



TEXAS TECH UNIVERSITY

College of Education™

Higher Education
Doctor of Philosophy
Program Handbook

College of Education Graduate Education and Research
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Effective Fall 2012-2013

Doctor of Philosophy

Program Overview

The Higher Education program is committed to excellence in preparing and supporting administrative and instructional leaders for higher education, generating and supporting research in the field of higher education, and delivering public service to the practice of higher education. The program delivers teaching, research, and professional services to students, institutions of higher education, and other academic disciplines.

The doctoral programs in Higher Education are designed to prepare instructional and administrative leaders for positions in community colleges, four-year colleges and universities, government agencies, and business and industry. The primary role is to prepare leaders for the higher education enterprise. Students come to us from a variety of fields, backgrounds, and types of higher education institutions.

The doctoral program (Ph.D.), including the dissertation, requires a minimum of 96 hours beyond the baccalaureate degree. The Doctor of Philosophy (Ph.D.) degree emphasizes theoretical, research and analysis competencies. It is designed for students who plan on becoming university faculty and/or serving in research positions upon graduation.

Doctoral-level work in Higher Education is conducted in the Department of Educational Psychology and Leadership of the College of Education (COE). Students must meet the requirements of the Graduate School, College of Education, and the Higher Education Program to receive a Doctoral Degree.

Graduate Faculty

| | | | |
|------------------------|---|--------------------------|---------------------------|
| Dr. Dimitra Jackson | Assistant Professor | COE Room 322 | dimitra,jackson@ttu.edu |
| Dr. Stephanie J. Jones | Assistant Professor, Doctoral Program Coordinator | COE Room 309 | stephanie.j.jones@ttu.edu |
| Dr. Valerie Paton | Associate Professor Senior Vice Provost | Office of the Provost | valerie.paton@ttu.edu |
| Dr. Colette M. Taylor | Assistant Professor, Master's Program Coordinator | COE Room 304 | colette.taylor@ttu.edu |

Advisement Procedures

Upon the student's admission into the doctoral program in Higher Education, a temporary advisor is appointed to assist with the process of developing a degree plan and registering for approved courses.

The advisor and student should meet annually to review the student's progress in completing course work and all other degree requirements. When nearing completion of all course work, the student will select a major professor and doctoral advisory committee prior to taking the qualifying

exam. The major professor and doctoral committee will review the student's course work, prepare and evaluate the student's qualifying exam, guide the student through the development of the dissertation proposal, and guide the student's development of the dissertation. The student's major professor may change over time due to changes in program faculty or research focus of the student.

Although this *Handbook* provides an overview of the policies, procedures, and requirements of the Higher Education program, the *Handbook* cannot be viewed as having all of the answers. Instead, students must seek answers to questions from other sources including, but not limited to, the Higher Education program faculty, the COE Office of Graduate Studies and Research (COE Room 105), and the Texas Tech University Graduate School (Holden Hall). While 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.

Degree Plan

As soon as possible after admission to a degree program, but no later than during the first semester of work, the student should contact his or her assigned program faculty advisor to develop a "Program for the Doctoral Degree." During an individual conference, the department advisor will assist the student with selection of courses related to the program option chosen. After the student's degree plan is signed by the advisor and department head and approved by the Graduate School, the student is expected to follow it as the basis for all subsequent enrollments. If a change to the degree plan is needed, this should be discussed with the advisor and a College of Education form for "Reporting Course Changes" on Graduate Degree Programs should be completed by the student, signed by the advisor, department chair, and Associate Dean for Graduate Education and Research. The form is then sent to the Graduate School.

Transfer credit. Transfer credit from another university will be evaluated and awarded in accord with the guidelines established by the Graduate School. Work completed in the doctoral program of another recognized graduate school will be considered on the recommendation of the student's doctoral advisory committee, but no assurance can be given that such work will reduce the course or residence requirements at Texas Tech University. In no case can transfer credit reduce the minimum residence. The Higher Education Program may accept up to 30 credits from a master's program (any discipline) from an accredited public or private university.

