



TEXAS TECH UNIVERSITY  
**College of Education™**

**PROGRAM HANDBOOK**

**Doctor of Philosophy  
Higher Education**

College of Education  
Graduate Education and Research  
Texas Tech University  
Box 41071  
Lubbock, TX 79409-1071

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

### Program Description

The Ph.D. in Higher Education focuses on preparing students for roles in leadership, teaching, research and engagement in higher education contexts. The degree requires a minimum of 90 hours including dissertation. A total of 30 hours from a master's degree or professional doctorate program (any discipline) may count toward this total. Graduates of the Ph.D. in Higher Education will develop skills in analysis, evaluation, and application of critical research, that addresses higher education issues related to multiple and diverse populations and a variety of social cultural contexts domestically and internationally. (Source: THECB Program Proposal approved February 2022).

The program is conducted in a cohort model designed to be completed within 3 to 4 years (dependent on student progress in the Qualifying Examination and dissertation phase). Students are required to take two years of prescribed coursework and the third year focuses on the completion of the Dissertation. Students are expected to be prepared and committed to completing the dissertation process in one year. Doctoral-level work in Higher Education is conducted in the Department of Educational Psychology, Leadership and Counseling (EPLC) of the College of Education (COE). Students must meet the requirements of the Graduate School, College of Education, and the Higher Education program to receive a doctoral degree.

Many students in the Ph.D. in Higher Education program are employed full-time and courses are taught in the evening to ensure accessibility. Students follow a prescribed curriculum that includes 6 credit hours in the fall, 6 credit hours in the spring, and 9 credit hours in the summer. Some students who are not currently employed full-time may be hired as doctoral-level graduate research assistants. The College follows the Graduate School guidelines for graduate student research assistants with students being required to enroll in 9 credit hours each fall and spring, and 6 credit hours in the summer (if they are employed as an RA during the summer). To ensure that students can achieve the minimum enrollment requirements, during the fall and spring terms their program will be supplemented with additional electives, independent study and research courses that complement their research agenda (but stays within the 60-hour degree requirements once 30 hours are transferred into the 90-hour degree). (Source: THECB Program Proposal approved February 2022). International students will be similarly supported with additional electives, independent study and research courses that complement their research agenda and comply with their visa requirements.

### Trademark Outcome

The trademark outcome of the Ph.D. in Higher Education are graduates with exceptional skills in inquiry. Graduates will demonstrate the research skills and the creative modes of thinking that enable them to act as scholarly reformers who advance the field.

### 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.

### Higher Education Graduate Faculty

Dr. Irene Arellano	Assistant Professor of Practice	<a href="mailto:irene.arellano@ttu.edu">irene.arellano@ttu.edu</a>
Dr. Hugo Garcia	Associate Professor	<a href="mailto:hugo.garcia@ttu.edu">hugo.garcia@ttu.edu</a>
Dr. Bryan Hotchkins	Associate Professor	<a href="mailto:bryan.hotchkins@ttu.edu">bryan.hotchkins@ttu.edu</a>
Dr. Grant Jackson	Assistant Professor	<a href="mailto:grant.jackson@ttu.edu">grant.jackson@ttu.edu</a>
Dr. Stephanie J. Jones	Professor	<a href="mailto:stephanie.j.jones@ttu.edu">stephanie.j.jones@ttu.edu</a>
Dr. Jon McNaughtan	Associate Professor	<a href="mailto:jon.mcnaughtan@ttu.edu">jon.mcnaughtan@ttu.edu</a>
Dr. Guillermo Ortega	Assistant Professor	<a href="mailto:guilorte@ttu.edu">guilorte@ttu.edu</a>
Dr. Valerie Paton	Professor	<a href="mailto:valerie.paton@ttu.edu">valerie.paton@ttu.edu</a>

### Advisement Procedures

All students in the Ph.D. in Higher Education are admitted in a cohort system. They register for their courses per the course sequence outlined below. The Program Coordinator will complete a degree plan during the first year of the student's admittance into the program. The student will be assigned a faculty advisor to assist the student throughout their coursework after attendance at New Student Orientation. The advisor and student should meet annually to review the student's progress in completing coursework and all other degree requirements.

