY 6304	Qualitative Research Methods
EPSY 6305	Qualitative Data Analysis

Counselor Education Core 27 hours

EPCE 6335	Advanced Theories
EPCE 6360	Advanced Practicum (3 hours required)
EPCE 6354	Advanced Group Counseling
EPCE 6366	Supervision
EPCE 6094	Internship in Counseling (6 hours required)
EPCE 6350	Professional Issues (9 hours required)

Minor (Specialization) Area

15 hours

Students will develop a specialty area of expertise such as: addictions, assessment and program evaluation, child counseling, diversity, geriatric counseling, group and organizational behavior, human growth and development, marriage and family counseling, risk-taking behavior, supervision and administration, and vocational counseling. Students are encouraged to select minor area courses outside the COE. Other specialty areas may be approved by the student's Doctoral Advisory Committee.

Dissertation

EPCE 8000 (12 hours required)

Total Hours

Maximum Hours: 99

Minimum Hours: 93

NOTE:

- A. Courses at the Doctoral (Ph.D.) Level cannot be taken as independent study courses. This includes all courses listed above including the minor and/or specialization area.
- B. Transfer Credit will not be accepted for any of the Counselor Education Core Courses.
- C. The Doctoral Advisory Committee may consider credit for transfer of 6-9 semester hour credits from a CACREP approved program in the minor/specialization, foundations, and research areas.

Advisor

Following admission to the Counselor Education Program, the Coordinator of the Counselor Education Program will assign a temporary advisor. In instances where the student wants to change advisors, for whatever reason, he/she should contact the Coordinator of the Counselor Education Program and request that another advisor be assigned. In requesting a faculty member to serve as advisor for course selection, major advisor or chair for the Formal Assessment, Qualifying Examination, or Dissertation, students must recognize that faculty may decline. In deciding whether they can accept the request to serve as major advisor (chairperson) of the doctoral committee or simply as member of the committee, the faculty member will consider his/her current advising and teaching load, review his/her expertise to advise on a particular topic (e.g., dissertation) and performance of the student (both academic and non-academic) in the program. Therefore, students should not assume that a faculty member will serve in an advisory role or as a member of the Doctoral Dissertation Committee. The final decision to accept the request remains with the faculty member.

Temporary Advisor

Once a student has been admitted to the doctoral program, he or she will be assigned an advisor by the Program Coordinator. This temporary advisor will advise the student on academic matters until the student is ready to complete the preliminary assessment of previous and present coursework.

Doctoral Advisory Committee

To prepare for the preliminary examination, the student should ask a member of the Counselor Education faculty to serve as the Chair of the Doctoral Advisory Committee (The chair can be the Temporary Advisor). After consultation with the chair, the student should ask two other members of the graduate faculty to serve on the committee (one of whom must be a full-time member of the Counselor Education faculty). **This should be done during the first year of study.** The Doctoral Advisory Committee must consist of a minimum of three faculty and usually the maximum is five faculty. Regardless of the size of the Committee, at least half of the Committee must be members of the Counselor Education Program faculty.

Preliminary Assessment

During the second semester of coursework, and **no later than the end** of the first year of study, a formal assessment will be made of the student's background preparation in the major field.

The purpose of the assessment is to:

- Ascertain the need for any levelling coursework.
- Evaluate progress in courses taken in the Counselor Education Doctoral Program.
- Identify the student's specialty areas of interest.

The assessment will consist of a meeting with the Doctoral Advisory Committee. The committee will review the student's transcripts with regard to past coursework and any coursework taken in the Ph.D. program. The student and Committee will also discuss the student's career plans.

On the basis of this assessment, the student's course of study, including levelling courses (if any), transfer credits (if any), residence pattern, tool subject requirements (research and statistics), and courses for the major will be determined and submitted to the Graduate School as the "Program for the Doctoral Degree." This must be completed before the second year of coursework is begun. Revisions of the plan are permitted as needed and approved by the Committee (see the *Graduate Catalog*). "Program" forms can be obtained in EDUC Room 105 or EDUC Room 103.

