Texas Tech
Technical Communication and Rhetoric
Graduate Program Handbook

2016-2017

Welcome

Welcome to the graduate programs in Technical Communication and Rhetoric at Texas Tech University! Congratulations on being accepted to one of the top programs in our field. We are delighted to have you join us as a student, an instructor, and a professional. In this handbook, we have tried to compile most of the information that you will need to succeed in each of these roles. Much of this information is also available at our English TCR website and the Graduate School's website. If you can't find what you need in these places, this handbook also includes contact information for faculty, program directors, and office personnel who should be able to answer your questions.

The contents of this handbook are intended to codify information, policies, and procedures set forth by the University, the Graduate School, and the Technical Communication and Rhetoric program. This handbook is not inclusive of every University policy, but those that are most frequently encountered. For a complete list see Texas Tech's Operating Policies and Procedures.

Students are expected to become familiar with both this Handbook's contents and the Graduate School's Graduate Catalog. Your success in these programs is directly related to how well you follow the policies and procedures contained in this Handbook and how proactive you are in communicating your needs with the TCR Administrative team and achieving your goals.

2016-2017 TCR Administrative Team

Position	Name	Room	Telephone	Email
Associate Chair and Director of TCR	Kelli Cargile-Cook	363A	806.834.6090	Kelli.cargile-cook@ttu.edu
Associate Director of TCR and Graduate Advisor (ADGA)	Christiana Christofides	478	806.834.5236	Christiana.christofides@ttu.edu
Director of Graduate Studies (DGS)	Greg Wilson	312D	806.834.0267	Greg.wilson@ttu.edu
Director of Undergraduate Studies (DUS)	Kristen Moore	484	806.834.6305	kristen.moore@ttu.edu
Director of First-Year Writing (FYC)	Susan Lang	488	806.834.8194	Susan.lang@ttu.edu
Graduate Program Assistant	Quita Melcher	212E	806.834.2983	Quita.melcher@ttu.edu

TCR Organizational Chart

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                    ┌──────────────┐
                    │  Associate   │
                    │  Chair and   │
                    │ Director of  │
                    │     TCR      │
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Associate Director-TCR

Director of Graduate Studies

Undergraduate Program Director

Duties:

Admissions back-end

Grad advising

Grad school liaison

Information management (team effort)

May Seminar (logistics, budget, planning)

Program operations

Second contact for program inquiries (if Quita can't respond)

TCR website admin (content only)

Duties:

Admissions front-end

Assessment

Curriculum

Information management (team effort)

Initial contact for complaints about instructors (send on to associate chair if needed)

Professional development

Program recruiting/marketing

Staffing and scheduling of graduate courses

TCR website (team effort)

Third contact for program inquiries (if Chris and Quita can't respond)

Duties:

First contact for undergraduate grade appeals

Staffing and scheduling of undergraduate courses

Supervision of instructors and GPTIs teaching 2311

Supervision of ENGL 4378: Internships

Undergraduate program assessment

Undergraduate curriculum oversight

You as a Student

First Semester Checklist (onsite and online)

Congratulations, you have been accepted! Now what? Many of you will have questions and will be unsure where to find information to help get you started. Hopefully, this handbook will provide many of those answers, but never hesitate to contact the TCR administrative team if you have any questions, want advice, or need help. We are here to assist you and want you to be successful in the program.

Before you start your first semester, the following steps need to be completed.

- ✓ **R Number**: Each graduate applicant to Texas Tech University is assigned a unique nine (9)-digit identification number when their application is entered into the Graduate School's database. You should be able to view your TechID number when you log into the Raiderlink portal. Your TechID number, which starts with the letter "R", should be visible at the top of Raiderlink towards the right side of the black banner. Please note that your TechID number is NOT the same as your ApplyTexas ID.

    Keep your R number safe and accessible. You will be asked for it often. Only faculty, staff, and administrative personnel should be given your R number. Do NOT share it with other students.

- ✓ **eRaider Username and Password**: eRaider activation emails are generally created within 1–5 business days of your application uploading into the Graduate School's student records database. This may be up to 3 business days after you submit an application through ApplyTexas. The username and activation code is generated if you have never had an eRaider username before. If you have not received an eRaider activation code within 5–7 business days of submitting your application, please send an email to Graduate Admissions and include your full name, date of birth, program applied to.

    You will need your username and password to log on to Raiderlink, access your TTU email, eRaider account, or any TTU portal. It is important you keep this information close and safe.

    Call TTU Information Technology at 806.742.HELP for assistance at any time.

- ✓ **TTU Email**: The next step is to set up your TTU email account if you haven't already. It can take up to 48 hours for your email account to activate in the system. As a TTU student, you are expected to check your TTU e-mail **every day**, even if you use other e-mail addresses as well. Faculty and administrators will use your TTU e-mail address to distribute important information.

- ✓ **TC Listserv**: Once you have a TTU email address, please send it to the Graduate Advisor (Chris Christofides) to be added to our department [Listserv [TC]](). The Listserv is our *primary means of mass communication* with the graduate student body. You will receive vital news and announcements on this Listserv such as registration and advising notices, scholarships and job opportunities, conference postings, and date/deadline changes. Do not unsubscribe to the listserv. Check your SPAM folder regularly so you do not miss emails, especially when open advising and registration begin. Keep in mind that course registration is first-come, first-served so do not delay reading and responding to these messages. It is your responsibility to maintain your email accounts accordingly.

- ✓ **Degree Plan:** All students must submit a copy of their transcripts (unofficial is okay) to the Graduate Advisor and complete a Degree Plan prior to the start of their first semester. At this time, any transfer courses will be assessed and approved. The degree plan is provided to help guide you through selecting courses that will meet our degree requirements. You are expected to update your Degree Plan regularly and provide it to your committee at your annual reviews and any subsequent advising appointments with the Graduate Advisor.

- ✓ **Academic Calendar:** Texas Tech publishes their [Academic Calendar]() for the academic year prior to the start of every fall semester. It is important you keep a copy of this calendar handy as it includes all the important dates for registration, classes, payments/refunds, add/drop dates, holidays and deadlines leading up to graduation.

- ✓ **Enroll:** Once your Degree Plan is completed, the Graduate Advisor will help you determine what class or classes you will need to take for your first semester. Course registration is controlled by the Graduate Advisor and all seats must be reserved in advance. Course availability is on a first-come, first-served basis. A permit will be issued for each course you have selected. Once your permit has been issued, you are responsible for [enrolling yourself into the class]() when TTU opens registration.

    Registration dates are published in TTU's [official academic calendar]() and are also announced by the University over electronic Tech Announce messages. The Graduate Advisor will also announce the dates over the TCR listserv.

    Keep in mind that if you do not enroll **by the week before** the official start of classes, you may lose your reserved seat to someone on the waiting list.

    Onsite students may enroll in courses designated as "onsite" or "hybrid" on the posted course schedule below. Online students may enroll in courses designated as "online" or "hybrid." (Hybrid classes include an onsite and online section that meet simultaneously, taught by the same instructor.) On occasion, onsite students may enroll in online courses, if there is availability. Similarly, an online student may enroll in an onsite course if there are special circumstances. The Graduate Advisor keeps track of available seats in online and onsite sections and will issue permits that enable you to enroll for the appropriate section.

    [TCR graduate course schedule]()

- ✓ **Changing Variable Credit Hours for 5060/7000/8000**: If you enroll in 5060, 7000 or 8000 hours, the registration default in Raiderlink is 1 credit hour. Check with the Graduate Advisor to make sure you enroll in the appropriate number of credit hours. Typically, students need 3 credits per course.

  You will need to manually change the hours to the number you need under the "Change Course Options" tab in the **MyTech** portal in Raiderlink.

- ✓ **Course Preparation:** Typically, for students taking **online courses**, faculty will contact you via Listserv or individually prior to the semester with syllabi, books, and course information. If you have not heard anything a week prior to the start of class, you may want to reach out and contact them. For students taking **onsite courses**, faculty may choose to wait until the first day of class to hand out syllabi and course information.

- ✓ **Assistantships:** If you are an **onsite** MA or PhD student and you have been awarded a teaching assistantship, you will need to contact Quita Melcher (quita.melcher@ttu.edu) to receive a new employee packet, building keys, and an office.

- ✓ **Technological Expectations**: You are expected to develop a good working knowledge of all of the technological platforms that faculty and staff will use over the course of your studies at TTU. Some of the programs you may use other than email and MS Office are Blackboard, Skype, Go-To Meeting, and Lync, but this is not an exhaustive list. Faculty will notify you what programs they will choose to use and you are expected to become familiar with them.

  You will need a reliable computer and a fast Internet connection. You may also need a microphone headset if you're taking online courses. Faculty and staff are not always able to offer tech support, especially once classes begin, so make sure and test your equipment *before* courses start and try to solve any problems that arise on your own (Google is very helpful) or contact Texas Tech's IT Support. While faculty understand technical difficulties can and do occur, especially during online courses, you can help facilitate workable solutions if you are familiar with the technology you are using and able to help troubleshoot and solve problems.

- ✓ **Accessibility Accommodations**: In order to receive official accommodations, you must register with the Office of Student Disability Services (SDS). The process requires you to provide evidence of a disability and to meet with a SDS counselor. Students must provide documentation of their disability or disabilities.

  A comprehensive list, along with a clear explanation of the registration process, can be found on the Student Disability Services website.

  For further information or questions, please contact SDS or visit them online.

- ✓ **International Student Assistance**: If you are an international student, you must adhere to Texas Tech's international student policies.

- ✓ **Financial Aid**: Please visit the financial aid website for information and forms. Any qualified graduate student may apply for financial aid if they meet the federal requirements. The

department does not handle any of the financial aid paperwork and will not be able to offer any assistance in this area.

- ✓ **Student Business Services**: The English department and TCR program do not handle any of the students' monetary business affairs and any questions or problems with tuition or charges on your bill must be directed to Student Business Services. The only exception to this rule is the Online May Seminar Fee which is assessed and billed by the Graduate Advisor. This fee only applies to online doctoral students attending the annual May Seminar. For more information on the May Seminar Program, please see page 35 below.

Graduate Course Numbers and Titles

Complete course descriptions are available for English (ENGL) in the Graduate Catalog on page 332.

5360. History and Theories of College Composition (3)
5067. Methods of Teaching College Composition (V1-3).
5300. Individual Studies (3)
5347. Scholarly Editing in Digital Environments (3)
5361. Introduction to Rhetorical Theory (3)
5362. Rhetorical Analysis of Text (3)
5363. Research Methods in Technical Communication and Rhetoric (3)
5364. History of Rhetoric (3)
5365. Studies in Composition (3)
5366. Teaching Technical and Professional Writing (3)
5368. Studies in Written Argumentation (3)
5369. Discourse and Technology (3)
5371. Foundations of Technical Communication (3)
5372. Technical Reports (3)
5373. Technical Manuals (3)
5374. Technical Editing (3)
5375. Document Design (3)
5376. Online Publishing (3)
5377. Theoretical Approaches to Technical Communication (3)
5378. Graduate Internship (3)
5379. Empirical Research Methods in Technical Communication and Rhetoric (3)
5381. Global Technical Communication (3)
5382. Theory and Research in the Written Discourses of Health and Medicine (3)
5383. Grants and Proposals (3)
5384. Rhetoric of Scientific Literature (3)
5385. Ethics in Technical Communication and Rhetoric (3)
5386. Written Discourse and Social Issues (3)
5387. Publications Management (3)
5388. Usability Testing and Research (3)
5389. Field Methods of Research (3)
5390. Writing for Publication (3)
5391. Grants and Proposals for Nonprofits (3)
5393. Grants and Proposals for the Academy and Industry (3)
6000. Master's Thesis (V1-6).
7000. Research (V1-12).
8000. Doctor's Dissertation (V1-12).

Graduate Course Rotation

The table below only includes graduate courses on the list of required or specialization courses for the MATC and PhD programs that are offered on a regular rotation every semester/year. There are other, additional courses that will be taught each semester, but are not necessarily offered on a regular basis. Summer courses are also variable and dependent on faculty availability. This table will help you plan long-term for the required courses you will need to complete for your degree plan. The complete list of English TCR graduate courses offered are listed above.

Fall (even years)		Spring (odd years)		Fall (odd years)		Spring (even years)		Notes
Onsite	Online	Onsite	Online	Onsite	Online	Onsite	Online	
5371	5371			5371	5371			5371 is offered every fall, onsite and online.
5363	5363			5363	5363			5363 is offered every fall, onsite and online.
		5366	5366			5366	5366	5366 is offered every spring, onsite and online.
5360				5360				5360 is offered every fall, onsite and hybrid
5361	5361				5361			5361 is offered online every fall, onsite in fall semester of odd years.
			5364			5364	5364	5364 is offered online every spring, onsite in spring semester of even years.
	5390		5390		5390		5390	5390 is offered every fall and spring semester (online only).
	5391				5391			5391 is offered online every fall.
			5393				5393	5393 is offered online every spring.
		5388					5388	5388 is offered every spring (onsite in even years, online in odd years).
							5379	5379 is offered online in spring semesters of even-number years.
			5374					5374 is offered online in spring semester of odd-number years.
						5389	5389	5389 is offered, onsite and online, in spring semester of even-number years.
		5362	5362					5362 is offered, onsite and online, in spring semester of odd-number years.

