



TEXAS TECH UNIVERSITY  
**College of Education™**

Higher Education  
Higher Education Research  
*Doctor of Philosophy  
Program Handbook*

College of Education Graduate Education and Research  
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## Doctor of Philosophy

### Program Overview

The Ph.D. in Higher Education Research focuses on preparing students for roles in teaching, research and engagement in higher education contexts.

#### **The Trademark Outcome for the Ph.D. in Higher Education Research is:**

Graduates of the Ph.D. in Higher Education Research program will lead the identification, analysis, evaluation and application of critical research that addresses higher education issues related to multiple and diverse populations and a variety of sociocultural contexts domestically and internationally.

#### **The distinctive student learning outcomes expected of our Ph.D. graduates are:**

Compare and contrast the social, cultural, and economic roles of higher education in U.S. and international contexts.

Analyze policies to understand impacts on higher education and its various constituents.

Utilize the findings of critical inquiries to propose alternative policies, practices, and strategies for higher education.

Lead research utilizing various methodologies and types of data appropriate for higher education subject matter.

Lead higher education change management strategies.

The doctoral program (Ph.D.), including the dissertation, requires a minimum of 66 hours beyond the master's degree. The Doctor of Philosophy (Ph.D.) degree emphasizes the student learning outcomes cited above. It is designed for students who plan on becoming university faculty, researchers, and leaders.

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

## **Graduate Faculty**

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## **Advisement Procedures**

Upon the student's admission into the Ph.D. in Higher Education Research, an advisor will be appointed to assist with the process of developing a degree plan and registering for approved courses.

The advisor and student should meet annually to review the student's progress in completing course work and all other Ph.D. degree requirements. When nearing completion of all course work and when the student has identified his/her topic for research, the student will identify a major professor whose scholarship is in a related area and request that the professor serve as chairperson of the Doctoral Advisory Committee (DAC). Together, the student and chairperson will identify faculty members who have expertise in the research subject area to invite to serve on the Doctoral Advisory Committee. This process should be completed during or prior to the EDHE 6370 (or EDHE 7000) course and prior to the qualifying exam. The Chairperson and DAC committee will review the student's course work, prepare and evaluate the student's qualifying exam, guide the student through the development of the dissertation proposal, and guide the student's development of the dissertation. The student's Doctoral Advisory Committee Chairperson may change over time due to changes in program faculty or the student's research focus.

Although this *Handbook* provides an overview of the policies, procedures, and requirements of the Higher Education program, the *Handbook* cannot be viewed as having all of the answers. Instead, students must seek answers to questions from other sources including, but not limited to, his/her faculty advisor, the Higher Education program faculty, the COE Office of Graduate Studies and Research, and the Texas Tech University Graduate School. While faculty advisors are knowledgeable about the policies, procedures, and requirements, the primary responsibility for reading and following correct policies and procedures remains with the student, rather than the faculty member.

### **Reform Initiatives**

Phase I (P1) – This introductory phase focuses on the acquisition of knowledge and skills. At the end of the first semester, students will be evaluated based upon their performance in EDHE 6311. Students will receive green, yellow or red-light letters indicating whether they are prepared to continue in the Ph.D. program (green light), have cautions about areas that need improvement or strengthening (yellow-light), or may not proceed further until specific remediation has occurred in required skill sets for doctoral work (red light); the general formats for these letters are included in the Appendices of this *Handbook*.

Phase 2 (P2) – This phase applies P1 knowledge and skills into guided or hypothetical settings. In specified coursework that is intended to be completed at the mid-point of students' degree plan, Phase 2 Apply and Evaluate assessments will be embedded in the courses and will be evaluated with a rubric that has been adopted by the Higher Education Research program faculty. These evaluations are intended to provide information to the student and the program about his/her progress in the doctoral program.

Phase 3 (P3) – The third phase of the program uses P1 and P2 knowledge and skills to solve problems in authentic settings and situations. In the Ph.D. program, EDHE 6370 (or EDHE 7000) has been designated as a Phase 3 course and includes an embedded Apply and Evaluate assessment that is evaluated with a rubric adopted by the Higher Education Research faculty. Successfully passing this course and completion of the Qualifying Exams are required for the student to proceed to the dissertation phase of the curriculum.