Doctoral Advisory Committee

As soon as possible after completing the preliminary assessment, a Doctoral Advisory Committee should be selected by the student and formally appointed by the Graduate School. The Doctoral Advisory Committee is composed of a minimum of three full-time faculty members holding Graduate Faculty rank at TTU. At least two members including the chairperson must be members of the Counselor Education faculty. If the Committee is composed of five faculty, then three of the members must be members of the Counselor Education faculty. The chairperson will serve as the student's major advisor for the remainder of the degree program. The Doctoral Advisory Committee plays a paramount role in the student's matriculation in the Counselor Education program. The Committee will advise on several important matters such as selection of courses for the doctoral degree, administering the qualifying examination, approval of a dissertation topic, and granting final approval of the dissertation.

The Chair of the Advisory Committee is responsible for notifying the graduate school of the following:

- that the student has passed the Preliminary Assessment (Preliminary Examination)
- the names of the members of the Doctoral Advisory Committee
- the completion of the dissertation and dissertation defense

Degree Plan

The degree plan, an agreement between the student and the university, lists all courses the student is required to complete for the doctoral degree. Following successful completion of the formal assessment, the plan should be submitted with four copies (student should keep a copy of the Degree Plan). The form for filing the plan is titled Doctoral Proposal and Report of Preliminary Examination and is available in the COE Office for Graduate Studies and Research (EDUC, Room 105) or the Department Office (EDUC Room 103). Together the student and the Doctoral Advisory Committee complete the form. In addition to listing courses, the form inquires about the residency requirement, date formal assessment was passed, and proposed date of graduation. The completed form is submitted to the student's Doctoral Advisory Committee. Following the committee's approval, the form must be approved by the Department Chairperson, COE Associate Dean for Graduate Studies and Research, and the Dean of the Graduate School.

Modifying the Degree Plan

As needs change, the student may want to modify his/her Degree Plan. Approval for change of the plan must be obtained from all members of the student's Doctoral Advisory Committee. Changes to the Degree Plan must be formally submitted on the change of degree plan form available in EDUC, Room 105 or 103. Following the signing of the change of degree plan in the COE, the plan will be submitted to the Graduate School, and if approved by the Graduate School, it will be filed as part of the student's formal program plan. If the proposed change is extensive and/or controversial, the chairperson of the student's Doctoral Advisory Committee will schedule a committee meeting to discuss the proposed changes. A copy of the form may be obtained in the COE Office of Graduate Studies and Research (EDUC Room 105) or the Department Office (EDUC Room 103). This form is used for both M.Ed. and Ph.D. degree plan changes.

Qualifying Examination

During the **end** of the last semester of coursework, excluding the dissertation and internship, the student should contact the Chairperson of his/her Doctoral Advisory Committee to schedule the Qualifying Examination. Please note all research courses must be completed prior to the administration of the Qualifying Examination, and the student must be enrolled in the last semester of coursework. Since the Doctoral Advisory Committee is responsible for administering the Qualifying Examination, the chairperson contacts the members of the Doctoral Advisory Committee and asks them to submit questions for the Qualifying Examination. A minimum of three weeks is required for the writing of the examination questions, and thus students should be aware that from the time their committee members are contacted to write the questions, it will be at least three weeks before the student can actually take the Qualifying Examination. Often the student will contact the members of the committee to obtain suggestions for studying for the Qualifying Examination.

The Qualifying Examination is a twelve (12) hour written examination that covers the course areas (see Figure I) and the student's major and minor areas of emphasis. The administration of the examination is usually scheduled for four hours during mornings for three consecutive days for a total of 12 hours. Using the three consecutive day format, the student is usually provided six essay questions each day and asked to answer four, although occasionally from five questions, the student is asked to answer three. It is the student's responsibility to contact the administrative assistant in the EP&L department office (EDUC, Room 103) **at least three weeks prior to the administration** of the examination and schedule a room for the administration of the exam. Students desiring to use a computer must make prior arrangements **at least four weeks in advance of the administration** of the examination.