When nearing completion of all coursework, the student will be assigned a Dissertation Chairperson. The Dissertation Chairperson will coordinate the student's Qualifying Examination process. The Dissertation Chairperson and second dissertation committee member from the faculty within the Higher Education program will assess the student's Qualifying Examination. Once a student is admitted into doctoral candidacy (passes the Qualifying Examination), the student will work with his/her Dissertation Chairperson to select the third member of the Dissertation Committee. The Dissertation Committee will guide the student through the development of the dissertation proposal and guide the student's development of the dissertation. The student's Dissertation Chairperson may change over time due to changes in program faculty or research focus of the student.

Although this *Handbook* provides an overview of the policies, procedures, and requirements of the Higher Education program, the *Handbook* cannot be viewed as having all the answers. Instead, students should seek answers to questions from other sources including, but not limited to, the Higher Education Program faculty,

the COE Office of Graduate Studies and Research, 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**, not the faculty.

## Degree Plan

No later than the end of the first year of coursework, the Program Coordinator will complete the “Program for the Doctoral Degree” for each student in the program. Because the program is delivered in a cohort model, except for full-time students, all courses in the Ph.D. in Higher Education are prescribed. After the student’s degree plan is signed by the Program Coordinator 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 accordance with the guidelines established by the TTU Graduate School. In no case can transfer credit reduce the TTU Graduate School and College of Education minimum residency requirement (see Residency Requirement below). The Higher Education program will accept 30 credits from a master’s degree or professional doctorate program (any discipline), from an accredited public or private university. Courses with a letter grade other than A or B cannot be transferred in (including Pass/Fail). Transferred courses may not replace the prescribed required coursework outlined for the Ph.D. in Higher Education (see below).

## Continuation of Enrollment

Students who have been granted admission into the Ph.D. in Higher Education are admitted into a cohort and must move through all coursework with their cohort members. Students are registered in the term for which admission is granted. Any student who fails to complete a fall, spring, or summer semester during the three (3) years of the program, and who does not have an official leave of absence from study granted by the Higher Education program and the Graduate School, will be subject to the procedures and standards outlined below.

As a cohort program, courses must be completed in the specific sequence outlined in Appendix A. If a student falls out of sequence – regardless of circumstance - the Higher Education program faculty will determine if the student can continue in the program. Depending on the circumstance, one of the following rules will be applied to the student and his/her continuance in the program:

- Student may reapply to the program and by vote of the Higher Education program faculty, be allowed to return at the place he/she left off (joining a different cohort).
- Student may be allowed to continue with his/her original cohort members, and complete missed courses prior to the Qualifying Examination process.
- Student may be dismissed from the program with no opportunity to reapply.

The decision of continuance in the program is determined by a vote of the Higher Education program faculty and will be submitted to the Graduate School for implementation. No decision made by the Higher Education faculty will override Graduate School or University policies.

## Curriculum

The Ph.D. in Higher Education is 60 hours post graduate degree and is administered in a cohort model. The Ph.D. is designed to be completed in three (3) to four (4) years, dependent on student progress through the Qualifying Examination and dissertation processes.

The courses below are the prescribed curriculum for the program. Courses are subject to change based on the recommendations of Higher Education program faculty.

### **Foundation Core (6 hours)**

EDHE 5300 The History of Higher Education in the U.S. EDHE  
6311 Higher Education Doctoral Seminar

### **Higher Education Core (21 hours)**

EDHE 5303 Access and Equity in American Higher Education  
EDHE 5305 Leadership, Entrepreneurship, and Change **OR**  
EDHE 5315 Community College Leadership  
EDHE 5310 Higher Education Special Topics: Data-supported Decision-Making  
EDHE 5321 Administration of Higher Education  
EDHE 5334 College Student Development  
EDHE 6323 Funding Higher Education  
EDHE 6325 Policy Analysis and Issues in Higher Education

### **Research Methods Core (18 hours)**

EDHE 5310 Higher Education Special Topics: Qualitative Inquiry I  
EDHE 5310 Higher Education Special Topics: Quantitative Inquiry I  
EDHE 6310 Seminar in Higher Education: Quantitative Inquiry II  
EDHE 6310 Seminar in Higher Education: Qualitative Inquiry II  
EDHE 6310 Seminar in Higher Education: Advanced Inquiry (Mixed Methods)  
EDHE 6310 Seminar in Higher Education: Inquiry Practicum