Masters of Arts in Technical Communication

Degree Requirements

The degree requirements set forth here can also be found in the [Graduate School Catalog](#). Some of the requirements below are TCR program-specific and may be in addition to the Graduate School's requirements. **All students must adhere to both the Graduate School and TCR program's policies and procedures.**

In order to fulfill the MATC, you must:

- ✓ Successfully complete 36 hours of coursework distributed across application courses (at least 12 hours), theory/research courses (at least 9 hours), transfer hours (up to 6), and an optional minor (up to 9 hours)
- ✓ Submit a portfolio of your work at two points during your career: after you complete 18 credits and in your last semester of coursework.

These requirements prepare you for a range of next steps, including a career in industry and entry into a doctoral program. As such, the MATC emphasizes breadth of coursework. Students will prepare broadly for the kinds of responsibilities that careers in technical communication require. It is a good choice for students with undergraduate majors other than technical communication or who wish to pursue a minor field of study along with technical communication. (Although we strongly encourage the portfolio, the MATC program does include a thesis option. Consult with the Graduate Advisor or see the graduate catalog for more information).

TTU Graduate School's Requirements: MATC

The following general requirements listed below can also be found in the [Graduate School's Catalog](#). Students are required to read both the Graduate Catalog and the TCR Handbook to ensure you are always in compliance.

Transferred Coursework
There is no automatic transfer of credit toward a master's degree, but, in general, work completed in residence at another accredited graduate school may, on the recommendation of the departments concerned, be accepted for as much as 6 semester hours toward a master's degree. Exceptions to this rule are granted in the case of an agreement between the college or department concerned and the Graduate School. Work completed at another graduate school with a grade less than B will not be accepted. Transfer credit will not alter a student's grade point average at Texas Tech.

Grade Requirement for Graduation

For the master's degree, the minimum requirement for graduation is an average of 3.0 in the major subject and an overall average of 3.0 on all courses within their program for the Master's degree, comprising the official program for the degree.

Time Limit

With the exception of certain specially approved programs, work credited toward a master's degree must be completed within six years. Students whose graduate study at Texas Tech is interrupted by active duty military service will be granted an extension of time for the period of their active duty.

Courses

All MATC students will complete graduate-level courses in the following four categories (application, theory and research, tailoring, and required courses), for a total of 12 courses or 36 hours. See table below for degree planning.

Category A – Application (12 Hours, or 4 courses)
ENGL 5366: Teaching Technical and Professional Communication
ENGL 5372: Technical Reports
ENGL 5373: Technical Manuals
ENGL 5374: Technical Editing
ENGL 5375: Document Design
ENGL 5376: Online Publishing
ENGL 5377: Theoretical Approaches (applied)
ENGL 5378: Publications Management
ENGL 5391: Grants & Proposals for Nonprofits
ENGL 5393: Grants & Proposals for Academy and Industry
ENGL 5390: Writing for Publication
ENGL *Any course of your choice that falls under "applied theory" as determined by the DGS and faculty.
Category B – Theory and Research (9 Hours, or 3 courses)
ENGL 5360: History and Theory of Composition
ENGL 5363: Research Methods in TCR
ENGL 5368: Studies in Written Argumentation
ENGL 5369: Discourse and Technology
ENGL 5384: Rhetoric of Scientific Communication
ENGL 5385: Ethics in Technical Communication
ENGL 5386: Written Discourse and Social Issues
ENGL 5388: Usability Testing
ENGL 5389: Field Methods of Research

ENGL 5377: Theoretical Approaches (theory)
ENGL 5361: Intro to Rhetorical Theory
ENGL 5364: History of Rhetoric (may be repeated if topic genre differs)
ENGL 5362: Rhetorical Analysis of Texts
ENGL 5381: Global Technical Communication
ENGL *Any course of your choice that falls under "theory and/or research" as determined by the DGS and faculty.
Category C – Tailoring your Degree Program (12 Hours, or 4 courses)
ENGL 5378: Graduate Internship (optional)
ENGL xxxx: *Any other course(s) of your choice from either the applied or theory lists above
Other xxxx: *Up to 9 hours can be outside of the department as a minor*
Category D – Required Courses (3 Hours, or 1 courses)
ENGL 5371: Foundations of Technical Communication

Assessment: MATC Portfolio

The primary form of programmatic assessment for your MATC will be a portfolio, submitted at the end of your MATC. Faculty will review the portfolio as the final step of degree completion. The purposes of the portfolio are to convince the TCR faculty that you have fulfilled the program outcomes and to reflect upon your professional growth in the program. To aid you in the development of your portfolio, you will submit the portfolio at two junctures: midway through your coursework [after 18 hours] and during your final semester of MATC coursework.

The first submission of the portfolio midway through your coursework will be assessed and only receive comments by the portfolio assessment committee. The mid-portfolio will not be graded. You will use these comments and materials from subsequent coursework to develop the final proposal, which will be evaluated for pass or fail. You must pass the final portfolio evaluation to complete the MATC.

When and how should I submit my Portfolio?

Your mid-program portfolio should be submitted the semester *after* you've completed 18 hours of coursework. So, for instance, if you complete 18 hours in the Spring, you should submit your portfolio by the Summer deadline, which is June 21. If you complete 18 hours in Fall, you should submit your portfolio for the Spring deadline, which is March 21. Your final portfolio should be submitted during your final semester of coursework.

Term	Portfolio Due Date
Fall	October 21
Spring	March 21
Summer	June 21

The portfolio and all artifacts it includes must be submitted electronically to the graduate advisor, Christiana Christofides. You may link to a website, or attach files to the e-mail message. If you are sharing large files, you may also put the files in your OneDrive folder and share them.

MATC Outcomes

1. Students will be able to analyze and respond appropriately to rhetorical situations and key issues in the field, including the differing goals and agendas of audiences, organizations, and societies.
2. Students will be able to use a variety of appropriate communication technologies and media
3. Students will be able to create effective and user-centered technical documentation justified with relevant theory.
4. Students will be able to demonstrate sensitivity to the ethical, professional, and cultural issues that face technical communicators.
5. Students will be able to demonstrate the capacity to enter the workforce in technical communication as advanced hires, OR to enter doctoral programs in rhetoric, technical communication, and related fields.
6. Students will be able to demonstrate a sense of professionalism and a commitment to the profession

What is a Portfolio?

A portfolio is a collection of documents that showcase a particular set of skills or competencies, typically through documents. In this case, your MATC portfolio will be a collection of the work you've done in coursework, and it should demonstrate your skills as a technical communicator and rhetorician. More specifically, you should align your portfolio with the MATC objectives and outcomes listed above.

What goes in my portfolio?

Your portfolio must include a reflective essay and learning artifacts that exemplify your ability to meet MATC outcomes.

Reflective essay

The centerpiece of the portfolio is a 2000-3000 word essay analyzing your development in the MATC program in terms of the program outcomes listed above. In this sense, the essay is an argument. Your thesis is that you have fulfilled the outcomes: your evidence is your learning artifacts, as well as your discussion of them. The reflective essay is an important part of your portfolio; the faculty will give as much attention to it as to the artifacts you choose to include.

The reflective essay should not be a class-by-class or semester-by-semester narrative or memoir of your experience in the program. Instead, it should demonstrate to the TCR faculty how the artifacts you are presenting in the portfolio show that you have fulfilled the program outcomes. Accordingly, successful essays are typically structured not chronologically, but according to the list of MATC outcomes. You might think about this a document that articulates your philosophy of working in the field of TC.

Your primary goal in writing the reflective essay should be to show how your work in the MATC program fulfills the standards expressed in the outcomes. In addition, the essay should reflect on the ways your work enacts, complicates, or contributes to current research and theory in the field, and thus it should be grounded in and refer to your readings of research and theory.

Learning artifacts

The portfolio must include three to six learning artifacts as evidence of the learning outcomes you have fulfilled in the MATC. These learning artifacts should be projects or papers you completed in MATC coursework.

- At least one artifact must be an academic essay or research paper.
- At least one artifact must be a practical technical communication project.

Choose the artifacts carefully; your choice is a reflection on what you have learned in the program, and it's a way to show the assessment committee who you are and what you can do as a technical communication professional and scholar. Use your best judgment to decide how many artifacts to include. If you include large artifacts, you can include fewer of them (i.e., 3 or 4); if you include small artifacts, you should include more (i.e., 5 or 6). Choose the artifacts you need to prove that you have fulfilled the MATC program outcomes.

Originality, revision, and independent work

Although the artifacts must be work you completed in MATC courses, you should revise the artifacts for presentation in the portfolio. The assessment committee will be looking at the body of your work from the culmination of your academic career; don't assume that an artifact that received a good grade in a course will be assessed as highly in the portfolio. If you revised the project since its initial submission for a course, describe your strategies for revision and the changes you made in the reflective essay.

You may include collaborative projects, but choose projects to which you made a substantial contribution and revise them individually. In your reflective essay, specify exactly what your initial contribution was to each artifact and explain how you revised artifacts individually for portfolio submission.

In revising your work, take advantage of any feedback you received from instructors when the work was initially submitted in a class, and reference that in your discussions of revisions. You can also ask for additional feedback from your faculty mentors on individual artifacts. But because the TCR faculty wish to assess your ability to work independently as a technical communicator, they will decline to offer feedback on drafts of the whole portfolio or on the reflective essay.

Any references to or quotations from material by other authors should be documented using an appropriate style, such as Chicago or APA. Any copyrighted material included must be appropriately acknowledged; if necessary, the portfolio should include permissions for using such material.

Mid-program Portfolio

Mid-program Submission Guidelines

Each MATC student must submit a mid-program portfolio for formative assessment. The Program Director will notify you about submitting your portfolio in the semester you will complete 18 hours. If you do not submit a mid-program portfolio on schedule, you will not be allowed to register for classes in the following term.

To submit your portfolio for mid-program assessment, take these steps:

1. Write a first version your reflective essay, if you have not already done so. In this version, review your fulfillment of the program outcomes thus far and discuss what you plan to do to fulfill the outcomes in the remainder of your time in the program.
2. Compile and revise 3-6 artifacts that illustrate your claims in the reflective essay
3. Send your portfolio via email to christiana.christofides@ttu.edu indicating that the portfolio is ready for consideration.

The Director will notify the portfolio committee that your portfolio is available for assessment.

Mid-program assessment procedures

The portfolio committee, typically 2-3 professors, will review your portfolio using the rubric below to assess your general progress toward the degree. The committee will use the following table as a worksheet to assess and comment on your portfolio. It is the same table used to evaluate the final portfolio. You will meet with the Director to review your assessment and discussion next steps moving forward.

Outcomes	Comments	Assessment (high pass, pass, fail)
Students will be able to analyze and respond appropriately to rhetorical situations and key issues in the field, including the differing goals and agendas of audiences, organizations, and societies.		

Students will be able to use a variety of appropriate communication technologies and media.		
Students will be able to create effective and user-centered technical documentation justified with relevant theory.		
Students will be able to demonstrate sensitivity to the ethical, professional, and cultural issues that face technical communicators.		
Students will be able to demonstrate the capacity to enter the workforce in technical communication as advanced hires, OR to enter doctoral programs in rhetoric, technical communication, and related fields.		
Students will be able to demonstrate a sense of professionalism and a commitment to the profession.		
Overall assessment		

Final Portfolio

Final Portfolio Submission Guidelines

Final portfolios should be submitted in the last semester of your coursework. If you complete coursework in fall, submit your final portfolio October 21, if you complete coursework in spring, submit your final portfolio March 21; if you complete coursework in summer, and submit your final portfolio June 21.

To submit your portfolio for final assessment, take these steps:

1. Complete revisions of your final reflective essay using feedback from your mid-program portfolio review and add any additional content.
2. Compile 3-6 artifacts that substantiate your claims—these should be compiled into one pdf, on a website, or another format approved by the faculty. These can include artifacts from the mid-program portfolio, but almost certainly will also include new artifacts from classes taken since.
3. Send your final portfolio via email to christiana.christofides@ttu.edu

The Director will convey the portfolio to the portfolio committee.

Final Portfolio Assessment Procedures

The portfolio is designed to satisfy the university's requirement for a comprehensive assessment of your work in the MATC. Accordingly, it will be evaluated by a committee of TCR faculty members. These evaluations will be reviewed by the entire TCR faculty.