Following the administration of the examination, the exam will be sent to the members of the committee for grading, a procedure that usually takes 3-4 weeks. The results of the examination are sent to the Committee Chairperson who in turn informs the student and the Graduate School of the results of the Qualifying Examination. Although an oral examination is not required, it may be scheduled at the request of a member of the Doctoral Advisory Committee to supplement the written portions of the examination. A major objective of the oral is to have the student clarify a portion(s) of the written examination.

Satisfactory Performance

If the Qualifying Examination is considered satisfactory, the Chairperson of the Doctoral Advisory Committee will send to the Dean of the Graduate School (for consideration by the Graduate Council) a formal written letter that lists the date of the administration of the exam, the results of the examination, and a recommendation that the student be admitted to candidacy for the doctoral degree. The Graduate School will send the student a letter indicating whether doctoral candidacy has been granted.

Unsatisfactory Performance

If the Qualifying Examination is unsatisfactory, the Chairperson of the Doctoral Advisory Committee will notify the Graduate Dean in writing. A student who does not pass the Qualifying Examination may be permitted to repeat the exam once but only after the student has waited four months between the two administrations. Failure to pass the Qualifying Examination during the retake will result in the student's dismissal from the Counselor Education Program irrespective of performance in other aspects of the student's doctoral study.

Admission to Candidacy

Authority for admitting the student to candidacy for a doctoral degree is vested with the Graduate Council. The Council may approve the student's Doctoral Advisory Committee's recommendation for candidacy or it may suggest additional requirements that the student must satisfy. The Graduate Dean will communicate in writing to the student, the Chairperson of the Doctoral Advisory Committee, and the Department Chairperson the decision made by the Graduate Council. After admission to candidacy by the Graduate Council, the student will have four years to complete all work for the Ph.D. degree.

Dissertation Proposal

After completing the Qualifying Examination and completion of EPCE 6350 (Technical Writing), the student is ready to prepare a dissertation proposal providing approval of the proposal topic and outline has been approved by **all** members of the Doctoral Advisory Committee. While there isn't any requirement regarding length, most proposals are about 40 pages; all proposals must be written via APA format. The EPCE 6350 course titled Scholastic Writing is offered to instruct students how to write a proposal and dissertation; however it is not a course in which the actual proposal (or dissertation) is written. This course is required for all Ph.D. counseling students. After completion of the writing of the dissertation proposal, the proposal is first sent to the Chairperson of the Doctoral Advisory Committee; the Chairperson must be given **two weeks** to read the proposal. After the Chairperson pronounces the proposal ready for circulation, the student sends the proposal (with cover letter) to all members of the committee. Regardless of impending deadlines (e.g., job, graduation), **the committee must be given two weeks to read the proposal**. The student should anticipate proposal revision(s). **In no instance should**

the student contact the committee members and request a "fast reading" of the proposal. Further the student should never contact committee members and ask to schedule a proposal before the committee has read the proposal and the appropriate revisions have been made. In addition, a hearing cannot be scheduled until all members of the committee communicate in writing to the Chairperson that the proposal is ready for a formal hearing. After all members of the Doctoral Advisory Committee agree that the proposal is ready to present at a formal hearing, the student schedules a proposal hearing (usually scheduled for 1½-2 hours). Proposal hearings are held during fall and spring semesters (except during registration and final examination weeks). Formal proposal hearings will not be held during summer sessions. Prior to the formal hearing, an abstract of the proposal, written by the student and approved by the Committee Chair, must be sent to the COE Office of the Associate Dean for Graduate Studies and Research and to COE Graduate faculty no less than three weeks prior to the scheduled hearing. Information on the specific format of the abstract may be obtained from the Chairperson of the student's Doctoral Advisory Committee or from the COE Associate Dean for Graduate Studies and Research (EDUC 105).

During the dissertation proposal meeting, the student makes a formal presentation of the proposed dissertation research to the Doctoral Advisory Committee, as well as to other faculty and students attending the meeting. Students should recognize the importance of the proposal meeting and should therefore prepare a thorough presentation. During the proposal hearing, the Doctoral Advisory Committee will ask questions and make suggestions regarding any needed changes in the proposal. At the end of the proposal hearing, the Doctoral Advisory Committee will make a decision regarding the acceptance of the proposal.

