

Counselor Education

***Admitted Student Handbook***

***for***

***PhD Graduate Study***

***in***

***Counselor Education***

**2019-2020**

# Texas Tech University

**Department of Educational Psychology & Leadership**

**Counselor Education Program**

[**www.educ.ttu.edu/epce**](http://www.educ.ttu.edu/epce)

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08-2018

Preface

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

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

Although this *Handbook* provides an overview of the policies, procedures, and requirements of the Counselor Education program, the *Handbook* cannot be viewed as having all of the answers. Instead students must seek answers to questions from other sources including, although not limited to, the Counselor Education program faculty, the COE Office of Graduate Studies and Research (EDUC, Room 109, Ph. 806-834-2751), and the Texas Tech University Graduate School (3rd Floor, Administration Building). While the Counselor Education faculty advisors are knowledgeable about the policies, procedures, and requirements, the primary responsibility for reading and following correct policies and procedures remains with the student, not the faculty.

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

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

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Introduction

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

**Mission**

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

At the PhD level, preparing doctoral students for the leadership roles they will play in the counseling field and training them as counselor educators who ascribe to the highest standards in counseling ethical standards and practice is of paramount importance. The training of counselor educators and leaders in the counseling field is implicit in the Mission Statement of the Counselor Education Program.

**The Model**

At the PhD level, the outcome for the graduates is that they can develop and implement an Advocacy and Social Justice Leadership Plan. This model complements the College of Education theme, Leading a Revolution in American Education, for inherent in this theme is the concept of change in the preparation of educators. Similarly, inherent in the Counselor Education mission is the intent to target higher order outcomes to involve change that will enhance the employability and success of the graduates when they enter their careers as professional counselors.

Trademark Outcomes

The Counselor Education faculty identified the following Trademark Outcomes for the MEd programs:

For School Counseling, the Trademark Outcome is:

* *Implement current field based and legislative issues impacting school counselors including HB5 and the American School Counselor Association (ASCA) National Model, a model whereby school counselors create, implement and evaluate the impact of value-added programs and services responsive to the needs of the school and all stake-holders.*

For Clinical Mental Health Counseling, the Trademark Outcome Is:

* *Create, implement and evaluate the impact of treatment plans and programs to serve the needs of clients, communities, and agencies where our graduates are employed.*

The Counselor Education faculty identified the following trademark skill for the PhD program:

For the PhD, the Trademark Outcome is:

* *Implementation of Advocacy and Justice Leadership activities that impact the needs of institutions of higher education, communities, schools (P-12), and the counseling profession.*

Graduate Faculty

|  |  |
| --- | --- |
|  | **Research Interests** |
| Loretta J. Bradley, PhD  Paul Whitfield Horn Professor  [loretta.bradley@ttu.edu](mailto:Loretta.bradley@ttu.edu)  806-834-1031 | Counselor Supervision; career counseling; ethics; grief and loss; pluralism/multicultural counseling; counseling women across the life span; adolescent development; adult development |
| Charles Crews, PhD  Associate Professor  [charles.crews@ttu.edu](mailto:charles.crews@ttu.edu)  806-834-4149  C. Bret Hendricks, EdD  Professor and Coordinator  [bret.hendricks@ttu.edu](mailto:Bret.hendricks@ttu.edu)  806-834-1744  Ian Lertora, PhD  Assistant Professor  [ian.lertora@ttu.edu](mailto:ian.lertora@ttu.edu)  806-834-8049 | Professional School Counseling; legal and ethical issues; child and adolescent issues; gun violence; addictions; psychopathology, juvenile criminal justice; death and dying; crisis counseling  Couple and family counseling; wellness; and counseling ethics  International student transition experiences; transition support for first generation, low income, and/or disabled students; play therapy; marriage and family |
| aretha marbley, PhD  Professor  [aretha.marbley@ttu.edu](mailto:Aretha.marbley@ttu.edu)  806-834-5541 | Critical global multicultural-social justice advocacy activism in mental health: human/social, cultural rights, marginality, intersectionality of identities, counter-stories of silenced voices, womanist and feminist voice, cultural competency |
| Nicole Noble, PhD  Assistant Professor  [nicole.noble@ttu.edu](mailto:nicole.noble@ttu.edu)  806-834-7629 | Counseling unique populations, ethical concerns in counseling, counseling twins, twins’ development |

Program Objectives

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

### Program Objectives for Counseling

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

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

Overview of Counselor Education Program

The Counselor Education Program offers two degrees, master’s (MEd) and doctoral (PhD), and a Counselor Education certificate for post-master's level students seeking Texas School Counselor Certification (post-master’s level students seeking certification only must be admitted to the Counselor Education Program). The program also offers two graduate counseling certificates: the Mental Health Certificate and the College Student Counseling Certificate in conjunction with the Graduate School; please note that these are certificates, not **certifications**, and they do not substitute for a license or certification. The Counselor Education Program has three tracks. Two counseling tracks, School Counseling and Clinical Mental Health Counseling, are offered at the master’s level; the third track, Counselor Education, is available at the doctoral level. The Counselor Education faculty prepares the program graduates to be counselors, not psychologists. Therefore, the program is not designed to prepare students for licensure as psychologists. Students desiring to be licensed as a psychologist should apply to a psychology program. This program, however, does provide the academic coursework that satisfies the requirements for Licensed Professional Counselor (LPC) in Texas or certification as a School Counselor in Texas. Additionally, the PhD in Counselor Education prepares students to assume leadership positions in Counselor Education and to acquire skills in teaching, research, and service roles.

**Doctor of Philosophy Degree (PhD)**. This degree requires a minimum of 94 hours and a maximum of 99 semester hours (a maximum of 30 hours may be transferred from the student’s Master’s degree (CACREP approved) with the Graduate School’s approval). On an individual basis, sometimes, non-CACREP program course credits may be accepted for transfer. The emphasis is on advanced study of counseling theory, practice, research, and the teaching of counseling skills. Graduates of the program are equipped with advanced-level skills to work as counselors in a variety of educational and agency settings and counselor educators in colleges and universities. This program builds on the MEd Counselor Education Program and focuses on developing the student's professional competencies through doctoral level coursework. Completion of this program does not qualify the student to sit for licensure as a psychologist. However, doctoral students with appropriate coursework are eligible to take the LPC exam in Texas. Final approval for the LPC is made by the LPC Board in Austin, Texas.

The Counselor Education faculty identified the following trademark skill for the PhD program:

For the PhD, the trademark skill is:

* *Implementation of Advocacy and Justice Leadership activities that impact the needs of institutions of higher education, communities, schools (P-12), and the counseling profession.*

Organization of Graduate Study at Texas Tech University

**Texas Tech University Graduate School (**[**www.depts.ttu.edu/gradschool**](http://www.depts.ttu.edu/gradschool)**)**

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

**College of Education Office of Graduate Studies and Research**

The College of Education Office of Graduate Studies and Research, located in EDUC Room 109  
(806-834-2751), is directed by the Associate Dean for Graduate Education and Research. The Associate Dean reports to the Dean of the College of Education and is responsible for administering policies, rules, and regulations pertaining to graduate degree programs in the College of Education.

**Department of Educational Psychology and Leadership**

The Department of Educational Psychology and Leadership is one of three departments (the others are the Department of Curriculum and Instruction and Teacher Education) in the College of Education. The Department consists of six programs in which counseling is one of the programs. The Department Chair is Dr. Hansel Burley. Each of the six programs including counseling is coordinated by a Program Coordinator.

**Counselor Education Program (**[**www.educ.ttu.edu/epce**](http://www.educ.ttu.edu/epce)**)**

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

Admissions Procedures

Admission to the Counselor Education program is highly competitive and some excellent students are not accepted for admission. The admission process requires submission of a completed application through the Graduate School. When the application is completed (i.e., all required material is submitted), the application will be reviewed by the Counselor Education faculty to select those students invited for a face-to-face interview. Information from the application and the interview determine which applicants are admitted to the PhD cohort.

Students interested in applying for admission may contact the COE Office of Graduate Studies and Research (806-834-2751) and request information about application process for the Counselor Education, or the applicant may go directly to the College of Education website ([www.educ.ttu.edu](http://www.educ.ttu.edu)) and check the information on the application process.

Although academic qualifications are important, they are not the only criteria for admission and retention in the Counselor Education program. Throughout the student’s training, the faculty will assess the student’s interpersonal skills, professional and ethical behavior, as well as overall compatibility with both the Counselor Education program and the counseling profession (see Retention Procedures and Retention Policy, pages 12 and 13). At the PhD level, it is recommended that the applicant have at least one year (preferably 2-3 years) of paid, work experience in the counseling profession.

**Admission to the Graduate School**

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

**NOTE**: The standards for admission to the Counselor Education Program are more extensive than those for admission to the Graduate School. Admission to the Graduate School does not automatically mean that a student will be admitted to the Counselor Education program. Full admission to the program requires admission by both the Graduate School and the Counselor Education program. Please note that some credit hours from a CACREP approved program will be reviewed for transfer credit. Transfer credit from a non-CACREP approved program will be reviewed on an individual basis.

**Admission to the Counselor Education Program**

The Counselor Education program reviews applications using a holistic approach. Thus, more than one factor is considered in the review process. The three letters of recommendation required for the application must be completed by professionals (cannot be friends or family) and should indicate the applicant’s potential for a career in counseling. The applicant’s statement should be specific in terms of desire/interest/experience for becoming a counselor. Likewise, the resume should be specific and include such information as education, experience, etc. Typically, successful applicants have an undergraduate GPA of at least 3.0 (4.0 point scale) and a master’s GPA of at least 3.5 (4.0 point scale). GRE scores for successful applicants are typically 154 or above on the verbal scale, 145 or above on the quantitative scale, and 3.5 or above in writing. Additionally, GRE scores may not be more than five (5) years old at the time of the application. Failure to submit the GRE scores will result in the application not being reviewed. Further, it is recommended that applicants have at least one year (preferably 2-3 years) of paid, work experience in the counseling profession prior to enrolling in the Counselor Education program.

Please note that requirements for admission to the Counselor Education program include an earned master’s degree in counseling or a closely related field. Applicants must have completed a clinical internship in their field (i.e., an internship in which the applicant worked directly with clients in a clinical setting). Applicants should have two years’ experience in their field prior to application.

Additionally, doctoral students are admitted into a cohort of a minimum of 12-15 students. If the program faculty members do not receive applications from a minimum of 12-15 students eligible for admission into the PhD program, the students will not be admitted that semester. That is, students are admitted as a cohort group of 12-15 students, not by individual admission. Cohorts are only admitted in the Fall semester.

As stated previously, the Counselor Education Program has admission standards and procedures beyond the minimum required by the TTU Graduate School. These standards and procedures are outlined in the application information online at [www.educ.ttu.edu](http://www.educ.ttu.edu). All applications for the Counselor Education programs are now online.

**Application Deadlines.** The deadline for application to the PhD program in Counselor Education is January 1st. Applications completed on or before January 1st will be reviewed by faculty for admission to the next doctoral cohort. Late applications may be considered on a case-by-case basis, but there is no guarantee of review.

**Applicant Interview.** All applicants in consideration for admission to the PhD program will come to Texas Tech University for an interview by the entire Counselor Education faculty. This will be conducted on a date specified by the faculty, and applicant attendance is mandatory. If an applicant cannot attend in person, Skype or FaceTime will be considered for approval.