Continuation of Enrollment

Students who have been granted admission are expected to register in the term for which admission is granted. Any student who fails to register during any one-year period prior to graduation, and who does not have an official leave of absence from study granted by the Higher Education program and the Graduate School, may be required to apply for re-admission to the program according to the procedures and standards in effect at the time of reconsideration.

Doctor of Philosophy in Higher Education Program (Ph.D.)

The doctoral curriculum is comprised of six elements: (1) common foundation core, (2) research core, (3) area of concentration, selected from among five possibilities, (4) graduate electives, (5) comprehensive exams, and (6) dissertation.

Foundations Core Required **9 hours**

EDHE 5300 History of Higher Education in the United States
EDHE 5334 College Student Development Theory
EDIT 5370 Foundations in Distance Education

Research and Statistics Core* **15 hours**

Required:

EPSY 5380 Introduction to Educational
Statistics EPSY 5381 Intermediate
Educational Statistics
EPSY 5382 Qualitative Research in
Education

Research and Statistic Electives:

A student's additional research and statistic electives are prescribed by the proposed methodology of dissertation.

ANT 5305 Doing Ethnography: Method and
Theory
EDCI 5386 Constructivist Inquiry Methodologies in Curriculum and
Instruction
EPSY 5385 Foundations of Educational
Research
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

***Note: Research and statistic coursework from other academic departments or accredited universities may be accepted to meet the Research and Statistic Core requirements.**

Higher Education Core (Required) **30 hours**

EDHE 5301 American Higher Education
EDHE 5305 Leadership in Higher Education
EDHE 5313 The Comprehensive Community College
EDHE 5321 The Administration of Higher Education
EDHE 5323 Funding Higher Education

EDHE 5324 Higher Education and the Law
EDHE 5332 Student Services in Higher Education
EDHE 6311 Higher Education Research Design
EDHE 6325 Policy Analysis & Issues in Higher Education
EDHE 6370 Capstone Seminar

Areas of Concentration

15 hours

The concentration area provides an opportunity to develop a particular expertise. **If students transfer in 30 hours from their master's work, they may not be able to select a concentration or enroll in graduate electives.** Each of the listed courses below is required for each concentration. The additional graduate courses for this concentration will be electives approved by the faculty advisor and may be taken from outside the department/college. Students will choose from one of the following five areas (course options in each concentration are presented below):

Community College

EDHE 5315 Community College Leadership

Counseling

EDHE 5335 The American College Student

COU 5364 Theories of Counseling

Student Affairs Administration

EDHE 5333 Issues in Student Affairs

Policy in Higher Education

EDHE 5322 Institutional Planning in Higher Education

Teaching, Learning and Curriculum in Higher Education

EDHE 5342 College Teaching

EDHE 5343 College and University Curriculum

Organization and Administration of Higher Education

EDHE 5302 Comparative Higher Education

Graduate Electives

15 hours

These courses may be also used to create a minor.

Doctoral Dissertation

12 hours

EDHE 8000 Dissertation

Total: 96 hours

Additional Information

Yearly Performance Evaluation

The Graduate Faculty in the higher education program conduct annual reviews of each enrolled student in the graduate program. These reviews typically take place in the spring semester. Students will receive a formal letter from the program. As a result of this review, the Graduate Faculty will recommend one of the following to the student:

1. Continue in the Graduate Program.
2. Continue in the Graduate Program with Conditions.
3. Dismissal from Graduate Program.

Research Requirements

Doctoral students are expected to have an active research agenda while enrolled in the program, demonstrated through participation on research teams, conference presentations, and scholarly activities. Prior to sitting for qualifying examinations, students must show evidence of conference presentations and manuscript submission.