If the proposal is accepted, the student is ready to conduct the dissertation research as outlined by the Doctoral Advisory Committee and providing formal approval has been given by the Human Subjects Committee. A copy of the approved proposal is given to the Committee Chairperson and to the COE Associate Dean for Graduate Studies and Research. A copy of the proposal is also filed in the student's file. If the proposal is not accepted, the Doctoral Advisory Committee will inform the student of changes that must be made. When the proposal is being written, the student may enroll in EPCE 8000. Although a minimum of 12 semester hours of dissertation credit (EPCE 8000) is required, students should not enroll in more than 3 hours of credit during their initial work on the proposal. The enrollment in EPCE 8000 should be spaced whereby continuous enrollment in EPCE 8000 occurs until the student completes the dissertation. The Graduate School requires that students be enrolled in at least three hours of graduate credit each semester until they graduate.

Dissertation

A dissertation is required of every candidate for a doctoral degree. The dissertation requirement is separate from other doctoral program requirements; therefore, success in other areas involving the doctoral degree does not guarantee acceptance of the dissertation. The dissertation work must receive a minimum grade of B (EPCE 8000) in order to qualify the student for graduation.

Before writing a dissertation, the student should review other dissertations and books, especially those dissertations and books recommended by the Doctoral Advisory Committee, to gain an overview of the format of a dissertation. Further, students must enroll in the EPCE 6350 (Technical Writing) before writing a dissertation. This course is designed to instruct students how to write proposals and dissertations. The dissertation must be written in accordance with the format found in the *Publication Manual of the American Psychological Association* (4th ed.) available at the bookstore. Also, *Instructions for Preparing and Submitting Thesis and Dissertations* is helpful. All manuscripts must conform to Graduate School policies and guidelines. These can be found at www.depts.ttu.edu/gradschool/current/THDGuidelines.php.

The standard procedure is to submit the dissertation chapter by chapter to the Chairperson of the Doctoral Advisory Committee, although the Chairperson may elect to receive the entire dissertation. After the Chairperson pronounces the dissertation ready for circulation, the student sends, with a cover letter, the dissertation to the other members of the committee. The committee members must be given **at least two weeks** to read the dissertation and send their recommendations and evaluations to the Committee Chairperson. The student should anticipate two to three revisions. After all committee members pronounce the dissertation ready for defense, the student may schedule an oral defense, after the following three provisions have been met. First, the oral defense can not be administered until at least three weeks have elapsed following the candidate's submission of a copy of the dissertation to the Graduate School. Copies of the dissertation abstract and announcement giving the time, place, and other information pertaining to the defense (standard format is available from the TTU Graduate Studies and Research EDUC Room 105) must also be sent to the Graduate School and Graduate Faculty no less than three weeks prior to the formal defense. Second, the defense must be announced to the COE Graduate Faculty at least three weeks in advance of the defense. Third, regardless of impending graduation deadlines, the committee must be given at least two weeks to read the dissertation and any subsequent revisions. Thus to allow for revisions and readings by the Committee, students must give their revised dissertation to the Committee at least eight (8) weeks prior to any graduation deadlines. Students must not contact the committee members and request a "fast reading" of the dissertation. Further, the student must not contact the committee and request to schedule the defense prior to the approval of the dissertation by all members of the Doctoral Advisory Committee. The committee members will communicate in writing to the chairperson that the dissertation is ready for defense. Dissertations may be defended during fall and spring semesters (except during registration and final examination weeks). Also students should not depend on dissertation defenses being held during the summer as all members of the Counselor Education faculty do not teach during the summer sessions.