Dissertation Phase – Once a student has successfully passed his/her Qualifying Exams, the Graduate School will admit the student to “candidacy”. In order to successfully complete this phase of the degree programs, students must continuously enroll in EDHE 8000 for 3 credits per term during the fall, spring and summer sessions (3 credits in one term each summer). Failure to continuously enroll will be grounds for dismissal from the program. The final dissertation product will be evaluated with a rubric adopted by the Higher Education Research faculty and utilized by the student's Doctoral Advisory Committee. Successful Doctoral Proposal Defenses and Dissertation Defenses are required for the Dissertation Phase, see the TTU Graduate School requirements for more detail.

### **Degree Plan**

No later than the end of the first term of coursework, the student will work with his/her faculty advisor to complete his/her "Program for the Doctoral Degree." After the student's degree plan is signed by the advisor and approved by the Graduate School, the student is expected to follow it as the basis for all subsequent enrollments.

**Transfer credit.** Transfer credit from another university will be evaluated and awarded in accord with the guidelines established by the Graduate School. In no case can transfer credit reduce the minimum residency requirement. The Higher Education Research course requirements are typically in addition to the coursework completed for a master's degree. However, students and their faculty advisors should assess whether transfer or course replacement credit may be awarded for any of the Ph.D. in Higher Education Research curricular requirements. Courses with a letter grade other than A or B cannot be counted for transfer credit (including Pass/Fail).

### **Continuous Enrollment Requirement**

Students who have been granted admission into the Ph.D. in Higher Education Research are registered in the term for which admission is granted. Any student who fails to continuously enroll and who does not have an official leave of absence from study granted by the Higher Education Research Program and the Graduate School will be addressed according to the procedures and standards outlined below. Continuous enrollment is defined as enrollment in fall, spring and at least 3 student credit hours in one summer term.

When a student fails to continuously enroll and depending on the circumstances, one of the following rules will be applied to the student and his/her continuance in the program:

- The student may be dismissed from the program with no opportunity to reapply;
- The student may reapply to the program and at the discretion of the Higher Education Research Program faculty, be allowed to return at the place he/she stopped enrollment; or
- The student may be allowed to continue and complete remaining coursework required for Phase 3, EDHE 6370 (or EDHE 7000).

The decision to reinstate the student to the Ph.D. in Higher Education Research is made by the program faculty and will be submitted to the Graduate School for implementation. All determinations will be in accordance with Graduate School and Texas Tech policies.

### **Program Delivery Format Approval**

As of January 2015, the Ph.D. in Higher Education Research is approved for 3 or fewer courses to be taken in fully online format. A request has been submitted to the Texas Higher Education Coordinating Board and Southern Association of Colleges and Schools Commission on Colleges to increase the number of

organized courses to less than 49%, which will allow up to 8 organized courses to be taken in fully online format. This note will be updated when approval is secured. However, as of January 2015, students must consult with their advisors prior to enrolling in more than 3 fully online courses during their program of studies in the Ph.D. in Higher Education Research.

### **Doctor of Philosophy (Ph.D.) in Higher Education – Higher Education Research**

The Doctor of Philosophy in Higher Education – Higher Education Research is a 66-hour degree program. Normally, students should plan on completing the degree in three to four years.

The doctoral curriculum is comprised of five elements: (I) Foundations Core, (II) Statistics and Research Core, (III) Higher Education Core, (IV) Research Electives; (V) Higher Education Electives, (VI) EDHE 6370 (or EDHE 7000) and Qualifying Exam, and (VII) Doctoral Dissertation.

#### **I. Foundations Core 6 hours**

EDHE 5300 History of Higher Education in the United States  
EDHE 5334 College Student Development Theory

#### **II. Statistics and Research Core 12 hours** **Note: Proposed Option B courses as of 12/9/14**

EDHE 6311 Higher Education Ph.D. Research Seminar (Phase 1 A&E)  
EDHE 6310 Higher Education Research Seminar (Phase 2 A&E)  
EPSY 5381 Intermediate Educational Statistics  
EDHE 5341 Program Assessment and Evaluation in Higher Education

#### **III. Higher Education Core 18 hours**

EDHE 5302 Comparative Higher Education  
EDHE 5303 Access and Equity in American Higher Education  
EDHE 5324 Higher Education and the Law  
EDHE 5342 College Teaching  
EDHE 5323 Funding Higher Education  
EDHE 6325 Policy Analysis and Issues in Higher Education