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

**Admissions Decisions**

Because a large number of well qualified students apply to the doctoral-level Counselor Education Program, admission to the Counselor Education Program is competitive; therefore all applicants who meet minimum requirements may not be admitted. Admission to the doctoral program is usually limited to a cohort with maximum of 15 students. Please note that the Counselor Education program may not admit a doctoral cohort every year.

In addition to academic requirements (GRE, GPA and coursework), the Counselor Education faculty considers several non-academic factors in their admissions recommendations. The faculty recommends (but does not necessarily require) that applicants to the PhD Program have one to two years paid work and/or volunteer experience in counseling following the awarding of their Master’s Degree. Admission is dependent upon, although not limited to, strong recommendations from other professionals, especially faculty, evidence of very good interpersonal skills and ethical behaviors, attitude toward, motivation for, and interest in the Counselor Education Program at Texas Tech University. Thus the Counselor Education faculty's paramount goal is to accept those applicants having the academic and personal attributes necessary for success in the Counselor Education Program at Texas Tech University, and following graduation, success in the Counselor Education profession (see Prospective Counselor Education Handbook found on the Counselor Education Web Site [www.educ.ttu.edu](http://www.educ.ttu.edu) for additional information).

**Admissions Appeals**

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

Probation, Suspension, and Dismissal

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

**Immediate Dismissal**

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

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

**Academic Performance Evaluation**

All students enrolled in the Counselor Education Program must achieve and maintain a high level of academic performance. A Grade Point Average (GPA) of 3.0 (4.0 = A) is required for graduation. **If a student earns a grade of C in any graduate class, he or she will be required to repeat that course.** Please note: this course cannot be repeated as an independent study nor can it be repeated at another university. Students earning a grade below C in a course are required to meet with their faculty advisor and/or all EPCE faculty to discuss the circumstances resulting in the grade and to discuss their present and future status in the program. If a meeting occurs between the student and advisor (Counselor Education faculty), the Counselor Education faculty member will discuss the meeting with the entire Counselor Education faculty who will review and make recommendations (e.g., remedial coursework, suspension, probation, dismissal) about the student's status in the Counselor Education Program. In instances where the student's GPA is below 3.0, the faculty will recommend dismissal from the program. **Students earning a grade of Fail in techniques, practicum, or internship class graded pass/fail or a C or below in techniques, practicum, or internship graded by letter grades A - F will be terminated from the Counselor Education Program.** Students terminated may file an appeal by following the Texas Tech University Grade Appeals Procedures available from the COE Office of Graduate Studies and Research (EDUC Room 105) or the Student Appeals/Grievance Procedures outlined in this *Handbook*.

**Non-Academic Performance Evaluation**

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

Retention Policy

The 2014 *American Counseling Association Code of Ethics* states:

Counselor Educators, throughout ongoing evaluation and appraisal, are aware of and address the inability of some students to achieve counseling competencies. Counselor educators do the following: (1) assist students in securing remedial assistance when needed; (2) seek professional consultation and document their decision to dismiss or refer students for assistance; and (3) ensure that students have recourse in a timely manner to address decisions requiring them to seek assistance or to dismiss them and provide students with due process according to institutional policies and procedures. (Section F.9.b)

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

### Retention Procedures

**Informal Procedures:**

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

**Formal Procedures:**

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

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

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

Student Appeals/Grievance Procedures

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

**Purpose**:

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

**Academic Related Appeals**

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

**Procedure:**

1. The student consults with the involved faculty member(s) to try to resolve the issue at an informal level. In instances like admissions and retention where the total program faculty is involved in the decision, the student contacts the program coordinator and requests a meeting with the total program faculty. Seven working days before the meeting with the faculty, the student provides a letter to the faculty explaining his/her concerns.

2. The faculty member(s) considers the student's petition and seeks a resolution of the issue. The student is informed in writing of the decision. In instances where the academic decision was made by the program faculty, the faculty members meet to resolve the issue. The student is informed in writing of the decision, and a copy of the letter is sent to the Department Chairperson.

3. If the student is satisfied with the outcome of the decision in Step 2, the procedure ends.

4. If the student is not satisfied with the outcome of the decision in Step 2, he/she may file a formal, written appeal/grievance to the Department Chairperson.

5. Students considering and/or deciding to file an appeal/grievance against a faculty member(s) contacts the Department Chairperson (EDUC, Room 105) and obtains information on procedures required for filing a grievance.

6. The Department Chairperson appoints a Program Appeals/Grievances Committee composed of at least two faculty and one student from the Counselor Education program area. In instances like admissions, retention, etc. where the decision is made by the total program faculty and therefore the appeal/grievance is filed against several faculty members, the Department Chairperson will appoint an Appeals/Grievance Committee composed of at least two faculty and one student from the department (Educational Psychology and Leadership).

7. Within ten (10) working days of the date of the student's written formal appeal/grievance, the Committee will meet using the following guidelines:

a. It is the responsibility of the student to provide evidence to substantiate the grievance as valid.

b. The Committee will inform the student and involved faculty member(s) of the date, time, and place of the committee's meeting(s). Although not required to attend all meetings, the involved parties may attend.

c. The Committee will interview the student and involved faculty members(s).

d. Minutes of the meetings of the Committee will be filed in the Department Chairperson's office. Copies of the minutes will be available to the student filing the appeal/grievance and involved faculty member(s).

8. Within ten (10) working days of its final meeting, the Committee will send a letter outlining its recommendations to the Department Chairperson.

9. Within ten (10) days of receipt of the Committee's recommendation, the Department Chairperson will notify the student and involved faculty member(s) of his/her decision.

10. If the student is satisfied with the decision in Step 9, the procedure ends. If the student is not satisfied, he/she may appeal to the Dean of Education.

The Counselor Education Program endorses and implements the Admissions Appeals procedures established by the COE Graduate Studies Committee. Procedures for filing an appeal may be obtained from the Office of Graduate Studies and Research (EDUC, Room 109).

**Non-Academic Related Appeals/Grievances**

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

**Procedures:**

1. The procedures for filing a non-academic related appeal/grievance will normally follow Steps 1-10 as outlined in procedures for filing an Academic Related Grievance.

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

Doctor of Philosophy (PhD) Degree

The doctoral degree program (PhD) in Counselor Education provides an opportunity for students having a master’s degree in counseling or related field to pursue advanced training in counseling. The emphasis is on advanced training in such areas as counseling theory, counseling practice, assessment, research, and the training of counseling professionals. A maximum of 99 graduate semester hours (and a minimum of 94 hours) are required for the doctoral degree (a maximum of 30 hours may be transferred from the master’s degree). The coursework is divided into the following major areas: foundations, research/statistics, basic counseling core, advanced counseling core, specialization/minor, internship, other clinical courses, and dissertation. **Please note that an independent study course cannot be taken to meet the course requirements for any required class (this means independent study will not be allowed for any course in the 94 hours required for the PhD, i.e. in the areas of foundations, research, statistics, basic counseling core, advanced counseling core, clinical courses, or specialization/minor.** In addition to successful completion of coursework, the doctoral program requires successful completion of a preliminary assessment, qualifying examination, independent research culminating in a dissertation, and successful defense of the dissertation. There is one track, the basic counseling doctoral program. Figure 1 lists the course requirements for a PhD degree. Appendix C provides a listing of prerequisites for counseling classes. Students should check with their advisor as these prerequisites may change.

The doctoral program (PhD) in Counselor Education is designed to prepare students for professional positions as faculty members, administrators, counseling practitioners, counseling directors, researchers, supervisors, and consultants at the highest degree of expertise. The program utilizes study of advanced theory, research, and practice, as well as intensive supervision to develop knowledge and skills. The degree includes a **minimum of** **94 hours and a maximum of 99 graduate semester hours.** Students may not enroll in independent study classes to meet the coursework requirements for the PhD. That is, classes in the research, foundations, counselor education core, minor, or specialization areas can NOT be taken as independent study. Please note a minimum of 12 hours (EPCE 8000) is required for the dissertation. A master’s degree (minimum of 48 hours) in counseling (or its equivalent) is required for admission to the program. In some cases, leveling coursework may be required if a student has not graduated from a CACREP accredited program.

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

**Transfer credit.** Work completed in the doctoral program of another recognized CACREP accredited graduate school will be considered on the recommendation of the Director of the PhD Program. Doctoral students may transfer in a maximum of 30 semester hours (from either PhD or Master’s programs). **PLEASE NOTE: Transfer credit will not be granted for the PhD Counselor Education Core courses** (see page 21). **The 27 hour PhD Counselor Education Core course requirements must be taken in the Counselor Education Program at TTU.**

Transfer credit from the master’s program will be considered on an individual basis. Students who wish to transfer a course must provide the faculty with a copy of their transcripts and copies of the syllabi for the courses they wish to have considered. Courses considered for transfer credit from another college/university must have an equivalent course at Texas Tech. Additionally, no course may be transferred in if that has a grade lower than a B; further, courses graded as pass/fail are not eligible for transfer. Courses on the degree plan may not be more than six (6) years old. In no instance can transfer credit reduce the minimum residence requirements. Information concerning residence requirements is available in the current *TTU Graduate Catalog*. Please note that no transfer credit will be accepted for any courses in the 27-hour Counselor Education core.Additionally, please note that a course taken by independent study cannot be transferred to TTU. Further, an independent study course cannot be taken at TTU to meet PhD requirements for any required class. Thus, an independent study course will not be allowed for any course in the required 94 hours for the PhD – including courses in the areas of foundations, research, statistics, counseling core, and specialization/minor.

**While in general, the Counselor Education faculty will only accept transfer course/credits from a CACREP accredited master’s program, the Counselor Education faculty may elect to review courses from a non-CACREP program on a case-by-case basis for admission.** Students applying for the Counselor Education PhD program may be asked prior to admission to submit a writing sample on a counseling issue and/or submit a video sample of their counseling skills. In no instance can transfer credit reduce the minimum residence requirements (information concerning residence requirements is available in the current TTU *Graduate Catalog*).

**Practicum, internship and supervision. Please note that for these clinical courses (practicum, internship, and supervision) sites for direct and indirect hours must be in sites approved by the EPCE Clinical Director. All sites must be approved by the Clinical Director at least one semester prior to practicum, internship or supervision.**

**The “99 Hour Rule”**

According to Texas state law, the State will provide funds to a state institution for a doctoral student’s study only up to a maximum of 99 hours. All doctoral students must be aware of this rule and should monitor their hours. Please note, this is not an absolute “99 hours and you’re out” rule; there may be some latitude. However, it is an advantage to students to complete doctoral work within the “99 hour rule”.

After a student has accumulated 99 doctoral hours, the State of Texas is no longer required to provide funding assistance for that student to attend the University. Therefore, the Graduate School closely monitors students who are approaching or who have exceeded the 99 hours. The Graduate School requires regular reports on student progress, and when students exceed 99 hours, it requires assurances that all degree requirements will be completed expeditiously. If a student accumulates 129 doctoral hours, the State can financially penalize the University by reducing its budgetary appropriation. Additionally, the Graduate School is mandated to charge any doctoral student exceeding 129 hours full out-of-state tuition and fees.

Once a student has accumulated 99 hours, the Graduate Affairs Committee determines if the student will be granted continued funding. If the Committee determines to continue the student’s funding, committee members will insist the student present to the Committee a plan for completing their degree requirements promptly. Failure to present an acceptable plan or failure to adhere to an approved plan, may result in dismissal from the program and the University.