Residency Requirement

One year of residency is required by the University for all doctoral study. The intent of residency is to provide for concentrated study as a full-time student with minimal outside distractions. The student should discuss with an advisor the various ways that the residency requirements can be satisfied. Residency options also are explained in the College of Education section of the University Catalog.

Adherence to Timelines

The doctoral student maintains ultimate responsibility for progressing through the program of studies, internships, qualifying examination, and dissertation in a timely manner. Continual contact should be maintained with the advisor, major professor, and members of the doctoral advisory committee. Also, the doctoral student should be thoroughly familiar with the information presented in the College of Education Doctoral Student Handbook, available from the Office of Graduate Education and Research.

Qualifying Examination

The qualifying examination requires synthesis and application of knowledge acquired during the course of study for the Doctoral Degree in Higher Education. Satisfactory performance in course work does not necessarily guarantee successful performance on the qualifying examination. A student may take this examination after receiving approval of the degree plan from the Dean of the Graduate School and completing most of the course work prescribed by the degree plan. The Research and Statistics core courses must be completed before taking the qualifying exam.

All Higher Education doctoral students must pass a qualifying examination prior to receiving their degree. Students are permitted to take the examination no earlier than their last semester of coursework, excluding the dissertation. Students must apply to take the examination by completing the Application to Take Qualifying Examination form (see Appendix A).

The following statements govern the administration of the Qualifying Examination.

1. At the discretion of the student's dissertation committee, the written portion of the qualifying examination for the Ed.D. or the Ph.D. in Higher Education must be composed of either (1) questions for which students write their answers, utilizing resources, in a proctored room in the College of Education; or (2) questions given to the student to answer at home within a two-week period.
2. An oral exam will be administered following the written portion of the qualifying examination.
3. The written portion of the examination must ask questions about (1) general higher education knowledge (written by program faculty), and 2) based on the student's concentration, questions focused on incorporation of the student's research skills and concentration, being about equally distributed between the two. (It is inappropriate to ask students to write the first three chapters of their dissertation as their qualifying exam.)
4. If the written examination is composed only of questions to be answered in on-site in the College of Education, the student will be given twelve hours spread over a one week period to respond, using a computer (e.g., four three-hour sessions)
5. If the written examination is composed of only questions to answer at home, the student must return their answers two weeks after receiving them. The sum of their typed answers must be no longer than 30 pages, double spaced, with one inch margins in 12 pt. Times New Roman font, adhering fully to APA style guidelines. Page totals do not include title or reference pages. Thirty (30) pages total is the maximum number of pages to address all questions.
6. When either the proctored and/or take home exam is given, the student may ask their dissertation committee chair for clarification of questions; but no further assistance may be given by the student's committee members.
7. The Higher Education program faculty compose one (1) general overarching question on the examination and will evaluate the student's response to the question.
8. The student's dissertation committee members compose two (2) of the student's questions, following these guidelines, for the written and oral examination, oversee the administration of the examination, and evaluate the student's answers to the two (2) questions.
9. The oral examination of approximately two hours must be limited to questions that ask the student to clarify and/or extend their written answers plus other questions that address the goals for the program. Program faculty of the Higher Education program must be invited to participate in the oral examination.
10. If the qualifying examination is given in the fall or spring semester, the oral examination must be held no more than three weeks after the student turns in the written examination.
11. The qualifying examination may be given in the summer only if all committee members agree to the examination being given then.
12. If the written portion of the qualifying examination is given in Summer I, the written and oral portions must be completed prior to the end of Summer I.
13. If the qualifying examination is given in Summer II, then the deadline for the orals will be September 15 of the subsequent fall semester.
14. Students must provide faculty a minimum of two weeks to review qualifying examination responses. The oral defense cannot be scheduled sooner than two weeks after the submission of the qualifying examination to the dissertation chairperson.
15. At the discretion of the student's committee, the committee members may give the student, prior to the written portion of the examination, guidance in what questions might be asked. Options for guidance include but are not limited to giving the student a brief or detailed list of topics to be covered, sample questions from other exams, and possible questions that could be asked.