#### **IV. Research Electives 6-9 hours**

Research and statistic coursework from other Texas Tech Colleges and departments may be accepted to meet the Research and Statistic Core requirements. A student's additional research and statistic electives are determined with the advisor and should align with the proposed methodology of dissertation. Examples of courses include:

HIST 5303 Oral History Methodology

ANTH 5305 Method and Theory in Cultural Anthropology  
 EPSY 5382 Qualitative Research in Education  
 EPSY 5385 Foundations of Educational Research  
 EDCI 5386 Constructivist Inquiry Methodology in Curriculum & Instruction  
 EDLL 6347 Analyzing, Designing, and Conducting Literacy Research  
 EDCI 5380 Action Research (\*Master's Level Course)  
 EDCI 5386 Constructivist Inquiry Methodologies in Curriculum & Instruction  
 EDCI 6382 Advanced Field Methods in Constructivist Inquiry  
 EPSY 5356 Decision-Making in Educational & Psychological Assessment  
 EPSY 5382 Introduction to Qualitative Research  
 EPSY 6001 Special Topics in Research Methods  
 EPSY 6301 Structural Equation Modeling  
 EPSY 6305 Qualitative Data Analysis  
 EPSY 6306 Longitudinal Data Analysis  
 EPSY 6307 Case Study Research in Education  
 EPSY 6385 Causal Inference in Research

<b>V.</b>	<b>Higher Education Electives</b>	<b>6-9 hours</b>
	EDHE 5001 Special Topics	
	Other courses as determined by advisor and student	
<b>VI.</b>	<b>Dissertation Proposal and Qualifying Exams</b>	<b>3 hours</b>
	EDHE 6370 Dissertation Proposal Seminar	
	(Phase 3 A&E. With approval of advisor, EDHE 7000 may be used in lieu of EDHE 6370)	
	Qualifying Exams	
<b>VII.</b>	<b>Doctoral Dissertation</b>	<b>12 hours</b>
	EDHE 8000 Doctor's Dissertation	
	<b>Coursework Total:</b>	<b>66 hours</b>

Note: EPSY 5380 Introduction to Educational Statistics may be required for leveling prior to taking EPSY 5381

## **Additional Information**

### **Orientation**

All entering students to the Ph.D. in Higher Education Research are required to attend an Orientation session. These sessions are scheduled at the beginning of each fall term and students will receive notification of the date, time and location.

### **Yearly Performance Evaluation**

The Graduate Faculty in the Higher Education Program conduct annual reviews of each enrolled student in the graduate program. These reviews typically take place at the end of the fall or beginning of the spring term. Students are sent a formal letter from the program that provides an assessment of the student's progress, considering performance in coursework and other areas as needed. As a result of this review, the Higher Education Research program faculty will make one of the following determinations concerning the student:

1. Continue in the Higher Education Research Program (green light);
2. Continue in the Higher Education Research Program with Conditions (yellow light); or
3. Dismissal from Higher Education Research Program (red light).

Examples of letters are included in Appendices of this *Handbook*.

### **Research Requirements**

Students in the Ph.D. in Higher Education Research are expected to develop a research agenda as they progress through their Higher Education Core and Foundation courses, as well as developing research skills in their required Research and Statistics Core courses. Prior to enrollment in EDHE 6370, Ph.D. students are expected to demonstrate the use of their research skills in regional and national conference presentations, manuscripts submitted for publication, and participation in externally funded research studies. Faculty will support these efforts by including students in research studies, presentations and publication whenever possible. Students should plan to join and attend the Association of the Study of Higher Education (ASHE) conferences, American Educational Research Association (AERA), Association of Institutional Researchers (AIR), or other higher education research and subject related organizations.

### **Residency Requirement**

The *2014-15 Texas Tech University Catalog* includes the College of Education Residency Requirements at:

[http://www.depts.ttu.edu/officialpublications/catalog/ED\\_Grad.php](http://www.depts.ttu.edu/officialpublications/catalog/ED_Grad.php). A Ph.D. student may satisfy the residency requirement in one of the following patterns:

- Two consecutive semesters of at least 12 semester hours each.



- Three consecutive full summer sessions of at least 9 weeks each while earning at least 9 hours of graduate credit during the summer session.
- A full summer session of 12 weeks, earning 12 hours of graduate credit plus the completion of at least 12 hours of graduate credit during the adjacent spring or fall semester.
- A combination of 21 hours of graduate credit completed during a 12-month period plus at least 3 additional hours of graduate credit completed in an immediately preceding or subsequent full semester or summer session.
- Nine semester hours in each of the regular semesters and at least 6 hours in the preceding or subsequent summer (for students holding half-time graduate assistantships or students involved for no more than half-time in other work closely related to doctoral study).