Course Phases

**P1, P2, P3 Scope and Sequence:**

The Counselor Education program has three majors: PhD in Counselor Education, Clinical Mental Health Counseling, and School Counseling. Within each of the three majors, courses are arranged in P1, P2, and P3 course Scope and Sequence.

A Phase 1 (P1) course is a course in which the focus is on the acquisition of knowledge and skills. The knowledge at this phase is content knowledge in which the counseling student acquires proficiency about the subject matter being taught. At this phase, the counseling student acquires the underlying skills necessary to integrate knowledge into an appropriate counseling context. Specifically, Phase 1 classes provide counseling students with the knowledge and skills that provide the foundations for Phase 2 and

Phase 3 courses. Phase 1 courses must be completed before students enroll in Phase 2 courses.

Phase 2 courses are designed to incorporate the knowledge and skills from Phase 1 and implement them into a beginning counseling practice inside the classroom. At this phase, the university professor (EPCE faculty) provides information about how effective counseling is implemented successfully. That is, the professor presents counseling principles in a structured, organized manner, and then under the guidance of the professor, the student implements counseling concepts into practice within the classroom setting. Phase 2 courses must be completed before students enroll in Phase 3 courses.

Phase 3 courses incorporate the knowledge and skills from Phase 1 courses and the simulated classroom practice in Phase 2 courses and implements them into “actual” counseling practice. In Phase 3 courses, students counsel at an internship and/or practicum site to provide counseling services to clients/students.

This description of the P1, P2, P3 Scope and Sequence is organized by program major (PhD in Counselor Education, Clinical Mental Health Counseling, and School Counseling). Within each program major, the courses are identified as a Phase 1, 2, or 3 course. A general description of each course with its corresponding major assignments/assessments are identified. Also, a comprehensive description of the P1, P2, and P3 Scope and Sequence is provided for each major (Counselor Education (PhD), Clinical Mental Health Counseling (MEd), and School Counseling (MEd)). The course offerings are listed by year and semester as well as by the course in which the assessment occurs. Rubrics are associated with each course. One (\*) asterisk notes a P1 rubric, two (\*\*) asterisks note a P2 rubric, and three (\*\*\*) asterisks note a P3 rubric.

**Phase 1**

The courses listed below are Phase 1 courses. These courses are mainly provided in a classroom setting (some courses are face-to-face, some courses are online, and others are hybrid). A major purpose of these courses is to provide basic counseling information about counseling. Specifically, these courses provide the basic knowledge and skills for these (P1) as well as future counseling courses (P2 and P3).

|  |  |  |
| --- | --- | --- |
| **Course Name** | **Course Description** | **Major Assignments** |
| EPCE 6355: Advanced Counseling Theory and Techniques | An analysis of major approaches to counseling with integration of theory and techniques in clinical practice. | Review & critique advocacy counseling theory  Paper summarizing a research or grant proposal. |
| EPCE 6336: Advanced Consultation, Diversity, Social Justice, and Advocacy | An overview of diversity and consultation theory. This course involves an analysis of multicultural theory, advocacy competencies, and consultation practice. | Action Plan that involves multicultural experiences and advocacy endeavors  Portfolio that highlights classroom activities with a focus on diversity and consultation  Class presentation involving diversity issues and related resources are required. |
| EPCE 6337: Advanced Ethics & Legal Issues in Counseling | An investigation of legal and ethical issues in the counseling profession. | Project using case study to present this analysis for solving ethical dilemmas and ethical decision-making. |

**Phase 2**

The courses listed below are Phase 2 courses. These courses are designed to allow the student to implement counseling knowledge and skills into counseling practice. The counseling practice occurs in a classroom setting under the direct supervision of a faculty member. Essentially, these courses provide assimilated practice in a structured setting with direct supervision.

|  |  |  |
| --- | --- | --- |
| **Course Name** | **Course Description** | **Major Assignments** |
| EPCE 6354: Advanced Group Counseling | An overview of major theoretical paradigms and their application in leading small groups. Supervised practice to integrate theory and application will be required. | Postings on Blackboard of weekly summaries of reading focusing on advocacy.  Students will lead a counseling group. |
| EPCE 6355: Scholastic Writing and Teaching | An overview to provide students with basic knowledge in effective teaching and scholastic writing. | Paper on social justice advocacy in counseling and/or teaching. |

**Phase 3**

The courses listed below are Phase 3 (P3) courses. These P3 courses allow the student to integrate information (e.g., content, theory, role-plays) from the P1 and P2 courses and implement this into actual counseling practice. These courses focus on actual counseling practice at practicum and internship sties. Each Phase 3 course requires that a specific number of clock hours be spent at a practicum or internship site conducting counseling.

|  |  |  |
| --- | --- | --- |
| **Course Name** | **Course Description** | **Major Assignments** |
| EPCE 6094: Advanced Counseling Internship (2 semesters) | A course designed to help students implement advanced counseling skills into counseling practice at a counseling site (e.g., agency, school). | Student successfully completes an internship at an internship site. Components of the internship are counseling, supervision, teaching, research, consultation, and leadership. |
| EPCE 6360: Advanced Practicum in Counseling | A course designed to help students with the initial implementation of advanced counseling skills. This course is a prerequisite to Advanced Internship in Counseling. | Student successfully completes a practicum at a practicum site providing counseling services to clients/students |
| EPCE 6366: Advanced Supervision | A course designed to help students implement advanced supervision theory and skills into the practice of counseling. | Student successfully completes supervision at a supervision site providing effective supervision. |

**Summary**

As the above P1, P2, and P3 Scope and Sequence indicates, the above classes are distinctively separated into three phases. Collectively the phases are interrelated to focus on specific trademark outcomes. The trademark outcome (TO) for the PhD in Counselor Education is to implement an advocacy and social justice leadership plan that impacts the needs of institutions of higher education, communities, schools and the counseling profession.

|  |  |  |  |
| --- | --- | --- | --- |
| **Scope and Sequence**  **PhD Counselor Education** | | | |
| **Trademark Outcome** | | | |
| Implementation of Advocacy and Social Justice Leadership activities that impact the needs of institutions of higher education, communities, schools (P-12), and the counseling profession. | | | |
| **Counselor Competencies** | **Phase 1** | **Phase 2** | **Phase 3** |
| Develops advocacy leadership skills. | EPCE 6335  EPCE 6337\* | EPCE 6355\* | EPCE 6094 I,  EPCE 6094 II\*  EPCE 6360  EPCE 6366 |
| Conducts needs assessments with the target population to identify external barriers that impair their quality of life. | EPCE 6337\*  EPCE 6336 | EPCE 6354,  EPCE 6355 \* | EPCE 6360,  EPCE 6094 I,  EPCE 6094 II\* |

\* Phase I Rubric: Ethics Rubric

\*\* Phase II Rubrics: Grant Writing Skills Evaluation Rubric

\*\*\* Phase III Rubrics: Advocacy Leadership Skills Evaluation, Evaluation of Needs Assessment and Service Implementation

NOTE: See course rotation (page 24) for course sequence.

**A&E Assignments**

**PhD Program in Counselor Education**

The trademark skill for this program is the i*mplementation of Advocacy and Justice Leadership activities that impact the needs of institutions of higher education, communities, schools (P-12), and the counseling profession*. The A&E assignments are intended to assist program faculty in monitoring students’ “inter-phase” progress toward the trademark skill. The following Table contains a summary of the assignments by phase.

|  |  |  |
| --- | --- | --- |
| *A&E Assignments by Course for PhD in Counselor Education* | | |
| **Phase** | **Course** | **A&E Assignment** |
| 1 | EPCE 6335 | Summarize, present and critique counseling theories |
|  | EPCE 6336 | Design, organize and implement a mini-conference on social justice issues |
|  |  |  |
|  | EPCE 6337 | End of phase: *Ethics Case Study Rubric* |
|  |  |  |
| 2 | EPCE 6354 | Lead and participate in interpersonal growth group |
|  | EPCE 6355 | Write and submit a scholarly publication to a professional journal and rubric |
|  |  |  |
|  | EPCE 6355 | End of Phase: *Grant Writing Skills Evaluation Rubric* |
|  |  |  |
| 3 | EPCE 6360 | Successful completion of counseling work at a practicum site |
|  | EPCE 6366 | Successful completion of counselor supervision |
|  | EPCE 6094 | Successful completion of counseling work at an internship site and successful score on the rubrics |
|  |  |  |
|  | EPCE 6094 | End of Phase: *Advocacy and Leadership Skills Rubric; Needs Assessments Rubric* |

### Figure 1

### Course Requirements: PhD

**Foundations** 9 hours

EPCE 6350 Seminar: Introduction to Scholastic Writing

EPSY 5380 Introduction to Statistics

EPSY 6379 Foundations of Educational Research

**Research and Program Evaluation** 15 hours\*

EPSY 5360 Practical Educational Program Evaluation

EPSY 5381\* Intermediate Educational Statistics

EPSY 5382\* Qualitative Research in Education

EPSY 5383 Data Analysis With Statistical Software

EPSY 5385 Foundations of Educational Research

EPSY 6301 Structural Equation Modeling

EPSY 6302 Survey Research in Education

EPSY 6303 Educational Measurement

EPSY 6304 Qualitative Research Methods

EPSY 6305 Qualitative Data Analysis in Education

EPSY 6306 Longitudinal Data Analysis

EPSY 6307 Case Study Research in Education

EPSY 6320\* Mixed Methods Research

EPSY 6385 Causal Inference in Research

\*These courses are required for all doctoral students in Counselor Education.

***NOTE****:* As part of the 15 hour requirement in the Research and Program Evaluation area, students are required to take one doctoral-level course in qualitative research and one doctoral-level course in quantitative research.

**Counselor Education Core** 27 hours

EPCE 6335 Advanced Theories

EPCE 6336 Advanced Consultation, Diversity, Social Justice, and Advocacy

EPCE 6337 Advanced Ethics and Legal Issues in Counseling

EPCE 6360 Advanced Practicum (3 hours required)

EPCE 6354 Advanced Group Counseling

EPCE 6355 Scholastic Writing and Teaching

EPCE 6366 Supervision

EPCE 6094 Internship in Counseling I and II

**Minor/Specialization Area**  15 – 18 hours

Students may develop a specialty area of expertise such as: addictions, assessment and program evaluation, child counseling, diversity, geriatric counseling, group and organizational behavior, human growth and development, marriage and family counseling, risk-taking behavior, supervision and administration, and vocational counseling. Students are encouraged to select minor/specialization area courses outside the COE. Other specialty areas may be approved by the student’s Doctoral Advisory Committee. Please note that independent study is no allowed in the minor area. Minor/Specialization areas must be recognized areas (that is, a major or minor listed both in the catalogue and with the Graduate School) to be listed on your transcript as an official minor/specialization.