Each portfolio will be evaluated with one of the following scores:

> ➢ High Pass: exceeds expectations
> ➢ Pass: meets expectations
> ➢ Fail: falls below expectations

The Director will send out scores and evaluative comments shortly after the assessment committee completes the evaluation. If a candidate receives a passing score, his or her results will also be conveyed to the graduate school to acknowledge degree completion. If a candidate receives a failing score, he or she will have one opportunity to revise and resubmit the portfolio the next term. Upon a second failing score, the candidate will be assessed as having failed to complete the requirements for the MATC degree.

The TCR administrative team will retain your portfolio on file, but after its initial evaluation it will be used solely for MATC program assessment. If any researcher or the Texas Tech TCR program wishes to use your portfolio as part of any research project or as an example for other students, he or she must request your permission first.

Master's Program: Required Steps for Portfolio Option

	ACTION	INITIATED THROUGH	SUBMITTED TO	TIME
1	Plan courses for degree	Graduate Advisor	Graduate Advisor	Prior to registration
2	File "Masters Degree Plan" form	Graduate Advisor	Graduate School Enrollment Services	After first semester of master's coursework, no later than the posted deadline.
3	File changes in degree program, if necessary	Graduate Advisor	Graduate School Enrollment Services	As needed
4	Enroll in semester of graduation	Graduate Advisor	Registrar	Semester of graduation
5	Apply to Graduate: Go to raiderlink.ttu.edu --> "TTU MyTech" --> "Current Term" --> "Apply to Graduate"	Student	Graduate School Enrollment Services	Semester of graduation no later than posted deadline (One must be filed for each intended graduation semester)
6	Schedule final submission of portfolio to committee.	Graduate Advisor	Graduate Advisor	Semester of graduation (usually about 6 weeks before graduation or no later than posted deadline)
7	After the portfolio is reviewed, the Graduate Advisor sends the Report form to the Graduate School.	Graduate Advisor	Graduate School Enrollment Services	Semester of graduation (usually about 6 weeks before graduation or no later than posted deadline)

Doctor of Philosophy in Technical Communication and Rhetoric

Requirements

The PhD requires at least 60 hours of graduate courses beyond the bachelor's degree and at least 12 hours of English 8000 (Doctor's Dissertation). The course requirements include 45 hours in technical communication and rhetoric (TCR) and 15 hours for the minor, if you choose to take a minor. These hours may include up to 30 transferrable hours earned for the master's degree or other graduate level work.

The minor is optional but provides an opportunity to develop expertise in a subject that complements TCR. If you choose not to pursue a minor, you will simply take 15 more hours in TCR. In addition, students must demonstrate proficiency in research methodology. Students with minimal prior coursework or experience in technical communication and rhetoric may be advised to complete undergraduate leveling courses or additional graduate courses.

Pre-qualifying exam (7000) hours are offered to students to maintain continuous enrollment in the program when they are finished with coursework and are preparing for qualifying exams. Only 8000 hours fulfill the 12 credits of dissertation research beyond coursework required by the Graduate School.

The TCR PhD program adheres to the TTU graduate school's policies on transfer credit, as stated in the Graduate Catalog:

> A minimum of three years of graduate study beyond the bachelor's degree is required for the doctorate. Work completed for the master's degree, other than thesis hours (6000-level courses), may be considered as a part of this period if it forms a logical sequence in the entire program. Credit ordinarily will not be given for work completed more than seven years prior to admission to the doctoral program at Texas Tech University. Exceptions to this policy will require written justification through the student's department and approval by the graduate dean. Work completed in the doctoral program of another recognized graduate school will be considered on the recommendation of the departments concerned, but no assurance can be given that such work will reduce the course or residence requirements here. In no case can transferred credit reduce the minimum residence (see "Residence Requirement"). Doctoral study cannot be calculated solely in terms of credit hours, but the program for the doctorate requires completion of at least 60 or more semester hours of work beyond the bachelor's degree, exclusive of credit for the dissertation. In addition, no more than 6 hours of individual study courses (aside from the research or dissertation) ordinarily will be permitted in the doctoral program. Prior approval by the dean is required for any exceptions.

There is no automatic transfer of credit toward the doctoral degree. On the recommendation of the department or program, the graduate school will review transfer courses for acceptance. Transfer credit will not alter the grade point average at Texas Tech University, although grades from transfer courses will appear on Texas Tech University's transcripts. Doctoral students may take approved courses at another approved institution and transfer up to 12 semester credit hours into their degree program. No more than 30 semester credit hours in total may be transferred to the doctoral degree.

Special Procedure for Transferring "Core" Required Courses

Some courses in our department are considered "core" required courses, and they will not be automatically transferred from another institution. To receive transfer credit, administrative review of the course syllabi and other requested materials is necessary. The "core" courses are ENGL 5371 Foundations of Technical Communication, ENGL 5366 Teaching Technical and Professional Communication, ENGL 5363 Research Methods in Technical Communication, and ENGL 5360 History and Theory of College Composition.

If a student wishes to transfer these particular courses from a previous institution to their current degree plan for credit, he/she will have to supply the Graduate Advisor with a complete syllabus, all essential course materials, and a course description for administrative review.

PhD Degree Plan Requirements

Below is a table indicating your required coursework for the doctoral program. The Graduate Advisor will work with you to develop a degree plan that will list these requirements and help you plan.

Required courses 4 courses 12 hours	*Pedagogy (one or both)* 5360 History and Theory of College Composition 5366 Teaching Technical and Professional Writing *Research* 5363 Research Methods in Technical Communication and Rhetoric *Rhetoric (one or both)* 5364 History of Rhetoric 5361 Introduction to Rhetorical Theory *Foundations* 5371 Foundations of Technical Communication
TCR Specialization Courses 8 courses 24 hours	Include at least 5 theory courses (5361, 5362, 5365 as theory, 5368, 5369, 5377 as theory, 5382, 5384, 5385, 5386) Include at least 2 courses that emphasize the application of theory (5372, 5373, 5374, 5375, 5376, 5377 as practice, 5387, 5388) Most courses may be repeated for credit when the topic varies.
Interdisciplinary TCR Electives	Students may complete all of their specialization courses from among those listed above. Or they may choose up to 3 language-

Up to 3 courses other than English Department TCR courses	or communication-related courses from among other English Department courses in in rhetoric, linguistics, or courses in other departments such as Business, Instructional Technology, Communication Studies, or Mass Communication, when the choices have content closely related to the specialization. Student advisory committees must approve interdisciplinary TCR electives.
Minor 5 courses; 15 hours	The minor is optional but offers an opportunity to enhance your ability to do dissertation research or to teach a variety of classes. Students who do not choose a minor complete all of their 60 hours of coursework in technical communication and rhetoric. The minor consists of five courses in a field other than rhetoric and technical communication. The courses may be taken in one department or may be a cluster of courses on related topics from different departments. The choice of a minor must be approved by the advisory committee, the Graduate Advisor, and the DGS, as well as by the minor department if the minor is completed in one department. You will need to follow that department's requirements regarding courses and examinations.
Research Methods	Research methods courses enhance a student's ability to complete and to evaluate research. In addition to ENGL 5363, Research Methods in Technical Communication and Rhetoric, students are required to complete nine graduate hours in research methods courses with a grade of B or better in at least two of the three. ENGL 5362, 5379, 5388, and ENGL 5389 may count toward the TCR specialization as well as to methods.

PhD-TCR Enrollment Requirements

Please note that the requirements stated below are program-specific requirements. Some apply to online PhD students, some apply to on-campus PhD students, and some apply to both online and on-campus students. The TTU graduate school also has enrollment requirements, published in the Graduate School Catalog. **Relevant language from the catalog will be quoted below. Program-specific requirements take precedence over graduate school requirements.**

Enrollment Requirements

For **on-campus PhD students**, the TCR program requirements adhere to the TTU graduate school's definition of full-time enrollment:

Normal full-time enrollment varies between 9 and 13 hours for doctoral students and 9 and 16 hours for other graduate students in the regular semester. The minimum enrollment for full-time graduate status is 9 hours in the regular semester. Full-time enrollment in a summer term is 3 hours. Students on fellowships, assistantships, or other appointments designed for the support of graduate study must enroll for 9 hours in each regular semester and 3 hours in each summer term for which they have a fellowship, assistantship, or other appointment designed for the support of graduate study.

For **online PhD students who are in the coursework phase of their degree program,** the TCR program requires enrollment in four courses per year. This typically means one course in fall, one course in spring, and two in summer.

After completing coursework, **all PhD students (on-campus and online)** enroll in pre-qualifying exam research hours (7000) or dissertation hours (8000). 7000 hours count towards continuous enrollment in the program; they are only required if you have a gap between coursework completion and qualifying exams. 8000 hours fulfill your 12 credits of dissertation research beyond coursework required by the Graduate School.

During 7000 or 8000 hours, students must be enrolled in at least 3 credit hours per semester (fall, spring, Summer I or Summer II) to maintain minimum program enrollment requirements. Students who have assistantships must be enrolled in 9 hours during fall and spring semesters, and 3 hours in the summer term during which they are appointed.

In order to be considered full-time or part-time students for Federal Financial Aid and Internal Revenue Tax purposes, you must follow the federal guidelines. This typically means that you must be enrolled in at least 4 credit hours each semester to receive federal student aid and/or defer student loan payments. Please contact [TTU's financial aid office](#) for more specific information.

Leave of Absence

All PhD students (on-campus and online) must adhere to the TTU graduate school's policy regarding leave of absence:

Any student who fails to register during a fall or spring semester and who does not have an official leave of absence from study is subject to review for readmission by the standards in effect at the time of reconsideration. Official leave of absence, which is granted by the dean of the Graduate School upon departmental recommendation, may be requested only in case of serious medical conditions and other exceptional reasons. Normally, leaves of absence will not exceed one year. Leaves of absence do not extend the maximum time allowed for completion of the degree. Request for leaves of absence must be sent to and approved by the associate dean for student affairs and by the student's faculty advisor prior to their leaving the university.

Maximum Allowable Doctoral Hours

All PhD students (on-campus and online) must adhere to the TTU graduate school's policy on maximum allowable doctoral hours:

> Students not making timely progress toward completion of the doctoral degree are subject to termination by the graduate dean (Dean of the Graduate School). The Texas Legislature has capped fundable graduate study at 99 doctoral hours for most programs and may impose sanctions upon universities permitting registration for excess hours. Doctoral students with more than 99 doctoral hours will be required to pay out-of-state tuition, regardless of residence status. **The maximum time allowed for completing the doctoral degree is eight years from the first doctoral semester or four years from admission to candidacy, whichever comes first.** The graduate dean must approve exceptions or extensions in advance (as outlined in Faculty Procedure #2 below.)

Our program has developed the following procedures, which indicate actions that faculty members and students can take to ensure that we are in compliance with the Graduate School's policies on maximum enrollment:

Faculty Procedures

1. The TCR faculty arranges and conducts annual reviews each year. For onsite PhD students, these reviews take place in February or March, and for online PhD students, these take place during May seminar. If you receive an exemption from attending May Seminar, you are still required to complete an annual review. After each annual review, the committee chair will report to the Graduate Advisor whether or not each student is making satisfactory progress toward the degree. The Graduate Advisor will then report these outcomes to the graduate school. The outcome of each annual review will also be documented and stored in the student's OneDrive folder, along with any other notes, suggestions, and plans that come from the review.

2. When a student has been in the PhD program for a total of seven years, or three years past the qualifying exam, the faculty advisor will meet with the student to develop a written plan for completing the degree within one year. If it seems unlikely that the student will finish the degree within that time frame, then the advisor and student will draft a petition requesting an extension beyond the graduate school's maximum enrollment period. This petition will be shared with the TCR faculty. If the TCR faculty approves, then the DGS will forward it to the graduate school for approval.

3. After a student has finished coursework and is enrolling in 8000 hours, the Graduate Advisor will work with the DGS to monitor each student's total hours and number of years. For students who are coming close to the milestones, the DGS and Graduate Advisor will consult

with the faculty advisors each semester before giving permits for 8000 hours. This will give the faculty advisor and student an opportunity to touch base each semester regarding progress.

4. The faculty advisor will also monitor progress during each semester of 8000 hours. Earning a grade of CR in ENGL 8000 is meant to indicate that a student has made satisfactory progress toward the qualifying exams and/or dissertation. A grade of NC in ENGL 8000 indicates unsatisfactory progress and should result in a meeting between faculty advisor and student to make a plan for resuming progress. Because ENGL 8000 is an individual research course, the determination of what counts as adequate progress is something that should be decided between the student and the faculty advisor at the beginning of each semester.

Student Procedures

1. When you are ready to select a dissertation chair, it will be important to communicate with that faculty member and agree on procedures for working together. This can vary widely, depending on faculty and student preferences, but in general, it's advisable to establish a schedule for regular meetings with your dissertation chair, especially after you finish coursework and are ready to prepare for the exams and dissertation. Whether it is weekly meetings, or monthly meetings, or something else, establishing this regular schedule is important to your success, especially once you get past coursework.