### **Adherence to Timelines**

The Ph.D. student maintains ultimate responsibility for progressing through the program of studies, qualifying examination, and dissertation in a timely manner. Continual contact should be maintained with the faculty advisor or chairperson of the Doctoral Advisory Committee (DAC). Also, the Ph.D. student should be thoroughly familiar with the information presented in the College of Education *Doctoral Student Handbook*, available from the Office of Graduate Education and Research. In addition, resources to support students' doctoral experience can be found at the Doctoral Support Center and online at <http://www.depts.ttu.edu/education/student-resources/graduate/> .

### **Doctoral Advisory Committee Composition**

Doctoral Advisory Committees must have a minimum of three members. The DAC chairperson will work with the student to develop the membership of the committee. At least two members, one of whom is the DAC chairperson, should be members of the Higher Education faculty. It is recommended that at least one or two members be from outside Higher Education, depending upon the research student subject and faculty expertise in the subject area or methodology. Students with a formal minor must have a faculty member from the minor area on the DAC. Exceptions to these committee composition guidelines may be made by request of the DAC chairperson to the Higher Education program faculty. Changes to the membership of the Doctoral Advisory Committee are rare and may be done only for significant reasons.

### **Qualifying Examination**

All Ph.D. in Higher Education Research students must enroll in EDHE 6370 (or EDHE 7000) and prepare a Dissertation Prospectus. The student's performance and progress on the class assignments is the basis for the EDHE 6370 (or EDHE 7000) course grade; a student must receive a B or higher to be approved for the qualifying exams phase.

Qualifying exams must be attempted no later than one year after all coursework is completed. All Ph.D. students must pass a qualifying examination prior to

entering the dissertation phase. The qualifying examination requires synthesis and application of knowledge acquired during the course of study for the Ph.D. and preparation of the Dissertation Prospectus. Students with a formal minor will be required to complete a Qualifying Exam component related to the minor. Satisfactory performance in coursework does not necessarily guarantee successful performance on the qualifying examination.

Reasonable accommodations will be made to allow students with disabilities to complete the qualifying examination process. The student should discuss individual needs with his/her Doctoral Advisory Committee chairperson to arrange needed accommodations (see OP 34.22)

The qualifying examination is assessed by the Dissertation Advisory Committee (DAC). After assessment, the DAC will make one of the below determinations based on the performance of the student:

Process 1: The DAC determines that the Dissertation Prospectus (Chapters I, II, and III of the preliminary dissertation proposal) and synthesis and application of knowledge acquired during the course of study meets the Qualifying Examination requirement and the DAC chairperson notifies the student. Once the student has completed the Qualifying Exam requirement, the student is eligible to be recommended for admission into doctoral candidacy by the TTU Graduate Council. At this point the student can officially begin work on the dissertation (permitted to enroll in EDHE 8000 – Dissertation hours in the following semester).

Process 2: If the student fails to satisfy the requirements in Process 1 for any reason, he/she must enroll in EDHE 6370 (or EDHE 7000) during the immediately following term. If the student satisfies the requirements for the written Dissertation Prospectus and the synthesis and application of knowledge acquired during the course of study, the chairperson will establish a time for a formal conference with the DAC to clarify and identify any additional work that is required. If the DAC determines that the Dissertation Prospectus and synthesis and application of knowledge acquired during the course of study meets the Qualifying Examination requirement and the DAC chairperson notifies the student. Once the student has completed the Qualifying Exam requirement, the student is eligible to be recommended for admission into doctoral candidacy by the TTU Graduate Council. At this point the student can officially begin work on the dissertation (permitted to enroll in EDHE 8000 – Dissertation hours in the following semester). If the DAC determines that the student has not satisfied Process 2, the Graduate School will be notified that the student has failed his/her first attempt at passing the Qualifying Exams.