**Qualifying Examination** Required 1 hour

EPCE 7000

**Dissertation** Required 12 hours

EPCE 8000

**Total Hours**

Maximum Hours: 99 Minimum Hours: 94

**NOTE:**

1. Courses at the Doctoral (PhD) Level cannot be taken as independent study courses. This includes all courses listed above including the minor and/or specialization area.
2. Students who fail to demonstrate doctoral level counseling skills will be required to complete additional practica, internship, supervision and/or techniques classes.
3. Transfer Credit will not be accepted for any of the Counselor Education Core Courses.
4. The Doctoral Advisory Committee may consider credit for transfer of up to 30 semester hour credits from a CACREP approved program in the minor/specialization, foundations, and research areas.
5. The Graduate School requires that students be enrolled in a minimum of one (1) semester hour in the semester in which students take their Qualifying Exam. If all other coursework is completed, students must enroll in one hour of EPCE 7000.
6. The Graduate School requires 12 hours of dissertation (EPCE 8000) credits. Students may take more than 12 hours, however, only 12 hours will count toward the degree and be listed on the Degree Plan.

**Please note**: The faculty makes every attempt to offer classes as listed. However, faculty does not have control over the courses required outside the Counselor Education program. It is the student’s responsibility to be aware of course changes and understand how his/her degree requirements may be effected.

**PhD in Counselor Education**

**Course Rotation**

|  |  |  |  |
| --- | --- | --- | --- |
| **Fall (Year 1)** | **Spring (Year 1)** | **Summer I (Year 1)** | **Summer II (Year 1)** |
| EPCE 6335, Advanced Theory and Techniques  EPCE 6337, Advanced Ethics and Legal Issues in Counseling  EPCE 6350, Doctoral Seminar in Counseling: Scholastic Writing I | EPCE 6354, Advanced Theory and Practice of Group Leadership  EPCE 6336, Advanced Consultation, Diversity, Social Justice, and Advocacy  EPSY 5380, Introduction to Statistics | EPCE 6360, Advanced Practicum in Counseling  EPSY 5382, Qualitative Research in Education  {Specialization/Research course} |  |
| **Fall (Year 2)** | **Spring (Year 2)** | **Summer I (Year 2)** | **Summer II (Year 2)** |
| EPCE 6094, Doctoral Internship in Counseling I  EPSY 5381, Intermediate Educational Statistics  EPSY 6379, Foundations of Educational Research | EPCE 6094, Doctoral Internship in Counseling II  EPSY 6320, Mixed Methods Research  {Specialization/Research course} | EPCE 6366, Advanced Supervision in Counselor Education  EPCE 6355, Scholastic Writing and Teaching |  |
| **Fall (Year 3)** |  |  |  |
| EPCE 7000, Research  Qualifying Examination |  |  |  |

Counseling Core: 27 hours (9 courses)  
Research Core: 15 hours (5 courses: EPSY 5381, 5382, 6320, and two additional research course)  
Foundations: 9 hours (3 courses: EPCE 6350 (Scholastic Writing), EPSY 5380 and 6379)  
Specialization: 15-21 hours (5-7 courses)  
Counseling Issues: 9-15 hours (3-5 courses)  
Qualifying Exam: 1 hour (EPCE 7000)  
Dissertation: 12 hours

**TOTAL: 94 hours**

Please note, we have no control over when the EPSY courses will be offered.

Advisor/Advisory Committee

Following admission to the Counselor Education Program, Dr. Loretta Bradley, the PhD Coordinator, will be assigned as your advisor. Dr. Bradley will remain as advisor until all of coursework is completed (usually summer of year 2). After the student’s coursework has been completed, the student will select a chair for the doctoral advisory committee; the chair will serve as advisor for the remainder of the student’s work (qualifying examination, dissertation proposal, and dissertation). In instances where the student wants to change the chair of the doctoral committee (e.g., dissertation chair), for whatever reason, he/she should contact the Coordinator of the Counselor Education Program and request that another advisor be assigned. Students must recognize that faculty may decline to serve as chair. In deciding whether faculty can accept the request to serve as chair of the doctoral committee or simply as member of the committee, the faculty member will consider his/her current advising and teaching load, review his/her expertise to advise on a particular topic (e.g., dissertation) and performance of the student (both academic and non-academic) in the program. Therefore, students should not assume that a faculty member will serve in an advisory role or as a member of the Doctoral Dissertation Committee. The final decision to accept the request remains with the faculty member.

***Please note that the faculty members have the same semester schedule as you. Faculty are not on duty when students are not in classes, during breaks, during part the of summer session, or after graduation each semester. During those times, faculty will not respond to program questions nor will they read proposals, dissertations, or exams.***

**Doctoral Advisory Committee**

As soon as possible after completing the preliminary assessment (last semester of coursework), a Doctoral Advisory Committee should be selected by the student and formally appointed by the Graduate School. The Doctoral Advisory Committee is composed of a minimum of three full-time faculty members having Graduate Faculty rank at TTU. At least half of the members including the chairperson must be members of the Counselor Education full-time members of the faculty. If the Committee is composed of five faculty, then three of the members must be full-time members of the Counselor Education faculty. Adjunct faculty may serve as ex-officio members of the committee, but adjuncts may not serve as voting members of the committee. The chairperson will serve as the student's major advisor for the remainder of the degree program. The Doctoral Advisory Committee plays a paramount role in the student's matriculation in the Counselor Education program.

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

1. the student has passed the Qualifying Examination
2. the names of the members of the Doctoral Advisory Committee
3. the completion of the dissertation and dissertation defense

A Doctoral Student Progress Form (see Appendix D) must submitted to Dr. Gould ([lj.gould@ttu.edu](mailto:lj.gould@ttu.edu)) as soon as the student forms his/her doctoral advisory committee. This form will help the student remain current with regard to the requirements and scheduling for the qualifying examination, proposal, and dissertation.

Preliminary Assessment

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

The purpose of the assessment is to:

* + Ascertain the need for any leveling coursework.
  + Evaluate progress in courses taken in the Counselor Education Doctoral Program.
  + Identify the student’s specialty areas.

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

On the basis of this assessment, the student’s course of study, including leveling courses (if any), transfer credits (if any), residence pattern, tool subject requirements (research and statistics), and courses for the major will be determined and submitted to the Graduate School as the “Program for the Doctoral Degree.” This must be completed prior to the second year of coursework is begun. Revisions of the plan are permitted as needed and approved by the Committee (see the *Undergraduate/Graduate Catalog*). “Program” forms can be obtained from advisors or online at [www.depts.ttu.edu/gradschool/forms/](http://www.depts.ttu.edu/gradschool/forms/).

Students requiring leveling courses will be required to sign an agreement stating their understanding of the need for leveling and that they will take the leveling courses. Leveling coursework will also be listed on the student’s degree plan.

Degree Plan

The degree plan, which is an agreement between the student and the university, lists all courses the student is required to complete for the doctoral degree. The form for filing the plan is titled *Program for the Doctoral Degree* and is available from advisors, online from the Graduate School website ([www.depts.ttu.edu/gradschool/](http://www.depts.ttu.edu/gradschool/)forms), or from Dr. L.J. Gould (EDUC, Room 216). Together the student and his/her PhD advisor will complete the form. In addition to listing courses, the form inquires about the residency requirement, date formal assessment was passed, and proposed date of graduation. The completed form is approved by the PhD Director and sent to Dr. Gould ([lj.gould@ttu.edu](mailto:lj.gould@ttu.edu)) who will file it with the Graduate School.

At this time, the Graduate School is in the process of moving all degree plans to DegreeWorks, and they will no longer accept the paper degree plan forms. The DegreeWorks system will give students and faculty the ability to keep up with courses taken and degree requirements. The Counselor Education program will continue using the Degree Plan form at this time, as it will help with student-specific information for the areas of research (two courses), specialization/minor, and counseling issues to be transferred to DegreeWorks. Students will also need to provide a list of courses they wish to transfer to the PhD program as these will also be entered individually.

**Modifying the Degree Plan**

If change is needed, the student should modify his/her Degree Plan. Approval for change of the plan must be obtained from **all** members of the student's Doctoral Advisory Committee. Changes to the Degree Plan must be formally submitted on the Change of Degree Plan form available online at [www.depts.ttu.edu/gradschool/forms/](http://www.depts.ttu.edu/gradschool/forms/), or from Dr. Gould (EDUC Room 216). Following the signing of the change of degree plan in the COE, the plan will be submitted to the Graduate School, and if approved by the Graduate School, it will be filed as part of the student's formal program plan. If the proposed change is extensive and/or controversial, the chairperson of the student's Doctoral Advisory Committee will schedule a committee meeting to discuss the proposed changes. This form is used for both MEd and PhD degree plan changes. Please note, once a Degree Plan is filed, you cannot file another. The Graduate School will only accept one Degree Plan per student, per program.

Qualifying Examination

Prior to being admitted to candidacy and prior to receiving a PhD degree, Counselor Education PhD students must pass a qualifying examination. According to the *Graduate Catalog*, students may sit for the examination after receiving approval of their degree plan from the Graduate School, completing all language and/or tool requirements listed on the degree plan (i.e., research courses), and after completing most of the coursework prescribed by their degree plan. It is the policy of the Counselor Education program that qualifying examinations are taken following the **last semester** of the student’s coursework (excluding dissertation). The qualifying examination will be given on a date selected by the faculty during the fall and spring semesters (typically in November and April). The qualifying examination is not given during the summer semesters. All students eligible to take the qualifying examination in a specific semester will take the examination on the same day (date determined by faculty). Students unable to take the qualifying examination on the scheduled date, must wait until the next semester to take qualifying examinations.

At the beginning of the semester in which the student intends to take the qualifying examination, the student should contact the Chairperson of his/her Doctoral Advisory Committee to discuss the Qualifying Examination. The student must be enrolled in degree plan coursework or EPCE 7000 during the semester he/she takes the qualifying examination. The qualifying examination must be completed within one year of the completion of all coursework.

Students taking the qualifying examination must have completed (i.e., have a grade listed on the transcript) all research/tools coursework listed on the degree plan. To be eligible to take the qualifying examination, all grades of Incomplete or of C (or lower) must be resolved and/or retaken. That is, all grades of I must be changed to a grade of A or B. Any course listed on the degree plan in which a student received a grade of C must be retaken, and the student must complete the course with a grade of A or B.

For those students admitted for or after Fall 2017, the qualifying examination will be in portfolio format as described below. The qualifying examination must be taken at the Lubbock campus of Texas Tech University. The examination may not be taken at another university or in another city.

***Portfolio Format***. Students will create a portfolio to be presented to the faculty containing the following:

1. All portfolio requirements for EPCE 6360 (Doctoral Practicum) and EPCE 6094 (Doctoral Internship).
2. A sample of a presentation completed for a doctoral-level class (presentation is rated/scored on a rubric by faculty).
3. A sample of teaching skills from a class (rubric scored by faculty)
4. A sample of service at any level.
5. A sample of scholarship (either a publication or a presentation must be included):
   1. Publication submitted to ACA, ACA division, branch, or state refereed journal; this must include an outline and submission letter or program announcement (multiple authors are acceptable).
   2. Presentation at an ACA national or ACA division or branch (state) conference; must include an outline and submission letter or program announcement (multiple presenters are acceptable).
   3. Grant activity; submission not required.
6. Vita (template is available)

The qualifying examination will be a presentation (with a one hour time limit) to the faculty. The student will discuss the following:

* The portfolio (as listed above).
* Dissertation research topic
  + Rationale/Research Question (Chapter 1).
  + Literature Review (Chapter 2).
  + Methodology overview (Chapter 3).
* Oral Examination
* Questions from faculty may be asked from any counseling area.
* All faculty can/will assess the student’s work.