### **Capstone, Qualifying Exam and Dissertation (15)**

EDHE 6370 Dissertation Proposal Seminar  
EDHE 8000 Doctoral Dissertation (12 minimum)

**See Appendix A for course sequence.**

**See Appendix B for Scholarly Practitioner rubric.**

**See Appendix C for example progress letters.**

## Additional Information

### New Student Orientation

All new doctoral students admitted into the Ph.D. program **are required** to attend New Student Orientation. This orientation is held at Texas Tech University in Lubbock, TX during the second summer term and prior to start of Fall classes. Attendance at Orientation is not optional – but is mandated for all new students. Failure to attend Orientation could result in non-admission to the program. Any student who is unable to attend New Student Orientation cannot be registered for courses in the first fall term. The program faculty perceive that attendance at New Student Orientation helps new doctoral students acclimate to the program more successfully.

### Onsite Requirements and Summer Immersion Sessions

All students admitted into the Ph.D. program are required to attend onsite sessions at Texas Tech University in Lubbock, TX. The first onsite session is New Student Orientation as discussed above.

Two summer immersion sessions are also required, which occur during the summer terms for Years 1 and 2. Currently, the summer immersion week sessions are usually held the first full week of June. The Summer Immersion Sessions are mandatory, and students are expected to attend. Failure to meet the expectations of attendance and participation could result in a student being removed from the program. Failure to attend the full week (arriving late or leaving early) does not meet the expectations of attending the full session.

Students cannot advance to the Qualifying Examination process until the first three onsite requirements have been met.

The dissertation defense will be held onsite or virtually based upon a determination between the chairperson and student.

### Residency Requirement

One year of residency is required by Texas Tech University for all doctoral students. The intent of residency is to provide for concentrated study as a full-time student with minimal outside distractions. A student enrolled in the Ph.D. program meets the residency requirement by completing 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.

### Required Synchronous Class Sessions

The Higher Education program is committed to active engagement of students and faculty in coursework. In the Ph.D. in Higher Education, each course will have required synchronous sessions (one per month minimum) that students are required to attend. Faculty will provide the dates of these synchronous sessions in their course syllabi prior to the first week of the semester.

## **Performance Evaluation**

The Graduate Faculty in the Higher Education program conduct annual reviews of each enrolled student in the graduate program. These reviews will take place each fall semester (or sooner if deemed necessary). Students will receive a formal letter from the program that provides an assessment of the student's progress, reflecting on coursework (but could also address attitude, behavior, and other areas as needed). As a result of this review, the Higher Education program faculty will make one of the following determinations concerning the student:

1. Continue in the Higher Education program (green light).
2. Continue in the Higher Education program with conditions (yellow light).
3. Dismissal from the Higher Education program (red light).

Examples of letters are included in Appendix C.

## **Research Requirements**

Doctoral students are expected to have an active scholarly practice and research agenda while enrolled in the program, demonstrated through participation on research teams, conference presentations, and other scholarly activities. Prior to taking Qualifying Examination, students must show evidence of scholarly practice through conference presentation(s) and/or manuscript submission. Prior to entering the EDHE 6370/EDHE 7000 semester, students should be able to demonstrate that they have submitted and/or published a scholarly paper or presented on a scholar-practitioner topic at a state or national professional conference. Determination of fulfillment of this requirement should be discussed with the student's faculty advisor.

## **Adherence to Timelines**

The doctoral student maintains ultimate responsibility for adhering to established timelines and progressing through the program of studies, Qualifying Examination, and dissertation in a timely manner. Continual contact should be maintained with the advisor and Dissertation Chairperson. Also, the doctoral student should be thoroughly familiar with the information presented in the College of Education Doctoral Student Handbook, available from the Office of Graduate Education and Research. See <https://www.depts.ttu.edu/education/student-resources/graduate/>.