Process 3: As determined by the DAC, if the student does not satisfy Process 2 above, he/she will be required to enroll in EDHE 6370 or EDHE 7000 for a third time with the DAC chairperson during the term immediately following the second enrollment and first failure to pass the Qualifying Exam. This third enrollment constitutes the second and final opportunity to pass the Qualifying Exam. For Ph.D. doctoral students in Higher Education Research, the Qualifying Exam requirements include the Dissertation Prospectus and synthesis and application of knowledge acquired during the course of study. If the student fails to satisfy the requirements in this Process 3, he/she will be subject to dismissal from the program.

The Qualifying Examination process for the Ph.D. in Higher Education Research is reviewed on an annual basis by the Higher Education faculty and is subject to change. The Graduate School requirements for Qualifying Exams are cited in the Texas Tech *Catalog*. Students should consult the *Catalog* for the year they began their doctoral work for the controlling language. For 2014-15, see “Qualifying Examination, Final Examination” in the Texas Tech *Catalog* at <http://www.depts.ttu.edu/officialpublications/catalog/GradDoctoral.php>.

### **Candidacy and Dissertation Committee**

After passing the Qualifying Examination, a recommendation for candidacy is forwarded to the Graduate School by the DAC chairperson. The student will have four years to complete the dissertation after admission to candidacy by the Graduate Council.

### **Dissertation Proposal and Oral Defense**

After successfully passing the doctoral Qualifying Examination, the student is eligible to present a formal proposal for the dissertation research to the Doctoral Advisory Committee and other interested faculty, students and public. When the proposal is approved, the student may begin the dissertation process and work with his/her chairperson to submit IRB documentation if required. At the end of the dissertation phase, the chairperson and DAC will approve scheduling of the Oral Defense. A minimum of 12 semester hours of registration in EDHE 8000 is required prior to graduation. Also consult the Graduate School’s “Steps Required for the Doctoral Degree” at: <http://www.depts.ttu.edu/gradschool/forms/List%20of%20Required%20Major%20Steps%20-%20Doctoral%20Degree.pdf>

### **Statement of Intention to Graduate**

All doctoral degree students must file a Statement of Intention to Graduate and pay graduation fees. Since specific deadlines exist for filing forms and paying fees, students should contact the Graduate School for additional information.

## APPENDIX A

### Recommended Course Sequence

Below, students can find the course sequence recommended by the faculty for full-time and part-time students. Students do have some flexibility regarding course progression, and you should consult with you adviser prior to registering for courses each semester. However, the course plans detailed below will ensure students move through the program in a timely and cohesive manner. Students should also be aware that the Graduate School and College of Education require all doctoral students to complete a residency requirement that can be met in different ways. The sequences detailed below meet the option of “21 credits in a 12-month period plus 3 additional credits before or after that period.” The recommended course sequence may change based on the residency option chosen by the student in consultation with their adviser. A list of residency options for the College of Education can be found at:

<b><u>Full-Time Enrollment in Program</u></b>		
<b>Fall 1</b> EDHE 5300 (History – P1) EDHE 5334 (Student Development – P1) EDHE 6311 (Hi Ed Research Sem – P1)	<b>Spring 1</b> EDHE 5303 (Access & Equity – P2) EDHE 6310 (PhD Seminar – P1) EPSY 5381 (Intermediate Stats – P2)	<b>Summer 1</b> EDHE Elective (P1/2)
<b>Fall 2</b> EDHE 5324 (Law – P2) EDHE 5342 (College Teaching – P2) EDHE 5341 (Program Assess – P2)	<b>Spring 2</b> EDHE 6325 (Policy Analysis – P2) EDHE 5323 (Funding Hi Ed – P2) EDHE Elective (P1/2)	<b>Summer 2</b> Research Elective
<b>Fall 3</b> EDHE 5302 (Comparative Hi Ed – P2) Research Elective EDHE Elective (P1/2)	<b>Spring 3</b> EDHE 6370/7000 (Capstone – P3)	
<b>Fall 4</b> EDHE 8000 (Dissertation – P3)	<b>Spring 4</b> EDHE 8000 (Dissertation – P3)	