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

**Unsatisfactory Performance.** If the Qualifying Examination is unsatisfactory, the Chairperson of the Doctoral Advisory Committee will notify the Graduate Dean in writing. A student who does not pass the Qualifying Examination may be permitted to repeat the exam once, but only after the student has waited a minimum of four months between the two administrations. Additionally, the second administration of the qualifying examination must be in the same format as the first administration. Therefore, if the qualifying exam was 12 questions over three days, then the second administration will be 12 questions over three days. If the first qualifying examination involved the portfolio format, then the second administration will be by portfolio format. Failure to pass the Qualifying Examination during the retake will result in the student's dismissal from the Counselor Education Program irrespective of performance in other aspects of the student's doctoral study.

**Admission to Candidacy**

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

Additionally, please note that as doctoral candidates, students must be enrolled continuously until they graduate. Students may enroll in the number of hours that they wish each semester providing they are enrolled in a minimum of one (1) hour.

Dissertation

Effective as of July 1, 2017, the Counselor Education policies in the Handbook will be enforced without exception. Namely, neither proposals nor dissertations will be defended in the summer.

**Seven (7) Proposal and Dissertation Principles**

Please read the following proposal and dissertation principles before beginning to work on the dissertation.

* 1. Non-academic factors such as job offers do not determine the timing of graduation.
  2. Students are to only send dissertation work to their chair after working with the Graduate School Writing Center or a comparable form of assistance; in other words, chairs should not be asked to read rough drafts.
  3. Chairs are to ask committee members to review proposals/dissertations only after the chair has thoroughly reviewed and edited the student’s work. After the chair gives approval, it is sent to the committee. Committee members have two (2) weeks in which to review the proposal/dissertation. Committee members do not read during final exams, University holidays/breaks, summer vacation, or state/national/international conferences.
  4. The stages of the dissertation process include the following:
  + the chair meets with the student to identify a research topic;
  + the student meets with the relevant methodologist, who will most likely be on the Doctoral Advisory Committee (Dissertation Committee);
  + the student completes a proposal and submits it to their chair;
  + the proposal in its final form is sent by the chairperson to committee members for their approval;
  + the defense of the proposal is set only after approval by **all** committee members;
  + the student submits forms to the IRB for its approval after the proposal is approved and following the proposal hearing;
  + the student only collects and analyzes data following approval by the IRB;
  + the student completes all chapters of the dissertation and submits it to the chair;
  + the chair thoroughly reads and approves the final document and sends it to committee members for their approval. Committee members have two (2) weeks to read (see item 3 above). The committee also has two (2) weeks to read any revisions;
  + the student and the chair schedule a defense date after all committee members approve;
  + the notifications are sent to the Graduate School and a graduation date is set.
  1. Students must realize it takes a minimum of 3.5 years to complete the PhD degree.
  2. Students must never say, “I must graduate by (date).”
  3. The faculty have agreed (unanimous approval) that **quality** is mandatory and can never be sacrificed, and that **each** of the principles in this approved motion will always be honored.

**Proposal and Dissertation Process**

The faculty unanimously agreed to continue to enforce existing proposal and dissertation policies. The policies are described below. More information can be found in the paragraphs following this section.

The **dissertation proposal process** is as follows:

1. The student meets with the dissertation chair to discuss a possible dissertation topic. At this time, the student should enroll in EPCE 8000 after the student has completed Internship II but prior to the Qualifying examination.
2. After the topic is decided and tentatively approved by the chair, the chair schedules a pre-dissertation proposal committee meeting.
3. Next, the student meets with a methodologist. The purpose of this meeting is to approve section 3 (including the research questions and methodology). There will be several meetings with the methodologist.
4. The student writes sections 1, 2 and 3 (students are encouraged to write section 2 first) and submits these sections to the chair. The chair has a minimum of two weeks to read the document and provide feedback. However, it must be noted that because of skills (e.g., writing and conceptualization skills), it may take longer than two weeks. The students must understand that it is **NOT** the committee members’ role to server as editors. Students are required to have an outside editor look at the proposal. The time to consult the editor will be determined by the chair.
5. Following the chair‘s approval, the proposal is sent **by the chair** to all members of the committee, who in turn have a **minimum** of two weeks to read. Faculty do not read proposals during the first week of class, final exam week, conference attendance or board attendance, vacation, and student holidays (including, but not limited to, Thanksgiving week, Winter break (December/January), Spring break, and Federal holidays).
6. Following the approval of the entire dissertation proposal **by all members** of the committee, a dissertation proposal defense date may be scheduled. This defense cannot be scheduled until the entire proposal has been completed and approved. The committee will adhere to dissertation quality not the student’s timeline. Students must never ask faculty to make any exceptions. The students must never ask faculty nor pressure the faculty to rush the proposal process.
7. Under the supervision of the chair, the student submits the proposal to the IRB committee. Please note, the student cannot collect any data until IRB approval has been granted in writing.

The **dissertation process** is as follows:

1. After completing the dissertation proposal process (this follows the completion of all coursework and the Qualifying examination), the student should enroll in EPCE 8000.
2. Next, the student meets with a methodologist. The purpose of this meeting is to approve chapter 3 (including the research questions and methodology). It is anticipated that there will be several meetings with the methodologist.
3. The student writes chapters 1, 2 and 3 (students are encouraged to write chapter 2 first) and submits these chapters to the chair. Please note that sections 1, 2, and 3 for the proposal are identical to chapters 1, 2, and 3 of the dissertation. A dissertation is a more thorough document with chapters being longer and more detailed than proposal sections. The chair has a minimum of two weeks to read the document and provide feedback. However, it must be noted that because of skills (e.g., writing and conceptualization skills), it may take longer than two weeks. The student must understand that it is **NOT** the committee members’ role to server as editors. Students are required to have an outside editor look at the dissertation. The time to consult the editor will be determined by the chair.
4. Following the chair’s approval, the dissertation is sent **by the chair** to all members of the committee, who in turn have a **minimum** of two weeks to read. Faculty do not read the dissertation during the first week of class, final exam week, conference attendance or board attendance, vacation, and student holidays (including, but not limited to, Thanksgiving week, Winter break (December/January), Spring break, and Federal holidays).
5. Following the approval of the entire dissertation **by all members** of the committee, a dissertation defense date may be scheduled. This defense cannot be scheduled until the entire dissertation has been completed and approved. The committee will adhere to dissertation quality not the student’s timeline. Students must never ask faculty to make any exceptions. The students must never ask faculty nor pressure the faculty to rush the proposal process.
6. Please note, the dissertation defense may not be scheduled in advance of approval of the completed dissertation (all five chapters) by the entire committee.

**Dissertation Proposal**

After completing the Qualifying Examination and satisfactory completion of both EPCE 6350 (Introduction to Scholastic Writing) and EPCE 6355 (Scholastic Writing and Teaching), the student is ready to prepare a dissertation proposal providing approval of the proposal topic and outline have been approved by **all** members of the Doctoral Advisory Committee. While there isn't any requirement regarding length, most proposals are more than 40 pages; all proposals must be written via APA format. The EPCE 6350 (Introduction to Scholastic Writing and EPCE 6355 (Scholastic Writing and Teaching) are offered to instruct students regarding how to write a proposal and dissertation; however it is not a course in which the actual proposal (or dissertation) is written. These courses are required for all PhD counseling students. After completion of the writing of the dissertation proposal, the proposal is first sent to the Chairperson of the Doctoral Advisory Committee; the Chairperson must be given **two weeks** to read the proposal. **After the Chairperson pronounces the proposal ready for circulation, the Chairperson sends the proposal to all members of the committee.** The same procedures are followed in the dissertation process described below. Regardless of impending deadlines (e.g., job, graduation), **the committee must be given two weeks to read the proposal.** The student should anticipate proposal revision(s), and the committee has two weeks to read each revision. **In no instance should the student contact the committee members and request a "fast reading" of the proposal. Further the student should never contact committee members and ask to schedule a proposal before the committee has read the proposal and the appropriate revisions have been made**. In addition, a hearing cannot be scheduled until **all members** of the committee communicate in writing to the Chairperson that the proposal is ready for a formal hearing. After all members of the Doctoral Advisory Committee agree that the proposal is ready to present at a formal hearing, the student schedules a proposal hearing (usually scheduled for two hours). Proposal hearings are held during fall and spring semesters (except during registration and final examination weeks). Formal proposal hearings will not be held during summer sessions. **Please note** that students should not expect faculty to read proposals or to schedule proposal hearings when faculty are not on duty, including University holidays (e.g., Spring Break, Christmas, Thanksgiving), semester breaks, and semesters that the faculty member is not assigned to teach classes.

Prior to the formal hearing, an abstract of the proposal, written by the student and approved by the Committee Chair, must be sent to the COE Office of the Associate Dean for Graduate Studies and Research and to COE Graduate faculty no less than three weeks prior to the scheduled hearing. Information on the specific format of the abstract may be obtained from the Chairperson of the student’s Doctoral Advisory Committee or from the COE Associate Dean for Graduate Studies and Research (EDUC 109).

Three weeks prior to the formal proposal hearing, a copy of the proposal (**in Word format**) must be sent to L.J. Gould ([lj.gould@ttu.edu](mailto:lj.gould@ttu.edu)). This copy will be sent to all Counselor Education faculty members for review, and the faculty have two weeks to read and review the proposal. Any suggestions from Faculty will be sent to the Committee Chair, who will consult with the student and other committee members regarding the substantive changes submitted by faculty.

During the dissertation proposal meeting, the student makes a formal presentation of the proposed dissertation research to the Doctoral Advisory Committee, as well as to other faculty and students attending the meeting. Students should recognize the importance of the proposal meeting and should therefore prepare a thorough presentation. During the proposal hearing, the Doctoral Advisory Committee will ask questions and make suggestions regarding any needed changes in the proposal. At the end of the proposal hearing, the Doctoral Advisory Committee will make a decision regarding the acceptance of the proposal. Please note that all dissertation proposal hearings must be held on the Lubbock campus of Texas Tech University. Proposal hearings may not be conducted at an out-of-town site.

If the proposal is accepted, the student is ready to conduct the dissertation research as outlined by the Doctoral Advisory Committee and providing formal approval has been given by the Institutional Review Board (IRB). A copy of the approved proposal is given to the Committee Chairperson and to the COE Associate Dean for Graduate Studies and Research. A copy of the proposal is also filed in the student's file. If the proposal is not accepted, the Doctoral Advisory Committee will inform the student of changes that must be made. While the proposal is being written, the student must enroll in EPCE 7000 (if they have not completed their qualifying examination) or EPCE 8000 if they have been admitted to candidacy. Although a minimum of 12 semester hours of dissertation credit (EPCE 8000) is required, students should not enroll in more than 3 hours of credit during their initial work on the dissertation. The enrollment in EPCE 8000 should be spaced whereby continuous enrollment in EPCE 8000 occurs until the student completes the dissertation. The Graduate School requires that students be enrolled in at least three hours of graduate credit each semester until they graduate.

After the proposal has been completed and approved by the doctoral committee, or while the student is writing his/her proposal, and since assistance is usually needed, the student should contact a writing center and/or editor to consult regarding the writing of the proposal and dissertation. The doctoral committee will help/assist the student in preparing and completing the dissertation; however, the committee will not serve as editor or reader of a draft of the proposal/dissertation.