## **Qualifying Examination**

All Ph.D. students must enroll in EDHE 6370/7000 and prepare a Dissertation Prospectus. The student's performance and progress on the class assignments in the course is the basis for the EDHE 6370/7000 course grade; a student must receive a grade of B or higher to be approved for the Qualifying Examination phase.

Qualifying exams must be attempted and completed no later than one year after all coursework is completed. Failure to do so may result in dismissal from the program. 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 study for the Ph.D. and preparation of the Dissertation Prospectus. 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 (Dissertation Prospectus) is assessed by the Dissertation Committee, which is made up of the Dissertation Chairperson and a second TTU Higher Education faculty member. The assessment of the prospectus is based on the Qualifying Exam rubric approved by the Higher Education faculty and obtaining a score of 70% average. After assessment, the Dissertation Committee will make one of the below determinations based on the performance of the student:

**Process 1:** The Dissertation Committee determines that the Dissertation Prospectus and synthesis and application of knowledge acquired during study meets the Qualifying Examination requirement and the Dissertation 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 6370/7000 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 study, the chairperson will establish a time for a formal conference with the Dissertation Committee to clarify and identify any additional work that is required. If the Dissertation Committee determines that the Dissertation Prospectus and synthesis and application of knowledge acquired during the course of study meets the Qualifying Examination requirement and the Dissertation 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 Dissertation Committee 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 Dissertation Committee, if the student does not satisfy Process 2 above, he/she will be required to enroll in EDHE 6370/7000 for a third time with the Dissertation 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, 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 Process 3, he/she will be subject to dismissal from the program.

The Qualifying Examination process for the Ph.D. in Higher Education 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 University *Catalog*. Students should consult the *Catalog* for the year they began their doctoral work for the controlling language. **Candidacy and Dissertation**



After passing the Qualifying Examination, a recommendation for candidacy is forwarded to the Graduate School by the Dissertation Committee Chairperson. The student will have one (1) year to complete the dissertation after admission to candidacy by the Graduate Council. Extension to the one (1) year timeline may be granted with Dissertation Committee approval, but these extensions will only be granted for extenuating circumstances. Students are expected to be prepared and committed to completing the dissertation process in one year. Failure to make sufficient progress toward the completion of the dissertation within the one-year timeline (unless extenuating circumstances) could result in dismissal from the program due to lack of progress.

If the student must continue in dissertation after the one (1) year designated timeframe, formal documentation will be submitted to the Graduate School each semester documenting student progress. If at any time a student does not make sufficient progress in a semester toward the completion of the dissertation, the program will seek to dismiss the student from the program.

### **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 Dissertation Chairperson and the Dissertation Committee 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 Doctoral student resources at [https://www.depts.ttu.edu/gradschool/academic/Doctoral\\_Students.php](https://www.depts.ttu.edu/gradschool/academic/Doctoral_Students.php).

### **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.

### **Other Information**

Other important issues such as registration, financial assistance, ethics, and appeals procedures are outlined in the *Texas Tech University Undergraduate and Graduate Catalog*, <https://catalog.ttu.edu>.

**APPENDIX A**  
**Ph.D. in Higher Education**

**Course Sequence**

<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
<b>Fall</b>	<b>Fall</b>	<b>Fall</b>
EDHE 5300 History of Higher Education in US	EDHE 6310 Seminar in Higher Education: Qualitative Inquiry II	EDHE 6370 Dissertation Proposal Seminar
EDHE 6311 Higher Education Doctoral Seminar	EDHE 5310 Higher Education Special Topics: Data-supported Decision Making	EDHE 6310 Seminar in Higher Education: Inquiry Practicum
<b>Spring</b>	<b>Spring</b>	<b>Spring</b>
EDHE 5310 Higher Education Special Topics: Qualitative Inquiry I	EDHE 6310 Seminar in Higher Education: Advanced Inquiry (Mixed Methods)	EDHE 8000 Dissertation
EDHE 5310 Higher Education Special Topics: Quantitative Inquiry I	EDHE 6325 Policy Analysis and Issues in Higher Education	
<b>Summer</b>	<b>Summer</b>	<b>Summer</b>
EDHE 6310 Seminar in Higher Education: Quantitative Inquiry II	EDHE 6305 Leadership, Entrepreneurship, and Change <b>OR</b> EDHE 6315 Community College Leadership	EDHE 8000 Dissertation
EDHE 5321 Administration & Organizational Theory	EDHE 5303 Access and Equity in American Higher Education	
EDHE 5334 College Student Development	EDHE 6323 Funding Higher Education	Note: EDHE 8000 continued until graduation

## Appendix B

### Scholarly Practitioner

**Program Objective:** The trademark outcome of the Ph.D. in Higher Education are graduates with exceptional skills in inquiry. Graduates will demonstrate the research skills and the creative modes of thinking that enable them to act as scholarly reformers who advance the field.