Oral Dissertation Defense

When the dissertation is in final professional form and has been approved by all members of the Doctoral Advisory Committee, the Committee members will inform the Chairperson in writing that the student may schedule the defense. Next, the Chairperson and/or student will contact the committee members to schedule an oral defense (usually 2 hours) of the dissertation. At least two weeks prior to the defense, the student must present the committee members a copy of the revised form of the dissertation approved by all members of the Committee. Failure to give the committee a copy of the dissertation two weeks in advance of the oral defense will result in cancellation of the defense even if the cancellation prevents the student from meeting graduation deadlines. Also the student should bring 1-2 extra copies of the dissertation to the defense. During the defense, the student gives a thorough presentation of the dissertation and responds to questions from the Doctoral Advisory Committee and others in attendance. Following the defense, the Doctoral Advisory Committee will meet and pronounce the dissertation as satisfactory, needs changes, or unsatisfactory. Students often receive a conditional pass on the oral defense that is dependent upon specific changes to the dissertation. It is imperative that the defense be scheduled far enough in advance of graduation and other deadlines to allow for final revisions to be made. Critical dates are available from the COE Office for Graduate Studies and Research (EDUC, Room 105) and the Texas Tech University Graduate School. Students should contact the Graduate School to obtain the latest information regarding deadlines, etc.

Students are reminded that according to the ACA Code of Ethics and University Policy, the faculty is responsible for graduating only those students qualified for the degree. Thus students should not manipulate faculty, either intentionally or unintentionally, by stating the need for the dissertation to be approved because of a pending job, impending move, financial problems, personal issues, etc. Instead students must realize the faculty must be concerned with maintaining high standards, and thus a dissertation will be approved only when the quality of the dissertation meets the standards for a doctoral dissertation.

Time Limits

All work for the doctoral degree must be completed within four years after the student has been admitted to candidacy. At least three months must intervene between the preliminary assessment and the qualifying examination. A minimum of four months must intervene between passing the qualifying examination and the final dissertation defense. As stated in this *Handbook*, the latter two are minimum time limits. Almost all students require a much longer time limit between preliminary assessment and dissertation defense.

Binding and Submitting the Dissertation

The final copy of the dissertation must be submitted electronically in PDF file format as an ETD (Electronic Theses/Dissertations) to the TTU University Library's server. Information about the ETD process can be found at www.depts.ttu.edu/gradschool/current/etd.php. The Graduate Council mandates that the student must provide his/her committee chairperson with a bound paper copy of the dissertation unless the chair and student both sign a waiver form. The Graduate School and the TTU Library no longer provide binding for dissertations. It is the student's responsibility to find a commercial binding service to bind the Chair's copy and any other copies that he/she may need. The COE Office of Graduate Studies and Research can provide the student with information about the paper required for printed copies of dissertations.

Graduation

Students completing all requirements for the doctoral degree are eligible to apply for graduation. Procedures and deadlines are available in the COE Office for Graduate Studies and Research (EDUC, Room 105). During the semester of graduation, students must be enrolled in at least three semester hours of graduate credit. Graduation ceremonies are held in May, August and December during the academic year. A Doctoral Hooding Ceremony is provided for students receiving the doctoral degree.

Credentialing/Endorsement

Because credentialing is necessary for the graduate to practice the profession of counseling, it is mandatory that each student be aware of the process. One means for becoming aware of the credentialing process is to talk with the Counselor Education faculty. A second means is to contact the American Counseling Association, 5999 Stevenson Ave., Alexandria, VA 22304 (1-800-347-6647 or 703-823-0252).

The Counselor Education Program faculty will only endorse a student for those professional certifications, licenses, and placements for which he/she has been adequately trained and has demonstrated both the academic and non-academic attributes required for competence. The faculty will consider requests for two endorsements: (A) licensure as a Licensed Professional Counselor (LPC) or (B) Certification as School Counselor. To ask the faculty to endorse licensure for which the student has not been trained is to ask the faculty to engage in unethical behavior.