**Dissertation**

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

Before writing a dissertation, the student should review other dissertations and books (about how to write a dissertation), especially those dissertations and books recommended by the Doctoral Advisory Committee, to gain an overview of the format of a dissertation. Further, students must enroll in and complete EPCE 6350 (Introduction to Scholastic Writing) and EPCE 6355 (Scholastic Writing and Teaching) before writing a dissertation. This course is designed to instruct students how to write proposals and dissertations. The dissertation must be written in accordance with the format found in the latest edition of the *Publication Manual of the American Psychological Association* which is available at the bookstore. Also, *Instructions for Preparing and Submitting Thesis and Dissertations* is helpful. All manuscripts must conform to Graduate School policies and guidelines. These policies and guidelines may be found at <https://www.depts.ttu.edu/gradschool/academic/docs/Formatting_Manual_TD.pdf>.

The standard procedure is to submit the dissertation chapter by chapter to the Chairperson of the Doctoral Advisory Committee, although the Chairperson may elect to receive the entire dissertation. **After the Chairperson pronounces the dissertation ready for circulation, the chairperson sends the dissertation to the other members of the committee.** The committee members must be given **at least two weeks** to read the dissertation and send their recommendations and evaluations to the Committee Chairperson. The student should anticipate two to three revisions, and the faculty member has two weeks to read each revision. After all committee members and all the EPCE faculty pronounce the dissertation ready for defense, the student may schedule an oral defense, after the following three provisions have been met. First, the oral defense cannot be administered until at least three weeks have elapsed following the candidate's submission of a copy of the dissertation to the Graduate School. Copies of the dissertation abstract and announcement giving the time, place, and other information pertaining to the defense (standard format is available from the TTU Graduate Studies and Research EDUC Room 105) must also be sent to the Graduate School and Graduate Faculty no less than three weeks prior to the formal defense. Second, the defense must be announced to the COE Graduate Faculty at least three weeks in advance of the defense. Third, regardless of impending graduation deadlines, the committee must be given at least two weeks to read the dissertation and another two weeks for any subsequent revisions. Thus to allow for revisions and readings by the Committee, **students must give their revised dissertation to the Committee at least ten (10) weeks prior to any graduation deadlines**. Students must not contact the committee members and request a "fast reading" of the dissertation. Further, the student must not contact the committee and request to schedule the defense prior to the approval of the dissertation by all members of the Doctoral Advisory Committee. The committee members will communicate in writing to the chairperson that the dissertation is ready for defense.

***Please be aware that faculty members are not available to read dissertations during University holidays (e.g., Spring Break, Thanksgiving, Christmas), summer, the last two weeks of the semester, or final exam week. Therefore, students should not expect to receive feedback at these times. A dissertation defense cannot be scheduled until the entire committee and EPCE faculty have agreed that the dissertation defense may be scheduled. Dissertations may be defended during fall and spring semesters (except during registration and final examination weeks). Dissertation defenses are not held during the summer as all members of the Counselor Education faculty do not teach during the summer sessions.***

**Oral Dissertation Defense**

When the dissertation is in final professional form and has been approved by all members of the Doctoral Advisory Committee and the EPCE faculty, the Committee members will inform the Chairperson in writing that the student may schedule the defense. Next, the Chairperson and/or student will contact the committee members to schedule an oral defense (usually two hours) of the dissertation. At least two weeks prior to the defense, the student must present the committee members and the TTU Graduate School Representative a copy of the revised form of the dissertation approved by all members of the Committee. **Failure to give the committee and Graduate School Representative a copy of the dissertation two weeks in advance of the oral defense will result in cancellation of the defense even if the cancellation prevents the student from meeting graduation deadlines**. Also the student should bring two extra copies of the dissertation to the defense. During the defense, the student gives a thorough presentation of the dissertation and responds to questions from the Doctoral Advisory Committee and others in attendance. Following the defense, the Doctoral Advisory Committee will meet and pronounce the dissertation as satisfactory, needs changes, or unsatisfactory. Students often receive a conditional pass on the oral defense that is dependent upon specific changes being made to the dissertation. It is imperative that the defense be scheduled far enough in advance of graduation and other deadlines to allow for final revisions to be made. Critical dates are available from the COE Office for Graduate Studies and Research (EDUC, Room 105) and the Texas Tech University Graduate School. Students should contact the Graduate School to obtain the latest information regarding deadlines, etc. In addition, please note that the dissertation defense, like the proposal, must be conducted on the Lubbock campus of Texas Tech University. Dissertations may not be defended at an out-of-town site.

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

**Time Limits**

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

**Binding and Submitting the Dissertation**

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

Registration

**Process and Procedures**

During the time established for preregistration and registration, students may register by going online to the Raiderlink homepage ([www.raiderlink.ttu.edu](http://www.raiderlink.ttu.edu)) and clicking on the “My Tech (for Students)” tab. Registration instructions can be found on the left side of the page. Semester course offerings are listed under the “Section Search Tool”. To register online, students should click on “Add/Drop Classes” and follow the instructions. If there is a problem with registration, the student should first contact Dr. Gould (806-834-4224 or [lj.gould@ttu.edu](mailto:lj.gould@ttu.edu)), then contact the Registrar at 806-742-1488, or the Departmental office at 806-834-5858.

Students should obtain a Texas Tech University Schedule of Classes (available online) for the semester in which they plan to enroll. Following a review of the classes listed in the Schedule, students should schedule an appointment with their faculty advisor. Although advisors are knowledgeable about various policies and procedures, including registration, it is the student’s responsibility to be cognizant of registration as well as other graduate policies and procedures. It is important that the student carefully follow registration procedures including the payment of fees. The student’s registration will be cancelled if he/she does not meet the deadline for fee payment. Additionally, registration may be delayed by “holds” placed on students’ records. There are a number of reasons why a “hold” may be put on a student’s record, and students must contact the office that placed the hold to have it removed.

**Please Note**: When you are registering for practicum, internship, 7000- or 8000-level coursework, ***you must be sure to change the hours for the course to the number required for the class***. That is, if you are registering for 3.0 hours of internship, you must be sure that 3.0 is the number of hours showing on your registration. The registration system defaults to 1.0 hour for any course with variable hours, therefore, it is your responsibility to be sure the hours for your course(s) are correct. If hours must be changed after the semester begins, students must pay the difference in cost immediately.

Additionally, some coursework requires permits before enrolling. The courses that typically require permits are EPCE 6001, 7000 (research), 8000 (dissertation), and the clinical courses (EPCE 6360, 6094, and 6366). For most courses, contact Dr. Gould ([lj.gould@ttu.edu](mailto:lj.gould@ttu.edu)) for the permit. When requesting a permit, please include the following information: student’s R-number, the full course information (EPCE 5094-001), and the error message received when trying to register (e.g., “Pre-Rec & Test Score Required” or “Program Permission Required”).

Also, please be aware that after completing the Qualifying Examination and being admitted to Candidacy, students ***must be continuously enrolled until graduation***. In other words, students must be enrolled in at minimum a 1.0 hour course every semester until the semester in which they graduate. At that time, they must be enrolled in 3.0 hours.

**Practicum, Internship, and Supervision Registration**

Eligibility for enrollment in techniques, practicum, internship, and supervision classes requires admission to the Counselor Education Program and completion of all prerequisites. There are several course prerequisites required for practicum, internship, and supervision courses. The prerequisites are listed in the Graduate School Bulletin and Appendix C of this *Handbook* and are strictly enforced by the Counselor Education faculty. The clinical courses (practicum, internship, and supervision) typically require permits for enrollment.

During enrollment in practica, internship, and supervision classes, **students are required to purchase professional liability insurance**. While the student may select his/her carrier for insurance, one source is the Health Providers Service Organization (HPSO) endorsed by the American Counseling Association (1-800-347-6647) and Texas Counseling Association (1-800-580-8144). HPSO may be contacted directly at 1-800-982-9491 or online at [www.hpso.com](http://www.hpso.com).

**Course Load**

Twelve semester hours constitute full time graduate enrollment in a regular semester with six hours constituting regular enrollment in a summer term. Under certain circumstances (e.g., graduate assistantships) nine hours constitute full time enrollment. Most loans, scholarships, and assistantships require enrollment of nine or 12 graduate hours each semester. It is the student's responsibility to be aware of the semester hours required for his/her scholarship or financial aid package.

As per university policy, any student desiring to enroll in 15 hours or more per semester must obtain written permission from the Department Chairperson, Educational Psychology and Leadership (EDUC, Room 103), COE Associate Dean for Graduate Studies and Research (EDUC, Room 109), and the Dean of the Graduate School (3rd Floor, Administration Building). The Counselor Education faculty endorses and enforces the 15 semester hour limit established by the Graduate School. Doctoral level students may not enroll in more than 15 hours per semester.

**Transfer Credit**

While a faculty member can review and recommend courses for transfer, a formal decision on transfer credit cannot be made until a Degree Plan, available from Dr. Gould (EDUC, Room 216) or the COE Office of Graduate Studies and Research (EDUC, Room 109), has been submitted by the student and approved by the PhD Director and the Graduate School. Following approval by the Graduate School, the Degree Plan becomes an agreement between the student and university with regard to coursework required for graduation. Please note, transfer credit is usually accepted only from CACREP approved programs and the transfer credit cannot be more than six (6) years old. At the doctoral level, the Graduate School allows a maximum of 30 semester hours of transfer credits. Transfer credits must be from a CACREP accredited university and equivalent to the course substitution at Texas Tech University. Additionally, transferred courses cannot be pass/fail or have a final course grade other than an A or B.

While in general, the Counselor Education faculty will only accept transfer credits from a CACREP accredited master’s program, the Counselor Education faculty may elect to review transfer credits from a non-CACREP program on a case-by-case basis for admission (see page 16). The PhD Director will decide on the amount of transfer credit to accept (using TTU guidelines); however, transfer credit will not be accepted for the PhD Counselor Education Core area (see page 15). It is the student's responsibility to supply information that establishes the course for transfer credit as equivalent to a course at Texas Tech University. Usually the equivalency can be established by meeting with the faculty member teaching the course at Texas Tech University and providing a course description and a course syllabus from the course under consideration for transfer. Students should be aware that courses taken more than six years ago cannot be accepted for meeting degree requirements. Thus, any leave of absence should be considered carefully. Further an absence or non-continuous enrollment can prevent the student from making continuing progress toward his/her degree. In instances where continuing progress is not made, the student may be dropped from the Counselor Education Program.

**Residency Requirements**

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

**Drop/Add Procedures**

Information concerning drop/add procedures, including deadlines, may be obtained from the Schedule of Classes, College of Education Office for Graduate Studies and Research (EDUC, Room 109) and the Department Office, Educational Psychology and Leadership (EDUC Room 103). During the period of student initiated drop/add, students must go to the Raiderlink registration page ([www.raiderlink.ttu.edu](http://www.raiderlink.ttu.edu)) and follow the instructions for dropping/adding a class.

Graduation

Graduation from the Counselor Education Program entitles students to participate in the campus wide graduation ceremonies held in May, August, and December. Although optional, students are encouraged to participate in the graduation ceremonies. A hooding ceremony for students in the College of Education occurs before the graduation ceremonies. This ceremony allows students and their friends to celebrate graduation in a more intimate setting.