2. Faculty get increasingly busy as the semester progresses, and, as a student, there might be times when you have to take the lead on communicating with your dissertation chair. At the very least, once you get past coursework, you should check in with your dissertation chair at the beginning of each semester. At that point, the two of you should agree on a set of goals for what you'd like to accomplish during the semester, and perhaps agree on a meeting schedule so you can check in to report your progress. Those goals might include, for example, getting the pre-proposal and reading list approved, or later in the process, you might be setting goals for getting a certain number of chapters drafted during the course of a semester.

Annual Reviews

During your first year of study, you will complete courses in technical communication and rhetoric, your minor, and research methods. You also must complete the first-year review and doctoral degree plan.

The first-year review, along with your admission materials and coursework, assesses your ability to complete requirements for the PhD. It takes the place of a preliminary exam in the TCR program, and it offers an opportunity for mentoring. This review, in your second semester in the program, is the first of the annual reviews of your progress toward the PhD conducted initially by your advisory committee and later by your dissertation committee. The review is based on a portfolio composed of a revised paper from

a course in your first semester; your report of achievements and plans; evaluations by your first-semester instructors; and an interview with your advisory committee.

The first-year review provides both the student and faculty members a means by which success in the program can be predicted and needs and goals can be determined. The review will indicate your ability to read professional texts critically, to extract important data and to analyze thematic content in professional texts, and to articulate research problems and methods of solving them. The interview provides an opportunity for you and the committee to discuss course choices and possible dissertation topics. The chair of the advisory committee prepares a written report of the review for the Graduate Advisor including recommendations of the committee. The Graduate Advisor forwards a report to the Graduate School Dean, per the graduate school rules.

The doctoral degree plan specifies your plans for meeting the requirements of coursework, including research methods courses, and residence. It defines your dissertation area in general terms. You must prepare the doctoral degree plan, in consultation with the Graduate Advisor and your advisory committee, upon completion of the first-year review but within one year of your initial enrollment. The Graduate Advisor forwards the degree plan to the Dean of the Graduate School for approval.

The Graduate Advisor completes the paperwork for all graduate students in the Technical Communication and Rhetoric program, including the doctoral degree plan and annual reviews. In addition, this person advises students in the early stages of their doctoral program.

During your first year of study, you will be assigned an advisory committee consisting of two graduate faculty members in TCR. This committee will help you navigate the choices early in your doctoral studies, possibly helping you decide on a minor, research methods courses, courses in technical communication and rhetoric, and even dissertation projects. Your advisory committee will also conduct your first-year review and subsequent annual reviews of your academic progress until you have selected a dissertation committee. You will meet with your advisory committee at least once a year, and it is recommended that you meet with individual members of your advisory committee more frequently.

By the end of your second year you will be required to select a dissertation committee of three faculty members. (The next section discusses committee selection in more detail.) This committee may consist of some or all of your advisory committee, or it may comprise an entirely new group. The dissertation committee will assume the duties of the advisory committee, including an annual review of your academic progress. It will also compose and grade your qualifying examination, advise you regarding your dissertation, and conduct your final oral presentation. The chair and other members should have expertise in the area of your dissertation research.

Each year (early in the spring semester for on-campus students and during the May Seminar for online students) either your advisory committee or your dissertation committee will provide the Graduate Advisor with a written review of your academic progress. This review will consider your accomplishments in the past year and includes a personal interview conducted by your committee. The purpose of the annual review is to provide you and the technical communication and rhetoric faculty a

clear assessment of your strengths, to identify opportunities for professional development, and to support timely and effective completion of the program.

Choosing a Committee

Your second year of coursework is a good time to start thinking about forming a dissertation committee to replace the advisory committee that conducted your first-year review. Prior to that time, you should consider all faculty members, especially your first-year reviewers, as advisors, but not necessarily as the faculty who will comprise your dissertation committee.

During your coursework, you may find you connect with and even do research with specific faculty members, but it is highly recommended you reserve your decision on a committee until later in your second year. During this initial period, no faculty members should pressure you to select them as your chair. The Associate Director of TCR, Dr. Christiana Christofides, can also provide guidance if you have questions or concerns.

As you approach the end of your coursework, these guidelines will help you to determine who the best fit is for you. The dissertation committee will consist of three TCR faculty members: a chair who will primarily advise you in your exams and dissertation process, and two secondary readers who will consult with you and the chair through these processes. An ideal chair will have expertise in the methods or topics you intend to pursue in your dissertation research. It is also advisable that you identify a chair that you have had for a class and have developed a good working relationship with.

With a potential chair in mind, you should schedule a meeting with the faculty member to discuss your research interests and professional goals. The potential chair will tell you if she or he is interested or available to chair your dissertation committee. Some professors may be unavailable because of current committee workload or other professional commitments. If the professor is unable to chair your committee, ask for alternate recommendations based on your interests. Follow the same process to approach these alternate candidates.

Once you have a professor to chair your committee, discuss with him or her other professors who would be good candidates for secondary readers. Considerations include expertise, availability, and rapport with you and your new chair. Schedule meetings to talk with two or more of these candidates. Discuss your research goals and determine if they are interested and available to serve on your committee. For faculty, chairing a committee is by far a much bigger commitment than being a secondary reader; so finding secondary readers will be easier than finding a chair. Make sure you notify the Graduate Advisor when you have selected your chair and committee members.

As your exams and research progress, you may decide to change the composition of your committee for various reasons. Or members of your committee may inform you they are no longer able to serve. Consult with your chair and contact the Graduate Advisor to complete the appropriate paperwork if you decide to change the committee or bring in an outside reviewer. Professionalism and clear communication are always advisable.

As you begin working with your new chair, you should discuss:

- Your career and research goals
- A timeline for exams and dissertation completion
- The frequency and format of ongoing conversations about your work and progress

    Expectations on other any other important items

Qualifying Exams

Within a year of completing your coursework, except in unusual cases, you must take the doctoral qualifying exams and prepare for the dissertation research. Knowledge of the literature of the field is one of the qualifications for conducting research in the field. Your dissertation will have to engage with this literature. Thus, your "qualifying exam" helps to establish and determine your qualifications to proceed to dissertation research. These qualifications involve knowledge of the issues that interest the fields of rhetoric, composition, and technical communication, including achievements and gaps in knowledge. These qualifications also point to a direction for your own research, including mastery of research methods. One of the purposes of preparation for the exams is to launch you into your dissertation research. Thus, you will be examined, in part, over materials related to your dissertation, as well as the materials on your approved reading list.

The typical process follows this timeline:

1. Reading list and pre-proposal (submitted together and at least 4 months before exam)
2. Qualifying exam
3. Meeting with your committee (2 weeks after exam)
4. Final dissertation proposal (6 weeks after exam)

Reading Lists

Develop and submit to the committee a reading list of 100 books or the equivalent in articles (four articles equal one book), including materials for TCR broadly defined and materials for your area of interest within the field. You may group the items by themes or issues, such as composition pedagogy, history of rhetoric, audience, and visual communication. Some of these books and articles you will have read already in your classes, and some--especially those relating to your dissertation--will likely be new. The topics of these books and articles should include technical communication and rhetoric broadly but also items related to your intended dissertation research and research methods. Your list may incorporate material from your minor, if your minor department does not require its own examination. To make studying for the exams easier, begin compiling your reading list during your coursework, and write a summary of each book or article as you read it for class to study for the qualifying exams.

The committee will discuss with you possible additions and deletions. When the proposal and list are finalized, the chair of the committee will report to the DGS and Graduate Advisor. **Your reading list needs to be approved by your dissertation committee at least four months before the scheduled exam.**

You need to register in advance with the Graduate Advisor who will administer the exam and file the Qualifying Exam report with the graduate school once your committee has completed their assessment.

Preliminary Dissertation Proposal

Although you will refine your dissertation topic as you read for your exams, you should have an idea of the topic and methods when you prepare your reading lists. Consult with your dissertation committee members to define your areas of interest. Note that if you have a minor in another department, that department may require a qualifying exam in the minor area. Based on these discussions with your committee, write a preliminary dissertation proposal of approximately 2500 words. This proposal will identify the problem requiring research, review some of the basic literature regarding the problem, outline goals and methods of research for adding to the knowledge regarding the problem, and include a tentative outline of chapters. The proposal will also explain how the materials on your reading lists relate to your dissertation research and serve as a rationale for the definition of examination fields.

Your preliminary proposal needs to be approved by your dissertation committee at least four months before your exam. You may use this [planning template](#)**.**

In previous years the reading list was completed and approved first, before the preliminary dissertation proposal. Now and in the future, students should develop these two documents in concert to provide the student and their committee with a more synergistic understanding of the student's dissertation and exams preparation.

Examination Policy

You must complete all coursework before sitting for exams.

Scheduling your Exam

The dates of the qualifying exam are flexible, based on agreement by student and committee. Once your reading list and preliminary dissertation proposal are approved, you can look at a date no earlier than four months away for your exam. During these four months the student reads items on the reading list and otherwise prepares for the exams while the student's committee prepares the exam.

Examination Procedures

Examinations will consist of three or four take-home questions to be answered over a four-day period. For example, if you receive your list of take-home exam questions on Thursday at noon, you will be expected to turn in your answers the following Monday at noon. You are encouraged to spend approximately 8-12 hours writing the entire exam, which should have a word count of at least 6000 words for the entire exam. Your answer to each question should include a works-cited list. Formal citation style applies. Of the questions, two will typically relate specifically to your proposed dissertation topic and might eventually serve as dissertation content: one of these might ask you to theorize your methodology plans, and the other might ask you to elaborate on some theoretical issue that would relate to the literature you hope to command. The other questions may not be as directly related to your dissertation topic: typically you may receive a general question that asks you to demonstrate a broad understanding of the field of technical communication and rhetoric and one that will address an area of the field unrelated to your dissertation topic. (For instance, if your dissertation is in rhetoric of science, you might be asked a question about computers and writing.)

Your advisor will solicit possible exam questions from all committee members and will base the exam questions on this list of suggestions. You might be given a choice of questions in one or more of the areas. You should consult with your dissertation chair about sample exams.

In keeping with the standards of the TCR program and the university's policies regarding academic honesty, you are expected to maintain the highest standard of integrity. Any attempt to present as your own any work not honestly performed will be regarded by the faculty and administration as a most serious offense. You may not have your exam copyedited or proofread by a third party. We expect this exam to be composed of original responses to questions written during your exam time.

Post-Exam Meeting

Approximately two weeks after the date of the qualifying exams, a meeting between you and your dissertation committee will be scheduled by the dissertation chair. At that meeting, you and your committee will discuss the outcome of your exams and any necessary topics that need to be addressed before moving forward with the dissertation, including the problem statement, methods of research, and scope. If the committees agrees you have passed your exams, the chair will communicate that to the Graduate Advisor, who will report this to the graduate school. In the case of exam failure, the post-exam meeting will be used to discuss what's expected when you retake the exams.

Satisfactory Performance
When you have passed the qualifying exams and have completed the post-exam meeting with your dissertation committee, the Graduate Advisor will recommend to the Graduate Dean that you be admitted to candidacy for the doctorate. You must be admitted to candidacy for the doctorate at least four months prior to the proposed graduation date. Your final dissertation proposal will be due four weeks after this meeting.

Unsatisfactory Performance

If the qualifying exam is not satisfactory, the Graduate Advisor will relay this information in writing to the Graduate Dean. Two weeks after the exams, you will meet with your dissertation committee to discuss your performance and to establish a plan for re-taking the exam. You may be permitted to repeat the exam once after a time lapse of at least four months and not more than 12 months from the date of the unsatisfactory examination. Failure to pass the qualifying exam within the specified time will result in dismissal from the program irrespective of performance in other aspects of doctoral study.

Final Dissertation Proposal

Approximately six weeks after your post-exam meeting, your final dissertation proposal will be due to your dissertation chair, who will either ask for revisions or will share it with committee members. This proposal, 10,000 words or more, provides a problem statement, literature review, and outline of chapters as well as an overview of research methods. The final proposal serves as the draft for one or more chapters of the dissertation. It also serves as a roadmap that you and your committee should use to track the direction and progress of your developing dissertation.

Defenses

Best Practices for Dissertations and Defenses

After your final dissertation proposal is approved by your committee, you proceed to research, write, and refine your dissertation, using your approved prospectus as a blueprint for this stage. Your finished dissertation, along with its oral defense, is the final part of your requirements for the PhD degree.

The [dissertation defense routing form](#) has been developed to clarify the program's expectations for you, the committee, the dissertation, and the defense.

Committee Communication

The TCR program generally expects that the entire committee will work closely with you during your preparation for the qualifying exam and the subsequent period of developing a solid dissertation proposal.