Licensed Professional Counselor

By state law, with few exceptions (e.g., school counselors), all individuals who call themselves professional counselors or who practice counseling independently must be licensed. Students receiving a master's degree in community counseling from TTU have the academic training for licensure as a Licensed Professional Counselor (LPC) in the state of Texas. In addition to academic training, 3000 hours of

supervision by a qualified supervisor extended over a minimum of 18 months following the master's counseling degree and an examination are required. Students planning to obtain the LPC should contact (during first year of the student's academic training) the Texas State Board of Examiners of Professional Counselors, 1100 West 49th Street, Austin, Texas 78756-3183 (514-834-6658). The student (not faculty) is responsible for obtaining copies of the counselor licensing law and license board regulations and for understanding and following their contents. Only students having admission to the Counselor Education Program and completing the 48 semester hour Master's degree in Community Agency Counseling in the COE will be eligible for endorsement for licensure as a LPC by the Counselor Education faculty. Upon admission or during the first year of coursework, many students in the Ph.D. program will meet the requirements for LPC.

Please note the Counselor Education Program is not designed for individuals having a Master's degree or Doctoral degree and desiring to only complete eligibility requirements for the LPC. Instead the program is designed for students seeking a degree. Thus all students seeking the LPC must be admitted to the Counselor Education Program.

Registration

Process and Procedures

During the time established for preregistration and registration, students may register by going online to the Raiderlink homepage (www.raiderlink.ttu.edu) and clicking on the “My Tech (for Students)” tab. Registration instructions can be found on the right side of the page. To register online, the student must have his/her Tech ID number. If there is a problem with registration, the student should contact the Registrar at 806-742-1488 or the Departmental office at 806-742-1998 ext. 422.

Students should obtain a Texas Tech University Schedule of Classes (available on-line) for the semester in which they plan to enroll. Following a review of the classes listed in the Schedule, students should schedule an appointment with their faculty advisor. Although advisors are knowledgeable about various policies and procedures, including registration, it is the student's responsibility to be cognizant of registration as well as other graduate policies and procedures. It is important that the student carefully follow registration procedures including the payment of fees. The student's registration will be cancelled if he/she does not meet the deadline for fee payment.

Change of Registration

Information concerning drop/add procedures, including deadlines, may be obtained from the Schedule of Classes, College of Education Office for Graduate Studies and Research (EDUC, Room 105) and the Department Office, Educational Psychology and Leadership (EDUC Room 103). During the period of student initiated drop/add, go to the Raiderlink (www.raiderlink.ttu.edu) registration page and follow the instructions for dropping/adding a class.

Practicum and Internship Registration

Eligibility for enrollment in techniques, practicum and internship classes requires admission to the Counselor Education Program and completion of all prerequisites. There are several course prerequisites required for practicum and internship courses. The prerequisites are listed in the Graduate School Bulletin and Appendix C of this *Handbook* and are strictly enforced by the Counselor Education faculty. During enrollment in practica and internship classes, **students are required to purchase professional liability insurance**. While the student may select his/her carrier for insurance, one source is the American Counseling Association, Insurance Trust Department (1-800-347-6647 ext. 284 or 703-823-9800 ext. 284).

Withdrawals

Following registration, the student may decide to withdraw from the university. Students should contact both the Registrar's Office and the Graduate School to formally process withdrawal procedures. Failure to formally withdraw from classes will result in a failing grade for each class in which the student is enrolled.

Leaves of Absence

Because of extenuating circumstances (usually medical, financial or personal), a student may request a leave of absence from the Graduate School. In requesting a leave of absence, a written request must be submitted to the Graduate School, and a copy of the request should be sent to the Counselor Education Coordinator.

Students should be aware that courses taken more than six years ago cannot be accepted for meeting degree requirements. Thus any leave of absence should be considered carefully. Further an absence or non-continuous enrollment can prevent the student from making continuing progress toward his/her degree. In instances where continuing progress is not made, the student may be dropped from the Counselor Education Program.

Course Load

Twelve semester hours constitute full time graduate enrollment in a regular semester with six hours constituting regular enrollment in a summer term. Under certain circumstances (e.g., graduate assistantships) nine hours constitute full time enrollment. Most loans, scholarships, and assistantships require enrollment of nine or twelve graduate hours each semester. It is the student's responsibility to be aware of the semester hours required for his/her scholarship or financial aid package.