It is the student's responsibility to be cognizant of and to complete the various graduation forms and fees within the specified deadlines. Information regarding graduation will be sent to the student’s TTU email. General information is available from the Graduate School and the COE Office of the Associate Dean for Graduate Studies and Research (EDUC, Room 109). Failure to complete the appropriate forms within the specified deadlines will result in the student being unable to graduate during that semester. Students who are not participating in the official graduation ceremony should contact the Office of the Associate Dean for Graduate Studies and Research and make arrangements for obtaining their diploma. In instances where the anticipated graduation date changes, the student must contact the TTU Graduate School and amend the graduation date.

Withdrawal

Following registration, the student may decide to withdraw from the university. Students should contact the Registrar's Office, Student Business Services and the Graduate School to determine the procedures for withdrawal. Failure to formally withdraw from classes will result in a failing grade for each class in which the student is enrolled. Also, failure to withdraw in a timely manner can result in additional tuition charges from the University. The student can obtain withdrawal dates and the amount of refund available by checking the University Calendar.

**Please note:** A student cannot drop coursework to 0 hours. If a student is only registered for one course and attempts to drop that course, the system will not allow the student to drop the class. Students must contact the Registrar’s Office (806-742-3661) and Student Business Services (806-742-3272) to drop to 0 hours. Also, be aware that if students do not register for coursework for two long semesters, they may be required to reapply to both the Graduate School and the Counselor Education program.

Leaves of Absence

Because of extenuating circumstances (usually medical, financial or personal), a student may request a leave of absence. A letter requesting a leave should be sent to Dr. Hendricks, Program Coordinator. The request should include any supporting documents (medical reports, doctor’s letters, etc.). If the leave of absence is deemed appropriate and approved by the program, Dr. Hendricks will send a letter of support for the leave and copies of the supporting documentation to the Graduate School for approval. It is the student’s responsibility to confirm with the TTU Graduate School that the leave was granted. It is also the student’s responsibility to contact both the program and the Graduate School regarding readmission when returning from of a leave of absence. Please note that a leave of absence does not extend the maximum time allowed for the completion of the degree.

Important Student Information

**Impairment**

According to the *American Counseling Association Code of Eth*ics (2014), counselors and counselors-in-training do not offer counseling services to clients when their physical, mental, or emotional problems may harm a client or others (see Sections C.2.g, F.5.b, and F.8.d). It is the responsibility of the counselor or counselor-in-training to be aware of signs of impairment, seek assistance for their problems, and notify program supervisors that they are unable to provide acceptable services to clients. Counselors and counselors-in-training should seek appropriate professional services to remediate the problem(s) interfering with their ability to provide services.

It is the policy of the Counselor Education program that if a student has a physical, mental or emotional problem while enrolled in practicum, internship, or supervision that could potentially harm clients or others, that student will be prohibited from seeing clients until the student has completed a remediation plan. For example, it is the policy of the Counselor Education program that if a student has a documented relapse or a self-reported relapse, she/he will not see clients until a remediation plan is completed, and the student has provided verified documentation that at least one year of “clean” time has been maintained. While the student is in treatment, the student’s therapist must report on the student’s progress at specified times.

**Scholastic Dishonesty**

It is the aim of the faculty of Texas Tech University to foster a spirit of complete honesty and high standards of integrity. The attempt of students to present, as their own, any work not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offenders liable to serious consequences, possibly suspension.

“Scholastic dishonesty” includes, but it not limited to, cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, and any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor) or the attempt to commit such an act.

Counselor Education students are expected to exhibit ethical conduct at all times.

**Handicapping Conditions/ADA Compliance**

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, students should contact the Student Disability Services office in 335 West Hall or 806-742-2405.

A student must register with Student Disability Services and file appropriate documentation in order to be eligible for any disability benefits and services described in this operating policy. The university-approved mechanism for establishing reasonable accommodation is written notification in the form of a *Letter of Accommodation* from Student Disability Services. The *Letter of Accommodation* indicates to faculty that the student has given proof of her/his disability and that the accommodation noted is considered appropriate and reasonable. No further proof of disability should be required of the student. Students presenting other kinds of verification should be referred to Student Disability Services for the appropriate identification. No requirement exists that accommodation be made prior to completion of the approved university process.

Faculty members are not permitted to provide accommodations for a student’s disability needs unless the student provides a *Letter of Accommodation* from Student Disability Services. Ideally, *Letters of Accommodation* should be presented to instructors at the beginning of the semester; however, *Letters of Accommodation* may be submitted at any point during a semester. If a *Letter of Accommodation* is presented after a semester begins, the accommodation applies only from the date presented to and signed by the faculty member until the completion of the semester. One week is considered a reasonable amount of time to allow the faculty member to implement the accommodation.

**Violence and Sexual Harassment**

The university is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state law, the university prohibits discrimination based on sex and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence, sexual violence, and any other misconduct based on sex. Any acts that fall within the scope of this policy hereinafter are referred to as Sexual Misconduct.

While sexual orientation and gender identity are not explicitly protected categories under state or federal law, it is the university’s policy not to discriminate in employment, admission, or use of programs, activities, facilities, or services on this basis. Discriminatory behavior is prohibited regardless of the manner in which it is exhibited, whether verbally, in writing, by actions, or electronically displayed or conveyed.

This policy applies to all university students and employees, visitors, applicants for admission to or employment with the university, as well as university affiliates and others conducting business on campus. This policy will apply to on-campus and off-campus conduct of which the university is made aware and which adversely impacts the educational and employment environments of the university. The university will take all reasonable steps to prevent recurrence of any Sexual Misconduct and remedy discriminatory effects on the Reporting Party and others, if appropriate.

The full description of the University’s policy on violence and sexual harassment can be found in OP 40.03.

**Title IX**

Texas Tech University is dedicated to providing a safe and equitable learning environment for all students. Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to The Student Resolution Center: (806) 742-SAFE (7233). The TTU Counseling Center (<http://www.depts.ttu.edu/scc/>) provides confidential support (806-742-3674) and the Voices of Hope Lubbock Rape Crisis Center has a 24-hour hotline: 806-763-RAPE (7273). For more information about support, reporting options, and other resources, go to: <http://www.depts.ttu.edu/sexualviolence/>.

**Ethics and Professional Development**

The Counselor Education Program faculty endorses and implements the American Counseling Association *Code of Ethics* (2014). Students and supervisees preparing to become counselors are required to adhere to the *ACA* *Code of Ethics* and have the same obligations to clients/students as those required of professional counselors.

**Classroom Civility**

Students are encouraged to follow the eight ethical principles supported in the *Strive for Honor* brochure. They are:

* *Mutual Respect* – Each member of the Texas Tech community has the right to be treated with respect and dignity.
* *Cooperation and Communication* – We encourage and provide opportunities for the free and open exchange of ideas both inside and outside the classroom.
* *Creativity and Innovation* – A working and learning environment that encourages active participation.
* *Community Service and Leadership* – Exemplary professional and community service through research, creative works, and service programs that extend beyond the university environment.
* *Pursuit of Excellence* – Texas Tech University is committed to achieving excellence following best practices in its professional work, displaying the highest standards in its scholarly work, and offering venues to showcase national and international examples of achievement.
* *Public Accountability* – We strive to do what is honest and ethical even if no one is watching us or compelling us “to do the right thing”.
* *Diversity* – An environment of mutual respect, appreciation, and tolerance for differing values, beliefs, and backgrounds.
* *Academic Integrity* – Being responsible for your own work ensures that grades are earned honestly.

The Counselor Education program supports the LGBTQIA community. Within the Center for Campus Life, the Office serves the Texas Tech community through facilitation and leadership of programming and advocacy efforts. This work is aimed at strengthening the lesbian, gay, bisexual, transgender, queer, intersex, and asexual (LGBTQIA) community and sustaining an inclusive campus that welcomes people of all sexual orientations, gender identities, and gender expressions. Contact information for the Office of LGBTQIA is Student Union Building Room 201, [www.lgbtqia.ttu.edu](http://www.lgbtqia.ttu.edu), 806-742-5433.

As students in the Counseling programs and future counselors, we would hope that any conflicts or miscommunications between students or between students and faculty will be handled by open and honest communication between the individuals involved. However, if this is not possible, the University has recourse through the Office of Student Conduct as listed below:

Texas Tech University is a community of faculty, students, and staff that enjoys an expectation of cooperation, professionalism, and civility during the conduct of all forms of university business, including the conduct of student-student and student-faculty interactions in and out of the classroom. Further, the classroom is a setting in which an exchange of ideas and creative thinking should be encouraged and where intellectual growth and development are fostered. Students who disrupt this classroom mission by rude, sarcastic, threatening, abusive or obscene language and/or behavior will be subject to appropriate sanctions according to university policy. Likewise, faculty members are expected to maintain the highest standards of professionalism in all interactions with all constituents of the university ([www.depts.ttu.edu/ethics/matadorchallenge/ethicalprinciples.php](http://www.depts.ttu.edu/ethics/matadorchallenge/ethicalprinciples.php)).

Further, to report harassment, threatened aggression (non-emergency) or other behaviors related to deprivation of your rights, please report your concerns to the TTU Office of Student Conduct at the following email address: <http://www.depts.ttu.edu/studentconduct/conductcode.php>. You can file reports to this office anonymously. You can also file reports of this nature with TTU Office of Student Responsibilities by calling 806-742- 2405.

**Affirmative Action**

The Counselor Education Program faculty support and endorse the policies/procedures from the Affirmative Action Office at Texas Tech University. A copy of the policy is available from the Affirmative Action Office in West Hall, Room 242.

**Religious Observations**

Students may be allowed an excused absence due to certain religious holidays/observances. Students should notify the professor at the beginning of the semester and submit appropriate verification at least one week prior to the anticipated absence. Students must be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence. Failure to complete these assignments may result in appropriate responses from the instructor.

Credentialing/Endorsement

Because credentialing is necessary for the graduate to practice the profession of counseling, it is mandatory that each student be aware of the process. One means for becoming aware of the credentialing process is to talk with the Counselor Education faculty. A second means is to contact the American Counseling Association, 6101 Stevenson Ave., Alexandria, VA 22304 (1-800-347-6647 or 703-823-9800).

Chi Sigma Iota is the national counseling honor society. Students may apply for membership in Chi Sigma Iota if the following criteria are met: the student must be admitted to the Counselor Education program; the student must be in good standing and cannot have remediation or probationary status; the student must maintain a minimum GPA of 3.5; and the student must have completed a minimum of 12 hours of graduate counseling credits. For more information, see [www.csi-net.org](http://www.csi-net.org) or faculty advisors, Dr. Charles Crews (806-834-4149) or Dr. Ian Lertora (806-834-8049).

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

**Licensed Professional Counselor**

By state law, with few exceptions (e.g., school counselors), all individuals who call themselves professional counselors or who practice counseling independently must be licensed (all U.S. states offer the LPC credential). Students receiving a master’s degree in clinical mental health counseling from TTU have the academic training for licensure as a Licensed Professional Counselor (LPC) in the state of Texas. In addition to academic training, 3000 hours of supervision by a qualified supervisor extended over a minimum of 18 months following the master's counseling degree and the passage of two examinations (NCE Exam and the Jurisprudence Exam) are required. Students planning to obtain the LPC should contact (during first year of the student's academic training) the Texas State Board of Examiners of Professional Counselors, 1100 West 49th Street, Austin, Texas 78756-3183 (514-834-6658). The student (not faculty) is responsible for obtaining copies of the counselor licensing law and license board regulations and for understanding and following their contents. Only students having admission to the Counselor Education Program and completing the 60 semester hour Master's degree in Clinical Mental Health Counseling in the COE will be eligible for endorsement for licensure as a LPC by the Counselor Education faculty. Upon admission or during the first year of coursework, some students in the PhD program will meet the requirements for LPC. Specific requirements for licensure can be found on the Texas State Board of Examiners of Professional Counselors website at <https://dshs.texas.gov/counselor/lpc_apply.shtm>.