After the proposal has been accepted by the entire committee, the next stage of work will generally involve you and your chair, with periodic progress reports to the entire committee. Every committee may set up its own rules for progress reports, the sharing of text, and communication channels, but the default position of the program is that you and your chair work closely to transition from the post-quals proposal to finished dissertation prose. Further, the faculty expects to receive the first two or three finished chapters midway between Quals and the defense as a way of ensuring that the work is progressing according to the proposal. Committee practices may vary, but we generally agree that early approval of the first three chapters helps keep the project on track.

For many committees, these chapters include the introduction, literature review, and methods, that is, material that deals with the nature and scope of the project itself, your coverage of the foundations in the pertinent scholarship, and your research methods. Other types of dissertations may proceed in different ways, of course; you should discuss the order of submissions with your committee.

You should plan on submitting brief progress reports to your committee at least every semester, identifying work completed, changes made, proposed changes to the proposal, and work remaining. Be sure to set up good protocols for archiving and version control. Many of the TCR faculty spend hours providing feedback to improve your dissertation; please make sure to deal with every comment made before sending in another version. If a committee member feels that his or her earlier comments were not yet dealt with, he or she can refuse to review again until they are.

For the faculty's part, you may expect us to respond to your polished prose within four weeks. Many times, we will be able to read and comment more quickly, of course, but you should factor faculty workload into your expectations for progress.

Calendar

One of the main reasons for the development of the [dissertation routing form](#) is to reaffirm a philosophy about scheduling defenses. It is not acceptable to "plant your flag" on a particular semester of graduation, and then insist that the faculty meet your calendar of deadlines. Doing so creates incredible pressure on both the student and the committee, and almost always results in a weak and unfinished dissertation, not to mention a sometimes contentious defense. To clarify the process, your faculty have written this document to lay out the steps and timing of the dissertation defense. You'll graduate when you are finished with the outlined steps.

These expectations are represented in the dissertation defense routing sheet. As you complete a stage, collect a signature, or check a box, please submit an electronic copy to your committee and the DGS so that we can all be on the same page (literally). When you have secured your committee's approval of a defensible draft, then you may schedule a date and a room for your defense.

Please note: From the time you have finished your dissertation draft, which is as complete and proofread as you know how to make your dissertation, it is 3 months to your defense date. The chair gets four weeks with the dissertation defense draft, the committee receives another four weeks, and when the entire committee says you are ready to defend (at the end of these eight weeks), and you can schedule a defense four weeks in the future. There may still be revisions after the defense, too, so keep that in mind when hoping to graduate in a certain semester.

Quality and Completeness of Work

When you submit work to your chair, and when you and your chair are ready to send that work to the rest of the committee, we expect that work to be polished. We expect it to be well-argued, proofread, grammatically and structurally correct, and free from spelling errors. We expect the formatting to be consistent, with page numbers, appendices and other back matter included. Work that needs basic editing

will be returned--that's your job, not the committee's. Committee members will send the chapter back if it's full of typos and other basic problems.

What is a **defensible draft of a dissertation**? It is all of the above, consistently applied across the entire dissertation. It is as close to a finished document as you are able to produce, understanding that the defense may raise questions that will need to be addressed before the dissertation is finally approved. You have finished everything you know that needs to be done, including completed front matter, bibliography, and appendices. There are no comments about "to be inserted," no missing references. It is as perfect as you alone can make it. The only changes that remain are those that the committee requests, and this may be little or much, depending on how well written the document is and how much of the document the committee has already seen. This is the way academic publishing works for everyone--we produce our best work, submit it to peer review, and make changes to satisfy the reviewers (who represent the values of the field) until the work is deemed finished. The same principle holds for you and your dissertation.

Students may submit electronic drafts, but should be prepared to provide a printed copy at any stage to any committee member who requests one.

By submitting the advisor-approved dissertation draft to your committee two months before your defense, both you and your committee will experience a productive (and enjoyable) defense that focuses on your ideas, research, process, and significance, rather than dwelling on structure, confusion, and errors. Plus, you will have that month before the defense to incorporate their comments, which means less work for you after the defense.

Defense

A good starting point for thinking about the defense is the Graduate School's "Doctoral Oral Defense Guidelines." Please expect to adhere to these guidelines.

As you can see from the Graduate School's guidelines, the oral defense is an examination, and you should arrive prepared to discuss your dissertation, methods, findings, and significance. The defense is a thorough interrogation of your methods, theories, and findings, and it calls for serious deliberation and a vote by the committee at the end of the exam.

In order to proceed to the examination, we request that you keep your initial remarks brief. Different committees have different expectations, but 20-25 minutes is more than enough time to both refresh the committee's memory and also to introduce the visitors in the room to the exigence of the problem, your research question, your approach, and your findings. In other words, these "introductory remarks" are not a comprehensive lecture, but rather contextualizing remarks to kick off the exam. Please restrict yourself to a short presentation, then sit down for the defense.

You must bring the printed defense copy of your dissertation with you. It should be the same copy the committee received 8 weeks prior, so that the committee can ask you questions about specific sections

and pages. When asked a question about your method for generating the figure on page 145, for example, you will be able to turn to that page and answer specific questions.

It is also up to you to bring the signature form for your committee to sign. All relevant forms are available at the [Graduate School's website](), including dissertation templates.

We strongly encourage PhD candidates to come to Lubbock and be physically present with their committees and the public for their dissertation defenses. But if coming to Lubbock creates too much hardship on the student, and the student's dissertation committee agrees, then the committee can decide to allow the student to defend at a distance (e.g. via video conferencing technology). The committee's decision should be informed by the TTU Graduate School's "[Doctoral Oral Defense Guidelines]()," which remind us that "the examination is a public affair and the candidate should be prepared to defend his or her work before anyone who may question it."

For students defending from a distance, technological connections must be robust enough that students can explain, discuss, and defend dissertations in a manner equivalent with that of students who are physically present in the defense room.

If a defense is unable to proceed for any reason, the committee will require the student to postpone the defense, which may, in turn, delay graduation.

Upon successful completion of your oral defense, the committee Chair will announce to the TCR Listserve and to the TCR social media sites such as Facebook and Twitter.

May Seminar Program

May Seminar is a two-week intensive workshop that gives online doctoral students the opportunity to collaborate with peers and faculty face-to-face. No matter what phase of the degree you are in, May Seminar offers various support and research opportunities. May Seminar is also an opportunity to meet with faculty for annual reviews and learn about what projects the faculty and TCR program are working on—in short, it is a chance to immerse yourself into the culture of Technical Communication and Rhetoric at Texas Tech University.

If you are still pursuing course work, you are required attend May Seminar for the full two weeks. The first week will focus on student presentations, annual reviews, professional development, and social events. The second week of the seminar will feature intense course workshops that correlate with a required summer course for your year in the program. Exceptions to this requirement are only given to students in the rare chance that they have already taken one of the courses offered during the seminar.

If you have completed coursework, you are only required to attend the first week of May Seminar where you will participate in student presentations, professional development, and have your annual review with your committee. You may choose to stay longer and use the time to work with your committee to prepare

for the next step in your doctoral degree whether it is qualifying exams, research, writing your dissertation, or your defense.

During May Seminar, you will have professional development opportunities and research presentation opportunities (conference paper, poster session, Research-Network Forum, Job Talk practice). You will have an opportunity to share research ideas with colleagues and faculty and prepare your conference presentations and dissertation "job talks" for future speaking and interviewing roles. These opportunities not only give you practical experience, but allow the faculty to guide you throughout your degree program and prepare you for work in your future profession.

Online students are required to attend May Seminar for **five years or until you successfully defend** your dissertation, whichever occurs first. You are allowed to petition for an exemption in the case you experience a family or work emergency, but you are only allowed to petition once during your time as a student. The petition must be in writing and sent to the DGS and the Graduate Advisor prior to date of seminar billing. This date changes every year and the Graduate Advisor will notify all students of this date at least three months prior to May Seminar. If you do not submit the petition on or before the due date, you will still be charged the seminar fee. Once the budget has been submitted to billing, all of the charges are locked and cannot be reassessed. If your exemption is granted, you will not be required to attend May Seminar, but you are still required to attend five seminars in total. You may choose to attend more than five seminars if you desire.

The May Seminar fee will include lunch for the duration of the seminar, special event dinners, all daily activities, keynote speakers' fees and expenses, faculty honorariums, and administrative costs. The fee does not include housing while you are in Lubbock, travel expenses, or other incidentals.

More detailed information on the May Seminar can be found on our private blog (https://tcrmayseminar.wordpress.com/). You may also contact the May Seminar coordinator/ Graduate Advisor, Dr. Christiana Christofides, at any time if you have any questions or questions. You will begin to receive emails from the TCR – May Seminar mailbox starting in January with news and registration information.

Doctoral Program: Required Steps

	ACTION	INITIATED THROUGH	SUBMITTED TO	TIME
1	Plan courses for degree	Graduate Advisor	Graduate Advisor	Prior to registration
2	Set up doctoral advisory committee and title	Graduate Advisor	Graduate School Enrollment Services	Prior to filing doctoral degree plan
3	File "Program for the Doctoral Degree" form	Graduate Advisor or Chair, Advisory Committee	Graduate School Enrollment Services	Before the end of first year of doctoral coursework
4	File changes in degree program, if necessary	Graduate Advisor or Chair, Advisory Committee	Graduate School Enrollment Services	As needed
5	Take Qualifying Examination for major and minor subjects	Graduate Advisor or Chair, Advisory Committee	See step #6	After approval of doctoral program and completion of coursework
6	Recommendation for admission to candidacy (Qualifying Exam and Admission to Candidacy Recommendation Form)	Chair of Committee	Graduate School Enrollment Services	After passing qualifying exam and no later than 4 months before graduation
7	Enroll in semester of graduation if all requirements are met (at least 3 hours)	Graduate Advisor or Chair, Advisory Committee	Registrar	Semester of graduation
8	Apply to Graduate: Go to raiderlink.ttu.edu --> "TTU MyTech" -->	Student	Graduate School Enrollment Services	Semester of graduation (One must be filed for each

	"Current Term" --> "Apply to Graduate"			intended graduation semester.)
9	Pay the Thesis-Dissertation fee through Student Business Services	Graduate School Dissertation Supervisor	Student Business Services	Semester of graduation (This is paid only once.)
10	Schedule final oral defense of dissertation and submit "Doctoral Final Oral Examination Notification Form" at least 3 weeks before defense	Student, Committee Chair, and Advisory Committee	Graduate School Dissertation Supervisor	At least 3 weeks before defense
11	Stand for final oral defense of dissertation and send result by memo to the Graduate School (Doctoral Defense Report)	Advisory Committee	Graduate School Doctoral Coordinator	Semester of graduation
12	Submit signed Thesis-Dissertation Approval Form and after incorporating committee changes, submit .pdf file of dissertation to ETD site for review.	Student, Advisory Committee	Graduate School Dissertation Supervisor	Semester of graduation (usually 5 weeks before graduation date)
13	Final grade for dissertation hours (A or B)	Committee Chair or Advisory Committee	Registrar-Final Grade Roll	End of semester
14	Submit official .pdf of dissertation to ETD web site (DMA students submit PDF programs to ETD site and turn CDs in to the Graduate School)	Student	Graduate School Dissertation Supervisor	Prior to deadline
15	Complete Doctoral Survey	Student	https://sed.norc.org/showRegister.do	Before Graduation

Doctoral Program Forms

- Doctoral Degree Plan
- Doctoral Oral Defense Guidelines
- List of Required Major Steps

Internship

Internships or job cooperatives can fulfill degree requirements and enhance career preparation for graduate students in technical communication. Some companies hire permanent employees only from their intern pool, therefore, the faculty strongly recommend that students complete internships.

[Internship Procedures](#)

A student may arrange an internship for the job experience alone, but a student who seeks academic credit for the internship must enroll in a course and complete its requirements in addition to the internship responsibilities. Graduate students enroll in ENGL 5378.

Students must locate their own internships, but the Technical Communication faculty and staff have some contacts, and the employers who participate each spring in the Technical Communication Job Fair interview prospective interns as well as prospective employees.

Internships may be paid or unpaid. The Texas Tech faculty encourage paid internships, but their main interest is that the type of work completed is technical communication. Some helpful internship opportunities are available through nonprofit organizations.

The main academic course requirement is to complete an internship report and a portfolio (print or electronic) of work accomplished. The faculty supervisor may also require periodic meetings to review the work accomplished.

The internship should require the type of work that a professional technical communicator might be expected to do. Thus, it will involve substantial writing, editing, and design. The work plus the outside research and report should roughly equal the amount of work that an organized course would require. An estimate of that workload is 125-150 hours.

The graduate internship course requires a proposal and approval of the relevant program director (MATC or PhD). Approval for the internship must be granted before registration and at least two weeks before the semester begins. The proposal for the research report may be submitted after the work begins and the intern understands job responsibilities.