<b><u>Part-Time Enrollment in Program</u></b>		
<b>Fall 1</b> EDHE 5300 (History – P1) EDHE 6311 (Hi Ed Res Sem – P1)	<b>Spring 1</b> EDHE 5334 (Student Development – P1) EDHE 6310 (PhD Seminar – P1)	<b>Summer 1</b> EPSY 5381 (Intermediate Stats – P2)
<b>Fall 2</b> EDHE 5324 (Law – P2) EDHE 5342 (College Teaching – P2)	<b>Spring 2</b> EDHE 5303 (Access & Equity – P2) EDHE 5323 (Funding – P2)	<b>Summer 2</b> EDHE 6325 (Policy Analysis – P2)
<b>Fall 3</b> EDHE 5302 (Comp Hi Ed – P2) EDHE 5341 (Program Assess – P2)	<b>Spring 3</b> Research Elective EDHE Elective (P1/2)	<b>Summer 3</b> Research Elective
<b>Fall 4</b> Research Elective EDHE Elective (P1/2)	<b>Spring 4</b> EDHE 6370/7000 (Capstone – P3)	
<b>Fall 5</b> EDHE 8000 (Dissertation – P3)	<b>Fall 5</b> EDHE 8000 (Dissertation – P3)	

<b><u>Course Cycle</u></b>		
<b>Fall</b>	<b>Spring</b>	<b>Summer</b>
EDHE 5300 EDHE 5302 EDHE 5324 EDHE 5341 EDHE 5342 EDHE 6311	EDHE 5303 EDHE 5323 EDHE 5334 EDHE 6310 EDHE 6325 EDHE 6370 EPSY 5381	EDHE 5302 (alt. summers) EDHE 5342 (alt. summers) EPSY 5381 EDHE 6325 (alt. summers) Higher Education, Research or other courses

**APPENDIX B**  
**Annual Student Evaluations**  
**Sample Green Light Letter**

January XX, 2015

Student (address)

Dear Student:

On January XX, 2015 the core faculty of the Higher Education Doctoral Program met to review the progress of your entire doctoral cohort group. We discussed the performance of each student in coursework, with a particular focus on writing and conceptualization skills, and examined the progress of each student in meeting program milestones. We are pleased to report that the core faculty believes that overall you are making good progress in your studies, and anticipate that you will continue to advance in your educational career.

The doctoral program faculty noted in particular that you are thoughtful about the material presented, and that you have completed all of your coursework to date in an outstanding manner. The faculty particularly noted that you have been taking advantage of working with faculty outside of the coursework and encourage you to continue that practice. Overall, the faculty felt you were make good progress in the program.

We congratulate you on your success to date. If you have any further questions about your review, please feel free to meet with any of us.

Sincerely,

Higher Education Doctoral Program Coordinator

**Sample Yellow Light Letter**

January XX, 2015

Student (address)

Dear Student:

On January XX, 2015 the core faculty of the Higher Education Doctoral Program met to review the progress of your entire doctoral cohort group. We discussed the performance of each student in coursework, with a particular focus on writing

and conceptualization skills, and examined the progress of each student in meeting program milestones.

The doctoral program faculty were concerned about your academic progress to date. The faculty encourages you to seek a writing course to help you with your writing skills. The faculty believe this is necessary for you to be successful in Qualifying Exams. It was noted that they believe you will be an outstanding representative of the program when you are finished and pursuing your career options.

If you need assistance in finding a writing course, please contact your advisor. The program will need documentation of the writing course/help you are seeking to address the issue stated above by the end of the spring/fall \_\_\_\_ semester. If you have any further questions about your review, please feel free to meet with your advisor or me.

Sincerely,

Higher Education Doctoral Program Coordinator

### **Sample Red Light Letter**

January XX, 2015

Student (address)

Dear Student:

On January XX, 2015 the doctoral program faculty of the Higher Education Doctoral Program met to review the progress of your entire doctoral cohort group. We discussed the performance of each student in coursework, with a particular focus on writing and conceptualization skills, and examined the progress of each student in meeting program milestones.

The doctoral program faculty are particularly concerned about your academic performance. The faculty noted a weakness in your writing skills and with your understanding of quantitative methods. In addition, we are concerned that you are not managing your time and are consistently asking for extensions on your coursework. It is necessary for you to pursue a writing course and supplement the research courses you have completed with additional studies. It was the feeling of the committee that you will have a difficult time passing your qualifying examination and completing a dissertation without further effort on your part in

those two areas. In addition, the faculty noted that you have not completed one of your core courses and a grade of "1" remains on your transcript.

Because of the issues noted above, it is imperative that you make an appointment with your advisor in the next two (2) weeks to develop a performance improvement plan. Failure to comply with this directive may result in your dismissal of the program. This is at the discretion of the program faculty.

If you have any questions about your review, please contact your advisor or me.

Sincerely,

Higher Education Doctoral Program Coordinator