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

Financial Assistance

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

**University Scholarships**

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

**Student Loans**

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

**Graduate Research Assistantship**

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

**Appendix A**

**Admission to Doctoral Level Counselor Education Program**

(Admission Handbooks are available for prospective students at [www.educ.ttu.edu](http://www.educ.ttu.edu), in EDUC Room 103 or EDUC Room 109 or telephone 806-834-2751.)

**Appendix B**

**ACA Code of Ethics 2014**

(Please obtain from a member of the Counselor Education faculty or download from the American Counseling Association at

[**www.counseling.org**](http://www.counseling.org)

**Appendix C**

**Prerequisites for Counselor Education**

**Required/Recommended Courses**

**Prerequisites for Counselor Education Required/Recommended Courses**

|  |  |  |
| --- | --- | --- |
| **Course** | **Title** | **Prerequisite(s)** |
| EPCE 6335 | Advanced Counseling Theory and Techniques | Admission to EPCE Doctoral Counseling Program, EPCE 5357, and EPCE 5364 |
| EPCE 6336 | Advanced Consultation, Diversity, Social Justice, and Advocacy | Admission to EPCE Doctoral Counseling Program and  EPCE 5371 |
| EPCE 6337 | Advanced Ethics and Legal Issues in Counseling | Admission to EPCE Doctoral Counseling Program and  EPCE 5370 |
| EPCE 6350 | Doctoral Seminar in Counseling | Consent of Instructor |
| EPCE 6354 | Advanced Theory and Practice of Group Leadership | Admission to EPCE Doctoral Counseling Program, EPCE 5354 and EPCE 5364 |
| EPCE 6355 | Scholastic Writing and Teaching | Admission to EPCE Doctoral Counseling Program |
| EPCE 6360 | Advanced Practicum in Counseling | Admission to EPCE Doctoral Counseling Program, Completion of all 6000 level other than Clinical Courses, Completion of all EPCE 5000 level Practica and Internship, and Consent of Instructor |
| EPCE 6366 | Advanced Supervision in Counselor Education | Admission to EPCE Doctoral Counseling Program, Completion of all 6000 level other than Clinical Courses, Completion of all EPCE 5000 level Practica and Internship, and Consent of Instructor |
| EPCE 6094 | Doctoral Internship in Counseling | Admission to EPCE Doctoral Counseling Program, Completion of all Counseling coursework requirements including EPCE 6360, and Consent of Instructor |
| EPCE 7000 | Research | Consent of Instructor |
| EPCE 8000 | Doctoral Dissertation | Consent of Instructor |
| EPSY 6301 | Advanced Data Analysis | EPSY 5381 or Consent of Instructor |
| EPSY 6303 | Educational Measurement | EPSY 5356 and EPSY6301 |
| EPSY 6304 | Qualitative Research Methods | EPSY 5382 |
| EPSY 6305 | Qualitative Data Analysis in Education | EPSY 5382 and EPSY 6304 |
| EPSY 6336 | Personality & Motivation in the Learning Process | Admission to EPCE Doctoral Program |
| EPSY 6337 | Personality Assessment in Educational Psychology | Admission to EPCE Doctoral Program |

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

**Appendix D**

**Student Forms**

**Time Line for PhD Students in Counselor Education**

\_\_\_\_\_\_\_\_\_\_ Apply to the Graduate School

\_\_\_\_\_\_\_\_\_\_ Interview with Counselor Education faculty

\_\_\_\_\_\_\_\_\_\_ Attend mandatory orientation for new PhD students

\_\_\_\_\_\_\_\_\_\_ Fall (year 1) enroll for classes

File Degree Plan during Fall (year 1) by October 15th

\_\_\_\_\_\_\_\_\_\_ Select your Advisory Committee

\_\_\_\_\_\_\_\_\_\_ Continue enrolling in classes according to the course rotation and your Degree Plan

\_\_\_\_\_\_\_\_\_\_ After completing all research courses and your coursework on your Degree Plan, discuss your Qualifying Examination with your Advisory Committee

\_\_\_\_\_\_\_\_\_\_ Enroll in a minimum of one (1) hour of EPCE 7000 in the semester you take the Qualifying Exam

\_\_\_\_\_\_\_\_\_\_ Contact Dr. Gould (834-4224) about scheduling for the Qualifying Examination (This will be discussed in your classes.)

\_\_\_\_\_\_\_\_\_\_ After successfully completing the Qualifying Examination and being admitted to Candidacy, register for at least one (1) hour each semester until your graduation semester

\_\_\_\_\_\_\_\_\_\_ Meet with your Advisory Committee to discuss options for your dissertation

\_\_\_\_\_\_\_\_\_\_ Schedule your Proposal presentation with your Advisory Committee, and contact Dr. Gould about scheduling a room

\_\_\_\_\_\_\_\_\_\_ At least three (3) weeks before your Proposal presentation, complete the Dissertation Announcement Request form

\_\_\_\_\_\_\_\_\_\_ At least three (3) weeks before your Proposal presentation, turn in a final copy of your Proposal to Dr. Gould

\_\_\_\_\_\_\_\_\_\_ After successfully presenting your Proposal, submit IRB (You cannot collect any data, including selecting participants, until the IRB is approved.)

\_\_\_\_\_\_\_\_\_\_ After receiving approval of the IRB, begin data collection for your dissertation

\_\_\_\_\_\_\_\_\_\_ Schedule a meeting with the Doctoral Support Center if you need help writing your dissertation

\_\_\_\_\_\_\_\_\_\_ If you have enrolled in more than 12 hours of EPCE 8000 for your dissertation, a meeting with your Advisory Committee will be scheduled to discuss progress

\_\_\_\_\_\_\_\_\_\_ For the semester of your graduation, and if all requirements are met and you are ready to defend your dissertation, you must register for at least three (3) hours

\_\_\_\_\_\_\_\_\_\_ File your Intent to Graduate online\*

\_\_\_\_\_\_\_\_\_\_ If attending the graduation ceremony, order/buy your regalia for graduation\*

\_\_\_\_\_\_\_\_\_\_ Pay thesis-dissertation fee\*

\_\_\_\_\_\_\_\_\_\_ Request a Degree Audit from Dr. Gould or staff in the OGER office

\_\_\_\_\_\_\_\_\_\_ Schedule your doctoral defense with your committee, and contact Dr. Gould about scheduling a room\*

\_\_\_\_\_\_\_\_\_\_ At least three (3) weeks before your defense date, file the Defense Notification Form with the Graduate School\*

\_\_\_\_\_\_\_\_\_\_ At least three (3) weeks before your defense, complete the Dissertation Announcement Request form\*

\_\_\_\_\_\_\_\_\_\_ With your Advisory Committee, select the Dean’s Representative for your Dissertation defense\*

\_\_\_\_\_\_\_\_\_\_ At least three (3) weeks before your defense, send a completed copy of your dissertation to the Deans Representative\*

\_\_\_\_\_\_\_\_\_\_ At least three (3) weeks before your defense date, send a completed copy of your dissertation to Dr. Gould

\_\_\_\_\_\_\_\_\_\_ Defend your dissertation before the final defense date listed in the University calendar\*

\_\_\_\_\_\_\_\_\_\_ Submit signed Oral Defense and Thesis-Dissertation Approval Form to the Graduate School\*

\_\_\_\_\_\_\_\_\_\_ Make any required corrections to your dissertation and submit it to ETD site for review\*

\_\_\_\_\_\_\_\_\_\_ Submit final dissertation in .pdf form to the ETD website\*

\_\_\_\_\_\_\_\_\_\_ Make sure that any grades of I (Incomplete) are removed from transcript\*

\_\_\_\_\_\_\_\_\_\_ Although it is not required, we recommend that you attend COE Hooding Ceremony and University Graduate Commencement\*

\* The items marked with an asterisk change yearly as indicated on the University Calendar.

**Doctoral Student Progress Form**

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ R-Number \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Coursework Completed (semester/year) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Cohort\_\_\_\_\_\_

**Committee:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Faculty** | **Position** | **Asked to Serve** | **Agreed to Serve** | **Grad School Informed** | **Emailed Dr. Gould** |
|  | Chair |  |  |  |  |
|  | Co-chair |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  | Methodologist |  |  |  |  |
|  | Minor Area Rep. |  |  |  |  |
|  | Graduate Dean’s Rep. |  |  |  |  |

**Qualifying Exam:**

\_\_\_\_\_\_\_\_\_\_ Exam results sent to Graduate School

**Proposal:**

\_\_\_\_\_\_\_\_\_\_ Date for Proposal selected and sent to Dr. Gould

\_\_\_\_\_\_\_\_\_\_ Room reserved

\_\_\_\_\_\_\_\_\_\_ Submitted copy of proposal to Dr. Gould at least two (2) weeks before Proposal defense

\_\_\_\_\_\_\_\_\_\_ Dissertation Announcement Request Form completed

\_\_\_\_\_\_\_\_\_\_ Complete and Submitted to IRB

\_\_\_\_\_\_\_\_\_\_ IRB approval received

**Dissertation**:

\_\_\_\_\_\_\_\_\_\_ Date for Defense selected and sent to Dr. Gould

\_\_\_\_\_\_\_\_\_\_ Room reserved

\_\_\_\_\_\_\_\_\_\_ Dissertation Announcement Request Form completed

\_\_\_\_\_\_\_\_\_\_ Defense Notification Form filed with Graduate School at least 3 weeks before

defense

\_\_\_\_\_\_\_\_\_\_ Select Dean’s Representative and send copy of Dissertation (3 weeks in advance)

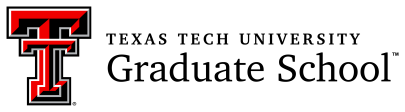
\_\_\_\_\_\_\_\_\_\_ At least three (3) weeks before defense, send a final copy of the Dissertation to

Dr. Gould

\_\_\_\_\_\_\_\_\_\_ Oral Defense and Thesis-Dissertation Form signed and sent to Graduate School

\_\_\_\_\_\_\_\_\_\_ Make corrections and re-submit to Committee

\_\_\_\_\_\_\_\_\_\_ Final Dissertation submitted to ETD website



**Graduation Timeline**

# Student Name: \_ R#

*\*Only complete task fields that are applicable to student's degree requirements.*

|  |  |  |  |
| --- | --- | --- | --- |
| **Task** | **Term:** | **Term:** | **Term:** |
| **Course Requirement(s)** |  |  |  |
| **Readings/Data Collection/Analysis** |  |  |  |
| **Workshops/Projects** |  |  |  |
| **Defense** |  |  |  |
| **Other** |  |  |  |

# Expected Graduation Date:

# Student Signature Chair/Program Advisor Signature

Please submit this document to the Graduate School Enrollment Services Sharepoint portal or to the Sharepoint contact of your department for processing.

For additional information or assistance, please contact the graduate school at: [em\_gradschool@ttu.edu](mailto:em_gradschool@ttu.edu) or (806) 742-2787

I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ hereby certify that I have read

(*Print name)*

and that I understand the information presented in this *Handbook*.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*(Signature) (Date)*