Proposal

The proposal includes a form that states your internship position and responsibilities, probable topic for the internship report, the internship agreement, and a letter from a faculty member in technical communication who agrees to supervise the internship. The proposal form should be sent to both the

relevant graduate program director and the faculty sponsor for review and approval. You can download the internship proposal form here.

Internship Agreement

Before the internship begins, you, your faculty advisor, and your workplace sponsor should agree to the terms of the internship. These terms will include:

- ✓ Hours you will work (per week, beginning and ending date)
- ✓ Whether and how much you will be paid (internships for community service organizations are often nonpaid, but interns for corporations should expect remuneration)
- ✓ Your access to information: you may need to sign a statement that you will not disclose confidential information
- ✓ Whether any of the products you develop will carry your name and whether you will be able to use the products in a portfolio

The internship agreement is included in the proposal form.

Internship Report

The internship report is a substantial research report, not a log of daily activities. The report should relate to the internship work and should provide some basis for the decisions that the daily work requires. In addition, the report for graduate students must indicate knowledge of the literature related to the work assignment, much as an organized course requires reading of the professional literature to support class assignments. The objectives for your report are to:

- ➢ Enable you to reflect on your work, not just do it (we hope you will take more from the experience because of this forced reflection)

- ➢ Research best practice before you just jump in there and do something because you can or like to do it that way (research is a good workplace behavior to reinforce!)

- ➢ Provide the equivalent of this course to an organized course (which also requires some kind of research paper)

- ➢ Provide a basis for a grade (since we can't be there to watch the quality of your work, nor can the people who are there give you a grade in a course because they are not on the faculty at TTU)

Examples of Internship Reports

A student whose internship required development of employee policy and procedure manuals for nonprofit organizations completed a literature review on the contents, structure, and style of policy and procedure manuals. She explored literature in management as well as in technical communication.

A student who also worked on policy and procedure manuals reviewed some literature but also

interviewed employees to test her drafts and learn their attitudes toward the policies and procedures and the wording in the manual. The report analyzed the responses and the implications for the manual.

A student who developed an online help system for a computer company reported on the research about hypertext navigation and screen design.

Internship Portfolio

The portfolio is separate from your MATC portfolio. It is a collection of documents that you developed as part of your internship. Each document should include a cover page explaining your achievements and the significance of the document.

- A print portfolio is often collected in a ring binder with dividers separating the individual documents.
- An electronic portfolio may be a web site with a home page identifying the contents and linking to the individual items. Like a print portfolio, the web site should include explanations of the documents, including your achievements and their significance.

Internship Grades and Academic Requirements

You and your faculty supervisor will work out the details of meetings and grading. If your internship is local, your supervisor may require you to meet with him or her every week or two to review work assignments and progress. A long-distance internship may require correspondence by mail or email.

The grade is based largely on the internship report. At least 50% of the grade (and as much as 75%) is based on the report. The rest of the grade comes from a portfolio of work completed as part of the internship responsibilities. The work supervisor does not assign the course grade (because that person is not a Texas Tech faculty member in English), but that person may write an assessment of your performance and professionalism that the faculty member will consider in assigning the grade.

Independent Study

In exceptional circumstances, students may choose to pursue an individual research project on a very specific or specialized topic that is not being offered as a graduate course during the student's tenure or the course topic is not offered at all. In these rare cases, you will need to first secure a faculty sponsor who will work with you on the project for the semester. You will need to prepare a detailed proposal with the faculty member and submit it to the faculty for approval. Only upon faculty approval will the Graduate Advisor permit you to enroll in ENGL 5300: Independent Study. You are required to commit to the terms of the independent study as outlined in the proposal and you will receive a grade for the course.

You as an Employee

Doctoral students are usually awarded graduate part-time instructorships (GPTI) and MATC students are usually offered teaching apprentice (TA) positions to begin with their first semester. Both the instructorship and the apprenticeship include a waiver of tuition and most fees. The stipend for graduate students falls between ~$13,250 (MA students) and ~$15,250 (PhD students).

Teaching Assignments

Both GPTI and TA students will participate in the first-year composition program their first year. TAs typically remain in the composition program during their time in the program. Most GPTIs will continue to teach first-year composition until they have completed the approved course and training in teaching technical communication (ENGL 5366). Upon successful completion and with the explicit permission from the English 2311 Director, GPTIs may teach our sophomore-level ENGL 2311, Introduction to Technical Communication.

The usual teaching load is 20 hours per week (2 courses or 20 hours of classroom grading or a combination) in each long term, but we have been able to offer a 20-hour / 10-hour load to first-year students in the past several years and hope to extend that in the future. You will be assigned a 20-hour / 20-hour load your second and all subsequent years.

Please note: if you accept a GPTI or TA appointment, it is expected that this will be your primary form of employment. You will likely find that this 20-hour/week commitment, in addition to pursuing your graduate degree, is a full-time job. For this reason, our program generally discourages outside employment that is in addition to the TTU appointment. At the same time, we realize that opportunities for such employment do arise and that these can often be good opportunities for you, both personally and professionally. If you do intend to pursue an opportunity for outside employment, you should first discuss this with your dissertation chair if you have one. You should also consult with your supervisor (director of first-year writing, or 2311 coordinator). If you are a MATC student, or a PhD student who doesn't have a dissertation chair, this is something you should discuss with your program director and supervisor.

Meeting Expectations

All GPTI and TA students will be expected to attend regularly scheduled professional development meetings. If you hold another position, such as a lab or administrative assistant, you will be responsible for regularly meeting with your direct supervisor according to a mutually agreed upon schedule.

All classroom instructors will be observed by the 2311 Coordinator or Assistant Directors of Technical Communication. Occasionally, instructors will also be required to observe one another and write an observation report.

Teaching First Year Composition 1301/1302

All new MATC and PhD graduate students will attend a FYC-specific orientation the week before classes begin which will cover program details, your work duties, and expectations. For more specific information regarding teaching first year composition 1301/1302 please contact the Director, Dr. Susan Lang, and Associate Director of FYC, Dr. Monica Norris.

Teaching English 2311

How to Qualify for Teaching English 2311

PhD students have the opportunity to teach English 2311: Introduction to Technical Writing if they have met the following criteria:

- ✓ Successfully completed ENGL 5366: Teaching Technical and Professional Writing, or can prove to the Director of 2311 they have completed equivalent coursework at another university
- ✓ Have made and are making good progress toward completion of their doctoral degree
- ✓ Have a solid recommendation from the Director of Composition based on performance in composition

Teaching 2311 is assessed on the enrollments and instructor performance each semester by the Director.

Online Teaching Opportunities for Onsite Students

Occasionally, there are opportunities for teaching English 2311 online, but unfortunately, online students may not be employed as GPTIs. Occasionally, however, there is an adjunct need that online students can fulfill. The English 2311 Director assesses the needs of instructors and students to determine how many sections are needed. Onsite PhD students are eligible if they have the following criteria:

- ✓ Successfully completed qualifying exams,
- ✓ Successfully completed English 5366: Teaching Technical and Professional Writing, or can prove to the Director of 2311 they have completed equivalent coursework at another University, and
- ✓ Made and are making good progress toward doctoral degree will be considered for teaching online, and
- ✓ Received approval of dissertation advisor and committee members

Contact the Director of 2311, if you're interested in pursuing online teaching.

Summer Teaching Assignments

Limited summer teaching appointments are available for GPTIs, depending on enrollments and funding. The Graduate Studies Committee will evaluate applications for appointments each summer, and it will also confirm with your teaching supervisors whether you have continued to do good work in the spring. The committee will use the following criteria:

- ✓ Evidence of excellent teaching and teaching experience. More experienced teachers are more likely to succeed in teaching in the short, intensive summer terms. As a general rule, we do not allow people to teach a course in summer that they have not taught in a long semester.
- ✓ Progress toward the degree. Students making good progress will be more likely to succeed in teaching in the summer without affecting their academic work.
- ✓ Specific needs to take dissertation research or language courses in the summer term. These courses are often prohibitively expensive for students unless the students are GPTIs and thus receive in-state tuition.

MA students are eligible for summer teaching appointments, but priority will usually be given to PhD students.

Please wait until you receive a GPTI Application for Summer Teaching form to inquire about summer teaching. Each fall or early spring a member of the Graduate Studies Committee will send out the form.

ENGL 2311 Instructor Policies and Duties

Institutional policies

- Include required syllabus content (For guidance, see ENGL 2311 Resources in Blackboard)
  - ➢ Policies
  - ➢ Checklist
- Upload approved syllabus into Digital Measures
- Observe FERPA guidelines to protect student privacy

Instructor Attendance Policies

- Follow the Provost's policy on meeting classes
- Follow university calendar for official holidays
- Teach your classes—what do if you can't make class
- Do not dismiss class or substitute online assignment
- Find a substitute if you must miss class
- Notify Director of date of absence and scheduled substitute; if traveling, notify main office

Student policies

- Recognize and report student problems (For guidance, see ENGL 2311 Resources in Blackboard)
- Know TTU policies related to student judicial actions (may include some of this information in your syllabus)

- Report student absences
- Suggested guidelines for absence policies
- Forms for reporting student absences (absence notification form is available under the Faculty tab in [Raiderlink](#))
- Seek student support, as needed
- Notify Director (drop in, email, or copy on report)
- Contact appropriate department:
  - ➤ Office of Student Conduct –two methods of plagiarism reporting possible
    - ⬥ Campus Incident Report Form online
    - ⬥ Campus Incident Report Form printable
  - ➤ Dean of students for anger, aggression, etc.
  - ➤ Counseling center
  - ➤ Student Disability Services

Additional 2311-specific GPTI and Instructor policies

- Follow 2311 course requirements
- Develop and follow approved syllabus
- Use common assignments
- Weight assignments consistently with requirements
- Use assignment rubric
- Use Blackboard for recording attendance and grades
- Include other required content (reflective activities, intercultural focus in at least one assignment, required textbook)
- Construct activities to reflect your personal teaching style and preferences
- Attend monthly 2311 meetings
- Record grades on time—do not leave for vacation without having recorded your grades
- Other supervisory requirements
- Seek approval for research
- Meet once annually with Director to discuss teaching (and teaching observation)
- Complete one classroom observation per semester (GPTIs only)
- Forward override requests to Director

Teaching: University Policies and Procedures

Conduct of the Course

Attendance

Instructors should inform students, through their policy statements and orally, that students will be expected to attend class regularly and that roll will be taken. Faculty should make explicit the consequences to grades for missed classes.

The TTU Catalog states: "Responsibility for class attendance rests with the student. Regular and punctual attendance at all scheduled classes is expected."

Generally, instructors use absence reporting forms (obtained from any of the department's administrative staff) to report students with excessive absences. Especially in lower division classes, faculty should use these forms to let students know their standing.

Except for absences due to official university business (for which the student must provide advance written notification) and absences due to religious holy days, instructors are the final arbiters of whether a student may have a given absence excused. Generally, if a student has made a good faith attempt to inform the instructor prior to the absence, describing a legitimate reason for the absence, instructors may excuse it. The Student Health Service does not provide doctors' excuses for single visits and minor health problems.

Extended Student Absence

Students should be made aware of the TTU guidelines about extended absence (TTU Catalog): "In case of an illness that will require absence from class for more than one week, the student should notify his or her academic dean. The dean's office will inform the student's instructors through the departmental office. In case of class absences because of a brief illness, the student should inform the instructor directly." If the dean's office has not notified the instructor, the student must still be allowed to re-enter class but it is purely at the instructor's discretion as to whether the extended absence will be excused or not.

Extended absences are easily documented and instructors are within their rights to ask for documentation. The Student Health Service does provide brief descriptions of illnesses requiring extended absence.

Students with Disabilities

All instructors must include a statement similar to the following on their policy sheets: "Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make any necessary arrangements. Students should present appropriate verification from Student Disability Services during the instructor's office hours. Please note: instructors are not allowed to provide classroom accommodations to a student until appropriate verification from Student Disability Services has been provided. For additional information, please contact Student Disability Services in West Hall or call 806.742.2405."

Students with a disabling condition must present appropriate verification from Student Disability Services (335 West Hall, www.depts.ttu.edu/students/sds) and give the instructor a letter from SDS that identifies reasonable accommodations. Instructors must comply with recommendations from SDS or contact that office for clarification. No accommodations are required unless and until the instructor has received this letter; accommodations are not retroactive.

Drop/Add

Students may drop/add during the third, fourth, and fifth class days of each long semester. It is especially important that you take roll during these early days of the semester to ensure that students sitting in your class are officially registered for the class. Advisors will attempt to maintain enrollment caps on sections.

Generally, we cap composition courses at 35; 2000-level courses at 30; 3000-level courses at 30; and 4000-level courses at 20. We try to spread out any "overrides" equitably. In order to maintain equitable class size, instructors must refer all requests for overrides to the appropriate academic advisor for their course.