As per university policy, any student desiring to enroll in more than 15 hours per semester must obtain written permission from the Department Chairperson, Educational Psychology and Leadership (EDUC, Room 103), COE Associate Dean for Graduate Studies and Research (EDUC, Room 105), and the Dean of the Graduate School (Holden Hall). The Counselor Education faculty endorses and enforces the 15 semester hour limit established by the Graduate School. Doctoral level students may not enroll in more than 15 hours per semester.

Transfer Credit

While a faculty member can review and recommend courses for transfer, a formal decision on transfer credit cannot be made until a Degree Plan available from the COE Office of Graduate Studies and Research (EDUC, Room 105), has been submitted by the student and approved by his/her Doctoral Advisory Committee and the Graduate School. Following approval by the Graduate School, the Degree Plan becomes an agreement between the student and university with regard to coursework required for graduation. Please note, transfer credit is usually accepted only from CACREP approved programs and the transfer credit cannot be more than six (6) years old. At the doctoral level, transfer credits must be from a CACREP accredited university and equivalent to the course substitution at Texas Tech University. While in general, the Counselor Education faculty will only accept transfer credits from a CACREP accredited master's program, the Counselor Education faculty may elect to review transfer credits from a non-CACREP program on a case-by-case basis for admission (see page 14). The Doctoral Advisory Committee will decide on the amount of transfer credit to accept (using TTU guidelines); however, transfer credit will not be accepted for the PhD Counselor Education Core area (see page 14). It is the student's responsibility to supply information that establishes the course for transfer credit as equivalent to a course at Texas Tech

University. Usually the equivalency can be established by meeting with the faculty member teaching the course at Texas Tech University and providing a course description and a course syllabus from the course under consideration for transfer.

Residency Requirements

Students admitted to the Counselor Education Program may register as full-time or part-time students with the following exceptions. Some loans, scholarships, and assistantships require full-time status. Doctoral students must complete residency requirements of full-time enrollment of 12 semester hours for 2 consecutive semesters (24 semester hours total). For meeting the residency requirement, both summer terms will be counted as one semester of full-time enrollment providing the student earns 6 semester hours in each session (12 hours total). Either preceding or following the summer terms, the student must complete another semester of full-time (12 hours) enrollment.

Financial Assistance

Financial assistance is available to graduate students usually via student loans, work study, scholarships, and research assistantships. Students interested in financial aid should contact the Associate Dean for Graduate Studies and Research (EDUC, Room 105) or the Office of Financial Aid (West Hall).

University Scholarships

Students having a strong academic record may qualify for a university scholarship. Since university funds are limited, these scholarships are very competitive. Interested students should contact the Texas Tech University Graduate School (Holden Hall) or the College of Education Office of Graduate Studies and Research (EDUC, Room 105) to obtain information on scholarships.

Student Loans

Students having a financial need may qualify for a student loan. Information about student loans may be obtained from the Office of Financial Aid (West Hall).

Graduate Research Assistantship

Full-time advanced doctoral students and occasionally advanced master level students may qualify for a graduate research assistantship in the Counselor Education Program or another program in the College of Education (COE). As the name implies, the focus of the assistantship is research rather than teaching. Depending on the assistantship, students work 10 or 20 hours each week. Research assistants are assigned to work with the Counselor Education faculty, although other research assistantships are available in other programs of the COE. Since there are more applicants for assistantships than available assistantships, students should realize assistantships are very competitive.

Ethics and Professional Development

The Counselor Education Program faculty endorses and implements the American Counseling Association (ACA) Code of Ethics. A copy of the Code may be obtained from a member of the Counselor Education faculty or by contacting ACA at 1-800-347-6647 x397 or www.counseling.org.

Professional Liability Insurance

Before the student enrolls in practicum or internship, the student must have professional liability insurance. Students must have proof of insurance on the first day of class. Although the student may decide regarding the source from which to purchase insurance, one source is the American Counseling Association at 1-800-347-6647 x284.