Nothing about these statements may be construed to contradict other university policy.

Reasonable accommodations will be made to allow students with disabilities to take the qualifying examination. The student should discuss individual needs with the chair of the doctoral advisory committee to arrange needed accommodations.

Candidacy and Dissertation Committee

After passing the qualifying examination, the student becomes a doctoral “candidate” and at that point continues to work with his or her dissertation committee. Committees must have a minimum of three members. At least two members, one of whom is the committee chair, must be from Higher Education. It is recommended that at least one member be from outside Higher Education (though not required). Any changes in the dissertation committee are rare and may be done only for significant reasons.

Application for Candidacy

After passing the qualifying examination, the student becomes a doctoral “candidate” and at that point continues to work with his or her dissertation committee. At least two members, one of whom is the committee chair, must be from Higher Education; and at least one member must be from outside Higher Education. Any changes in the dissertation committee are rare and may be done only for significant reasons.

A recommendation for candidacy is forwarded to the Graduate School by the chairperson of the advisory committee after the student passes the qualifying examination. The student will have four years to complete the dissertation after admission to candidacy by the Graduate Council.

Dissertation and Oral Defense

After successfully passing the doctoral qualifying examination, the student is eligible to present a formal proposal for the dissertation research to the doctoral advisory committee and other interested faculty. When the proposal is approved, the student may begin the dissertation process. A minimum of 12 semester hours of registration is required. The dissertation, a work of original research or creative scholarship, **must be proposed and defended in an oral defense administered and evaluated by the major professor and the doctoral advisory committee.**

Statement of Intention to Graduate

All doctoral degree students must file a Statement of Intention to Graduate and pay graduation fees. Since specific deadlines exist for filing forms and paying fees, students should contact the Office of the Associate Dean for Graduate Education and Research (Holden Hall) for additional information.

Financial Aid

A limited number of College of Education Graduate Research/Teaching Assistantships are available on a competitive basis. Deadline for these awards is March 1 for the fall semester. In addition, a number of Texas Tech University Fellowships, scholarships, work study, and other awards are available from the Office of Graduate Admissions' website at <http://www.depts.ttu.edu/gradschool/scholarships/index.php>.

Additional Information & Suggestions

Other important issues such as registration, financial assistance, ethics, and appeals procedures are outlined in the *Texas Tech University Graduate Catalog*, *College of Education Doctoral Student Handbook*, and the *Education Student Handbook*.

APPENDIX A

Application to Take Qualifying Examination Higher Education Program

Please complete and return this form to apply to take your qualifying examination in the spring 2012 semester. Your Dissertation Chairperson must sign this form.

The deadline for submitting this form is September 15 in the fall semester and February 15 in the spring semester. Exams are not held in the summer unless special accommodations have been approved.

Before you can sit for the qualifying examination, all core higher education courses and tools courses (research courses) must be completed.

Name: _____ R#: _____

Address: _____ City: _____ State: _____ Zip Code: _____

Phone Numbers: Home _____ Work _____

E-mail Address: _____

The following questions must be answered in the affirmative to be eligible to take the qualifying examination:

1. Are you in your last semester of coursework?
 Yes No
2. Have you completed all required core higher education courses and all tools (research) courses?
 Yes No (please complete Appeal Form)
3. Do you have an approved degree plan on file at the graduate school?
 Yes No
4. Before sitting for the qualifying examination, you must have identified your Dissertation Committee. Please list your Dissertation Chair and members below:

Dissertation Chair: _____

Committee Members: _____

Signature of Student

Signature of Dissertation Chair

Doctoral Program Coordinator

Please return the completed form to Dr. Stephanie J. Jones, office #309 or box 133 in the College of Education by the due date. A signed and scanned form can also be emailed to stephanie.j.jones@ttu.edu.