Evaluations

Toward the end of semester, teaching evaluation forms will be distributed. If at all possible, evaluations should be completed before the last week of the semester. In no case may the evaluation be given during the final exam. Also important is that the evaluation be given in the class's regular classroom (not in the library, not in a private home). Instructors must distribute the evaluation forms to the class, designate a student to deliver them to the main English office (212) and provide that student with the large envelope on which has been written your name and the section number of your course. Instructors must then leave the room while students fill - 19 - out the evaluations, returning only after the students have returned all the forms to the designated student for delivery. If a class meets after the office is closed, the student must slip the evaluation forms under the doors to 212.

Final Exams

The official University policy on final examinations is as follows:

> Five days are to be scheduled for final examinations at the end of each long semester. Summer term final examinations are scheduled for two days. A 2 1/2 hour period of time is to be available for administering individual final examinations. Individual faculty members determine whether a final examination or some other summary submittal or performance is appropriate for the course being taught. The department strongly encourages instructors to administer some kind of final written exams.

Individual faculty members decide whether student exemptions from a final examination are appropriate.

All faculty members giving final examinations must adhere to the official scheduled time unless granted permission to deviate from the official time by the chair and the dean. Final examination schedules are printed in the Schedule of Classes for each semester. If a take-home examination is given, it must be due no earlier than the end of the scheduled examination time for the class. If a student requests an earlier examination time for a legitimate reason (e.g., military deployment, medical necessity), ask the student to put the request in writing and keep a copy with your class files. Violation of the examination policy could lead to a valid grade appeal by every student in your class.

Grade Books and Student Papers

Instructors must keep their students' major writing assignments or final exams for one long semester after final grades are submitted. In case of a grade appeal or clerical error, the papers will be available. Instructors must also retain grade books; if an instructor terminates his/her employment with TTU, that instructor must leave past grade-books with the administrative staff in 212.

Due to limited space in 212, instructors may not leave student papers in the main office. Nor may instructors ask that students submit papers through the main office (the traffic would be overwhelming).

You are required to organize and store your students' work either in a private location at your home or in your University-provided office.

Grades

Posting of Grades
TTU prohibits the posting of grades publicly. In classes with several hundred students, faculty may post grades if a substantiated random identification code known only to the student and the instructor is used. Grades must never be posted with the names, R# and/or social security numbers of students. Grades may only be posted via email with express consent from the student.

Drop (DG) and Withdrawal (W)
Students may drop a course through the 45th class day of a long semester or the 15th class day of a summer term. Undergraduate students will receive a grade of DG; graduate students will receive a grade of W. (The grade of W is given to undergraduates only if they completely withdraw from the university.) If a course has not been dropped within the specified time period, the student must complete the course and receive a grade.

Please note that some students will ask you for a drop or a withdrawal and assume they need to do nothing more if you agree: this assumption is incorrect. Students must always initiate the drop or withdraw process themselves at the Office of the Registrar. The computer system for submitting grades will not allow instructors to give students a DG or W unless the students has completed the drop or withdraw process.

Undergraduate students are allowed to drop a maximum of six courses from all Texas public institutions of higher education. The maximums do not apply to the student-initiated drop/add period at the start of the semester or to courses dropped if a student completely withdraws from the university.

Incompletes
The grade of I or Incomplete may be given by the instructor only when the student's work in the course is satisfactory but has not been completed by the end of the semester due to circumstances beyond the student's control (documented family crisis, unexpected hospitalization, etc.). The grade of Incomplete must never be given in lieu of an F. The student is to complete the work within a time frame specified by the instructor. Please complete the Graduate or Undergraduate Incomplete Contract (both available online).

Specify the work to be completed and the deadline for its completion. After the work has been completed, the instructor needs to fill out a Change of Grade form. This form must be signed by the instructor, initialed by the department chair, and then sent to the student's dean. The I may also be replaced by an R if the student repeats the course with the same or a different instructor. For undergraduate students, the I will automatically convert to a grade of F after one year if the conditions for completion of the course have not been satisfied.

Change of Grade Forms
These forms are available online. The forms must be filled out completely, printed, signed by the

instructor, initialed by the chair, and sent to the proper dean's office by campus mail (never allow the student to deliver the form). Under no circumstances may a grade of F be changed to DG or W unless the student officially dropped or withdrew from the course.

Grade Appeals

The responsibility for determining all grades and for judging the quality of academic performance in a course rests with the faculty person assigned to the course. A course grade can be formally appealed only when there is demonstrable evidence that prejudice, arbitrary or capricious action on the part of the faculty, has influenced the grade.

The burden of proof that such an unfair influence has affected a grade rests with the student who appeals the grade. Only final course grades may be formally appealed to the responsible dean. Due process will be followed in all formal grade appeal procedures.

A grade appeal may result in review of any or all aspects of a student's performance in a course.

The processing of formal grade appeals is the responsibility of the college which administers the course (Agriculture, Architecture, Arts and Sciences, Business Administration, Education, Engineering, Human Sciences, Law, Visual and Performing Arts). The decision on a grade is the responsibility of the dean of the college which administers the course, except that for students in the Graduate School the recommendation will be forwarded to the dean of the Graduate School for final disposition.

A student who believes that a grade he or she has received is incorrect should first discuss the grade with the faculty member who assigned it.

If the student is not satisfied with the outcome of this effort, then he or she may contact the Undergraduate Program Director (undergraduate students) or the Associate Chair of TCR (graduate students). This contact, like that with the faculty member, is normally informal, and the Undergraduate Program Director or the Associate Chair may take what action he or she deems advisable in attempting to resolve the issue. All parties concerned should make every effort to resolve the issue without going beyond this level.

If the student is still not satisfied following these meetings, then a formal grade appeal may be made at the office of the dean of the college administering the course. This appeal must be filed with the office of the dean using the University Grade Appeals form within 60 days of the start of the next long semester after the term in which the grade was received. The appeal must include supporting documentation. After it is filed, it will be copied, and copies will be sent to the student, the faculty person, and the chair of the department or division involved.

Students are entitled to request assistance in the preparation of the appeal.

The dean of the college will request written information about the case from the faculty involved and will present the grade appeal and this information to the college grade appeals board, whose constitution is described below. This information will also be distributed to the student, the faculty, and the chairperson

of the department or division involved. The appeals board will examine the evidence and hold what hearings and meetings it deems necessary in order to make a recommendation in the case. Due process for all parties to the dispute will be followed in these proceedings. It is not necessary for the parties to appear unless requested by the appeals board, but parties have the right to appear if they wish to do so. The appeals board will give the dean a written recommendation as to whether the grade should be changed, and, if so, to what other grade, and will make any other specific recommendations that it deems advisable in the disposition of each specific case. Board members who voted in favor of the board's decision must sign the recommendation; dissenting members may sign it if they wish.

A college grade appeals board consists of a voting chairperson, two other faculty members and two students, who will be appointed by the dean. The board considers all grade appeals occurring during the academic year. Any - 21 - member of the board who feels that his or her professional or personal relationship with either party in a grade dispute would create a hindrance to objective judgment or a conflict of interest must disqualify him/herself, and a replacement for that appeal will be chosen by the dean.

The dean of the college may attend meetings of the appeals board and presentations of evidence to it. He/she may request presentations of evidence, but must not be present during the board's deliberation of its final recommendation. In a case involving a law student, the grade appeal process is as specified in the above procedures. In a case involving a student in the Graduate School, the appeal is processed through the college administering the course with the grade decision being forwarded to the Dean of the Graduate School for final disposition.

Taking into account the recommendation(s) of the appeals board, the dean of the college administering the course will make a decision on the grade appeal and send it in writing to the student, the faculty, the chairperson of the grade appeals board, and the VPAAR. If the decision is that the grade should be changed, the dean will take appropriate action which includes notifying the faculty member.

An appeal of the dean's decision may be made to the VPAAR, either by the student or by the faculty, but only on the basis that due process has not been followed. The University Academic Affairs Committee will act as a hearing board in such appeals.

A copy of OP 34.03 will be provided to each student initiating a grade appeal.

Ethics, Academic Integrity, and Civility in the Classroom

Faculty are encouraged to include a statement in their course syllabus related to classroom behavioral expectations such as:

> "Students are expected to assist in maintaining a classroom environment that is conducive to learning. In order to assure that all students have the opportunity to gain from time spent in class, unless otherwise approved by the instructor, students are prohibited from engaging in any form of distraction. Inappropriate behavior in the classroom may result in a directive to leave class."

Also refer students to the department's [statement on ethics](#).

Disruptive Student Behavior

The best way for instructors to deal with behavior deemed disruptive (chatting with other students; rattling newspapers; producing loud sighs; dominating class discussion; habitually arguing; and so on) is to speak with the student after class and indicate that such behavior will not be tolerated in the future. If the behavior persists, it should be reported to the relevant Associate Chair or Director of the program.

Threatening Student Behavior

Under no circumstances should instructors physically or emotionally confront dangerous students. No instructor is obliged to continue instructing or even talking to a student who demonstrates a threatening manner. Report such behavior as soon as possible to the Chair or Associate Chair. In emergencies, call the TTU Police at 9-911.

While countless resources exist to help students adjust to college life and the additional stress it may create, students may still find themselves at risk, without an awareness of these resources. One of the ways Texas Tech University is addressing these issues is through the work of the [Behavioral Intervention Team (BIT)](#). In order to promote the safety and health of its students, the BIT addresses student behaviors that are disruptive and may include mental health and/or safety issues.

Cheating and Plagiarism

From [Student Affairs Handbook](#):

"Academic dishonesty" includes, but is not limited to, cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts and any act or attempted act designed to give unfair academic advantage to oneself or another student.

    a. "Cheating" includes, but is not limited to,

1. Copying from another student's academic work, test, quiz, or other assignment
2. Receiving assistance from and/or seeking aid from another student or individual to complete academic work, test, quiz, or other assignment without authority.
3. The use or possession of materials or devices during academic work, test, quiz or other assignment which are not authorized by the person administering the academic work, test, quiz, or other assignment
4. Possessing, using, buying, stealing, transporting, selling or soliciting in whole or in part items including, but not limited to, the contents of an unadministered test, test key, homework solution, or computer program/ software. Possession, at any time, of current or previous test materials without the instructor's permission.
5. Obtaining by any means, or coercing another person to obtain items including, but not limited to, an unadministered test, test key, homework solution or computer program/software, or information about an unadministered test, test key, homework solution or computer program.

6. Transmitting or receiving information about the contents of academic work, test, quiz, or other assignment with another individual who has completed or will complete the academic work, test, quiz, or other assignment without authority.
7. Substituting for another person, or permitting another person to substitute for oneself in order to take a course, take a test, quiz or other assignment or sign in/register attendance.
8. Taking, keeping, misplacing, damaging or altering the property of the University or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct.
9. Falsifying research data, laboratory reports, and/or other academic work offered for credit.
10. Failing to comply with instructions given by the person administering the test b.

b. "Plagiarism" includes, but is not limited to,
1. The representation of words, ideas, illustrations, structure, computer code, other expression or media of another as one's own and/or failing to properly cite direct, paraphrased or summarized materials.
2. Self-plagiarism which involves the submission of the same academic work more than once without the prior permission of the instructor and/or failure to correctly cite previous work written by the same student.

c. "Collusion" includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

d. "Falsifying academic records" includes, but is not limited to,
1. Altering or assisting in the altering of any official record of the University and/or submitting false information.
2. Omitting requested information that is required for, or related to, any official record of the University.

e. "Misrepresenting facts" to the university or an agent of the university includes, but is not limited to:
1. Providing false grades, resumes, or other academic information.
2. Providing false or misleading information or documentation in an effort to receive a postponement or an extension on academic work, test, quiz, other assignment, or credit for attendance in order to obtain an academic or financial benefit for oneself or another individual
3. Providing false or misleading information in an effort to injure another student academically or financially.

Instructors are responsible for initiating action in each case of dishonesty or plagiarism that occurs in classes. In cases of convincing evidence of or admitted academic dishonesty or

plagiarism, an instructor should take appropriate action as described below. Before taking such action, however, the instructor should attempt to discuss the matter with the student. If cheating is suspected on a final exam, the instructor should submit an X grade until a reasonable attempt can be made to contact the student, preferably within one month after the end of the semester.

In cases in which guilt is admitted by the student or determined by the instructor, after attempting to contact the student, he or she may give the offending student a failing grade on the assignment or a failing grade in a course. When a student is given a failing grade in a course as a result of academic dishonesty or plagiarism, the instructor shall report the facts of the case and the action to be taken against the student in writing to the instructor's department chairperson.

A Guide for Faculty with regard to all issues including academic integrity is available at the Office of Student Integrity.

The disciplinary penalty or grade of F shall not be implemented until the disciplinary procedures or grade appeal process has been exhausted. A student may continue academic class and course work until a final decision is made.