Affirmative Action

The Counselor Education Program faculty support and endorse the Affirmative Action Policy adopted by Texas Tech University. A copy of the policy is available from the Office of Affirmative Action.

Sexual Harassment

The Counselor Education Program faculty support and endorse the Sexual Harassment Policy adopted by Texas Tech University. A copy of the policy is available from the Office of Dean of Students (West Hall).

Americans With Disabilities Act

The Counselor Education Program faculty support and endorse the Americans With Disabilities Act. A copy of the act is available from the Office of Student Disability Services (West Hall).

Graduation

Graduation from the Counselor Education Program entitles students to participate in the campus-wide graduation ceremony held in May, August and December. Students are encouraged to participate in the graduation ceremonies. It is the student's responsibility to be cognizant of and to complete the various graduation forms and fees within the specified deadlines. Information regarding graduation will be sent to the student's TTU email. General information is available from the Graduate School and the COE Office of the Associate Dean for Graduate Studies and Research (EDUC, Room 105). Failure to complete the appropriate forms within the specified deadlines will result in the student being unable to graduate during that semester. Students who are not participating in the official graduation ceremony should contact the Office of the Associate Dean for Graduate Studies and Research and make arrangements for obtaining their diploma. In instances where the anticipated graduation date changes, the student must contact the TTU Graduate School and amend the graduation date.

Appendix A

Admission to Doctoral Level Counselor Education Program

(Admission Handbooks are available for prospective students at www.educ.ttu.edu, in EDUC Room 103 or EDUC Room 105 or telephone 806/742-1998 x425 or x434)

Appendix B

ACA Code of Ethics

(Please obtain from a member of the Counselor Education faculty or call the American Counseling Association at 1-800-347-6647 x397)

or

www.counseling.org

Appendix C

Prerequisites for Counselor Education

Required/Recommended Courses

Prerequisites for Counselor Education Required/Recommended Courses

Course	Title	Prerequisite(s)
EPSY 6301	Advanced Data Analysis	EPSY 5381 or STAT 5303 or Consent of Instructor
EPSY 6303	Educational Measurement	3 Hours of Statistics
EPSY 6304	Qualitative Research Methods	EPSY 5382
EPSY 6305	Qualitative Research Methods	EPSY 6304
EPCE 6335	Advanced Counseling Techniques	Admission to EPCE Doctoral Counseling Program & EPCE 5357
EPSY 6336	Personality & Motivation in the Learning Process	Admission to EPCE Doctoral Program
EPSY 6337	Personality Assessment in Educational Psychology	Admission to EPCE Doctoral Program
EPCE 6350	Seminar in Counseling	Consent of Instructor
EPCE 6354	Practicum in Group Leadership Techniques	Admission to EPCE Doctoral Counseling Program, Master's Counseling Degree & Consent of Instructor
EPCE 6360	Advanced Practicum in Counseling	Admission to EPCE Doctoral Counseling Program, Master's Degree in Counseling, Completion of all EPCE 5000 level Practica and Internship, Consent of Instructor
EPCE 6366	Advanced Supervision in Counselor Education	Admission to EPCE Doctoral Counseling Program, Master's Degree in Counseling, Completion of all EPCE 5000 level Practica and Internship, Consent of Instructor
	Doctoral Internship in Counseling	Admission to EPCE Doctoral Counseling Program, Master's Degree in Counseling, Completion of all EPCE 5000 level Practica and Internship, Consent of Instructor
EPCE 6094		Admission to EPCE Doctoral Counseling Program, Master's Degree in Counseling, Completion of all Counseling coursework Requirements including EPCE 6360 & 6366, Consent of Instructor
	7000	Consent of Instructor
	8000	Consent of Instructor

Note: Additional information may be obtained from the [Bulletin of Texas Tech University Graduate Catalog](http://www.depts.ttu.edu/officialpublications/catalog/viewcat.php) at www.depts.ttu.edu/officialpublications/catalog/viewcat.php

I _____ hereby certify that I have read
(Print name)
and that I understand the information presented in this *Handbook*.

(Signature) *(Date)*