A written report of any additional disciplinary action taken by the Dean of Students Office will be sent to the appropriate Academic Dean's Office and to the student. The final results of a grade appeal in such matters shall be reported to the faculty person by the appropriate Academic Dean in the manner required by the grade appeals procedure, and to the Dean of Students Office: http://www.depts.ttu.edu/dos/ In cases in which a charge of academic dishonesty is sustained, the recommended disciplinary action will be enforced and/or a grade of F reported.

In cases in which a charge of academic dishonesty is not sustained, no disciplinary action will be taken, and the student will be entitled to the grade he or she would have received in the absence of a finding of dishonesty. In addition, the student will be allowed to continue in the particular course without prejudice.

Instructors are responsible for initiating action in each case of dishonesty or plagiarism that occurs in classes. In cases of convincing evidence of or admitted academic dishonesty or plagiarism, an instructor should take appropriate action as described below. Before taking such action, however, the instructor should attempt to discuss the matter with the student. If cheating is suspected on a final exam, the instructor should submit an X grade until a reasonable attempt can be made to contact the student, preferably within one month after the end of the semester.

In cases in which guilt is admitted by the student or determined by the instructor, after attempting to contact the student, he or she may give the offending student a failing grade on the assignment or a failing grade in a course. When a student is given a failing grade in a course as a result of academic dishonesty or plagiarism, the instructor shall report the facts of the case and the action to be taken against the student in writing to the instructor's department chairperson.

If the instructor elects to submit a report to the Dean of Students, the Dean shall retain a copy of this report in his or her discipline files. The student will have the right to appeal the receipt of a

failing grade in a course through the established grade appeal procedure. The student may not appeal a failing grade given for a class assignment.

In cases of flagrant or repeated violations, instructors may recommend to the Dean of Students, through the department and the Academic Dean's Office, further disciplinary action pursuant to current disciplinary policy and procedure. In addition, The Academic Dean or the Dean of Students may initiate disciplinary action for flagrant or repeated violations.

A student referred to the Dean of Students Office for disciplinary action for academic dishonesty is entitled to all substantive and procedural guarantees, including, but not limited to, notice and hearing.

The disciplinary penalty or grade of F shall not be implemented until the disciplinary procedures or grade appeal process has been exhausted. A student may continue academic class and course work until a final decision is made.

A written report of any additional disciplinary action taken by the Dean of Students Office will be sent to the appropriate Academic Dean's Office and to the student. The final results of a grade appeal in such matters shall be reported to the faculty person by the appropriate Academic Dean in the manner required by the grade appeals procedure, and to the Dean of Students Office.

In cases in which a charge of academic dishonesty is sustained, the recommended disciplinary action will be enforced and/or a grade of F reported. In cases in which a charge of academic dishonesty is not sustained, no disciplinary action will be taken, and the student will be entitled to the grade he or she would have received in the absence of a finding of dishonesty. In addition, the student will be allowed to continue in the particular course without prejudice.

Support Programs

Graduate Student Writing Center

The Graduate Center is a 6000-sq. ft. facility dedicated for the exclusive use by Texas Tech's Graduate Students and Postdoctoral Fellows. The center is located at the heart of the Lubbock campus and serves as a hub for professional and career development and graduate student and postdoctoral life activities. A full listing of programming is available on the Graduate Events Calendar.

The Graduate Center is host to numerous academic support services including the Graduate Student Writing Center. The Center provides range of facilities including computer lab, meeting space, and an abundant amount of networking, leisure, and work space. The facility is open to all graduate students and postdoctoral fellows 24/7 and 365 days a year with a single swipe of your Texas Tech ID.

University Writing Center

The [University Writing Center](#), located on the 1st floor, east wing of the English Building (175), provides students with individual tutoring in both reading and writing. Tutors do not write papers for students or proofread final drafts, but they will assist students in understanding and completing specific assignments or in developing general reading and writing skills. Students may come to the Writing Center on their own or on the recommendation of their teachers. In addition, the University Writing Center has an on-line service. Hours of operation are Monday through Friday 9-5.Writing Center. For further information, please contact the Director of the University Writing Center.

Student Counseling Center

The [Student Counseling Center](#) (201 Student Wellness Center, 742-3674, www.depts.ttu.edu/scc) provides psychological counseling, including individual and group therapy. Students at all levels, many of them on their own for the first time, are especially susceptible to the pressures of academic and social life. Teachers in the Department of English often are able to know their students personally and can sometimes spot those having severe personal problems. If in doubt about what to do for a student, please confer with the Associate Chair.

Student Disability Services

Students with learning disabilities and/or attention deficit/hyperactivity disorder may consult with tutors in [this office](#) (335 West Hall, 742-2405, www.depts.ttu.edu/students/sds). Texas Tech University does not provide comprehensive testing for either learning disabilities or attention deficit disorders. Testing for learning disabilities and attention deficit disorders must be obtained through an appropriate professional. Students are responsible for locating and selecting their own diagnosticians and physicians.

Other Employment Opportunities

On occasion, other positions become available to graduate students. Each of these positions requires you to undergo a formal and competitive application process. Vacant positions are announced via the TC listserv. All assistantships are dependent upon departmental and faculty need as well as funding. These assistant opportunities may include the following:

- Lab assistants
    - IT, Usability, Media Lab
    - Typically ¼ time combined with ¼ time teaching assignment
- Assistant Administration opportunities
    - Assistant directors with different focuses (ie undergraduate studies, graduate studies, English 2311)
    - Typically ¼ time combined with ¼ time teaching assignment
- Research assistants
    - Time commitment dependent upon faculty member's funding and needs
- Writing Center tutor
    - Typically ¼ time combined with ¼ time teaching assignment

Office policies/procedures

Upon preparing for your first semester at Texas Tech, you will need to visit with Quita Melcher (quita.melcher@ttu.edu) in the English Department's main office. She will assign you an office and check office and building keys out to you. Below are some basic guidelines/policies for your office use.

What do you do when you don't like your officemate?
In the event that you experience unresolvable conflict with your officemate(s), you may request a change of office. To do this, contact Quita Melcher.

What about the furniture? Can I move them or take them out?
You may move the furniture around within your office as is agreed upon by you and your officemate(s), but you may not remove any furniture from your office. If you have any problems with office furniture or would like to discuss removing office furniture from your office, you must contact Quita Melcher.

Can I decorate my office?
Yes, you are welcome to decorate your office space however you see fit as long as your décor is not offensive. You are limited to utilizing small poster tacks and poster putty that will not damage the wall or the paint.

**Keep your office clean and tidy at all times.**

Most of you share offices with other students and it is imperative you keep your space clean and tidy. Dirty offices invite roaches and make the space uninviting. If you move from one office to another, you are required to remove all of your old belongings and dispose of them accordingly.

What about the computers in the office?
All department computers are secured with cables and cannot be easily moved within your office. The location of each office computer is also limited because of the static location of the Ethernet cable. You are asked to keep your office computer where it currently sits, but if you want to move it please contact the English IT department by submitting an IT trouble ticket with the request. If needed, you will be contacted to clarify your request.

What about printing?
You are allowed 500 prints each semester. Each double-sided print counts as two prints, not one print. Your quota is reset at the beginning of each semester. If you discover that your print allowance is not reset or is set at the default 60 pages that means your account is not assigned to the correct print group. Please submit an IT trouble ticket and the issue will be resolved.
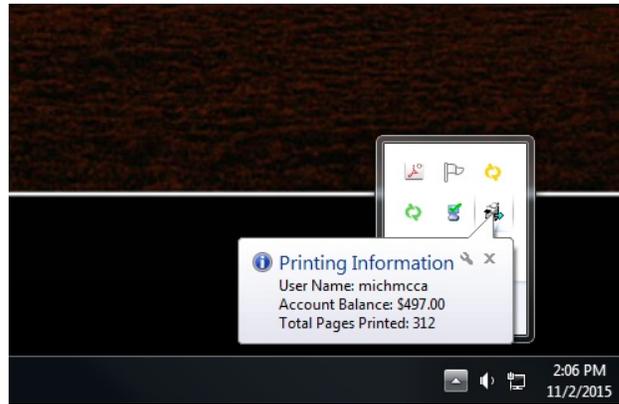
When printing, this is what you should see in the lower right hand corner of your computer screen. The total pages printed will show the number of pages you have printed cumulatively since you started graduate school at Texas Tech.

What if something breaks?
Accidents happen, and when they do you are expected to contact the appropriate person to report the incident. If you have any issues with your office or office furniture, please contact Quita Melcher in the English department's main office. If you have computer-related issues, please report the incident by submitting a trouble ticket to the English department's IT office or contact Brandon Sires.

You as a Professional

Professional Decorum: Professional decorum with peers, faculty, and as a representative of TTU TCR

The Texas Tech TCR program prides itself on being one of the best in the nation with top-notch faculty, intellectually curious and diverse students, and an excellent reputation. As a graduate student, you too are part of our community. As such, you should remember to comport yourself in a professional, ethical, and compassionate manner when interacting with any faculty, staff, peer, or community member.

We are a community of learners and teachers. We all have something to teach each other, and we all have much to learn from one another. We are a supportive community, and our advisors and administrative faculty maintain an open door policy. Should you have any concerns or questions, please do not hesitate to discuss them with the appropriate person or, if you don't know who to speak with, contact the Associate Chair-TCR.

You are expected to hold yourself in the highest standard - after all, you are among the best and the brightest in TCR. As such, you should behave in ways that benefits both the people and the profession you are joining:

- Be prompt to class and any meetings with faculty, staff, and peers.
- Put care and thought into your coursework, including during in-class discussions
- Be honest in both your academic work and your professional relationships
- Be curious about what you are learning and each other's ideas
- Accept responsibility for your own choices - both good and bad
- Follow the rules - whether they are set by administration, directors, your teachers, or by law
- Share your ideas and engage in intellectual discovery with your peers and faculty members often - collaboration is a big part of the TCR community
- Use the proper communication tools when sharing personal information about yourself or when engaging in discussions about yourself, peers, faculty, staff, your own students, course content, or Texas Tech.

Professional Organizations

As you develop your professional or academic identity, you may want to consider joining one or more professional organizations and attending their conferences. For example, TCR students can join and present at the following organizations listed below. Please note that this is not an exhaustive list and there

are many other suitable organizations you may wish to join.

- Society for Technical Communication (STC)
  - Visit the local chapter's site
  - Visit the national organization's site
- Association of Teachers of Technical Writing (ATTW)
  - Visit the national organization's site
  - Visit the annual conference's site
- Institute of Electrical and Electronics Engineers (IEEE)
  - Visit the national organization's site
- Council for Programs in Technical and Scientific Communication (CPTSC)
  - Visit the annual conference site
- National Council for Teachers of English (NCTE)
  - Visit the national organization's site
  - Visit the annual conference site
- American Medical Writer's Association (AMWA)
  - Visit the national organization's site
- SigDOC
  - Visit the national organization's site
  - Visit the annual conference site
- Rhetoric Society of America (RSA)
  - Visit the national organization's site

TCR Administration and Staff

Position	Name	Room	Telephone	Email
Associate Chair and Director of TCR	Kelli Cargile Cook	363A	806.834.6090	Kelli.cargile-cook@ttu.edu
Program Directors				
TCR Associate Director and Graduate Advisor	Christiana Christofides	478	806.834.5236	Christiana.christofides@ttu.edu
TCR Director of Graduate Studies	Greg Wilson	312D	806.834.0267	Greg.wilson@ttu.edu
TCR Director of Undergraduate Studies	Kristen Moore	484	806.834.6305	kristen.moore@ttu.edu
Director of First-Year Writing	Susan Lang	488	806.834.8194	Susan.lang@ttu.edu
Associate Director of First-Year Writing	Monica Norris	211D	806.742.2500 x 243	Monica.norris@ttu.edu
Administrative Support				
Building Maintenance, Room Bookings, and Travel	Ashley Olguin	212B	806.834.7359	Ashley.olguin@ttu.edu
Computing and Information Technology	Brandon Sires	356	806.834.6019	Brandon.sires@ttu.edu
Graduate Program Assistant	Quita Melcher	212E	806.834.2983	Quita.melcher@ttu.edu
Lead Specialist	Suzi Duffy	212C	806.834.5471	Suzi.duffy@ttu.edu
Personnel, Payroll, and Budgets	Juanita Ramirez	212G	806.834.5375	Juanita.ramirez@ttu.edu

Faculty

For more information about individual faculty members, please click on the name to visit his or her individual faculty profile page.

Ken Baake

Craig Baehr

Kelli Cargile Cook

Rachel Wolford

Kendall Gerdes

Angela Eaton

Michael Faris

Susan Lang

Kristen R. Moore

Rich Rice

Rebecca Rickly

Abigail Selzer King

Brian Still

Greg Wilson

Sean Zdenek