Objective 1: Uses scholarly practitioner, change agent, and influencer competencies (based on national organizations for higher education leadership competencies)				
CATEGORY	Unacceptable (1)	Acceptable (2)	Exemplary (3)	Score
<b>Organizational Strategy</b>	<ul style="list-style-type: none"> <li>Seldom or never demonstrates the knowledge and ability to assess, develop, implement, and evaluate organizational strategies, in order to monitor and improve the quality of education and long-term health of higher education organizations.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates appropriate levels of knowledge and ability to assess, develop, implement, and evaluate organizational strategies, in order to monitor and improve the quality of education and long-term health of higher education organizations.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates high levels of knowledge and ability to assess, develop, implement, and evaluate organizational strategies, in order to monitor and improve the quality of education and long-term health of higher education organizations.</li> </ul>	
<b>Communication</b>	<ul style="list-style-type: none"> <li>Seldom or never articulates and champions the shared mission, vision, and values of colleges and universities to internal and external audiences, appropriately, matching message to audience.</li> </ul>	<ul style="list-style-type: none"> <li>Consistently articulates and champions the shared mission, vision, and values of colleges and universities to internal and external audiences, appropriately, matching message to audience.</li> </ul>	<ul style="list-style-type: none"> <li>At a high level, articulates and champions the shared mission, vision, and values of colleges and universities to internal and external audiences, appropriately, matching message to audience.</li> </ul>	
<b>Collaboration</b>	<ul style="list-style-type: none"> <li>Demonstrates limited or no knowledge and ability needed to understand how to embrace and employ the diversity of individuals, cultures, values, ideas, and communication styles.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates appropriate knowledge and ability needed to understand how to embrace and employ the diversity of individuals, cultures, values, ideas, and communication styles.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates high levels of knowledge and ability needed to understand how to embrace and employ the diversity of individuals, cultures, values, ideas, and communication styles.</li> </ul>	
<b>Resource Management</b>	<ul style="list-style-type: none"> <li>Demonstrates limited or no understanding of how to ensure accountability in reporting.</li> <li>Demonstrates limited or no knowledge and ability needed to develop and</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates appropriate levels of understanding of how to ensure accountability in reporting.</li> <li>Demonstrates appropriate levels of knowledge and ability needed to</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates high levels of understanding of how to ensure accountability in reporting.</li> <li>Has an extensive knowledge base</li> <li>Demonstrates high levels of knowledge</li> </ul>	

	manage resource assessment, planning, budgeting, acquisition, and allocation processes consistent with a college's master plan and local, state, and national policies.	develop and manage resource assessment, planning, budgeting, acquisition, and allocation processes consistent with a college's master plan and local, state, and national policies.	and ability needed to develop and manage resource assessment, planning, budgeting, acquisition, and allocation processes consistent with a college's master plan and local, state, and national policies.	
<b>Advocacy</b>	<ul style="list-style-type: none"> <li>• Demonstrates limited or no knowledge of the value and ability necessary to promote diversity, inclusion, equity, and academic excellence.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates appropriate levels of knowledge of the value and ability necessary to promote diversity, inclusion, equity, and academic excellence.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates high levels of knowledge of the values and ability necessary to promote diversity, inclusion, equity, and academic excellence.</li> </ul>	
<b>Professionalism</b>	<ul style="list-style-type: none"> <li>• Demonstrates limited or no knowledge of and ability to enact transformational leadership through authenticity, creativity, and vision.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates appropriate levels of knowledge of and ability to enact transformational leadership through authenticity, creativity, and vision.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates high levels of knowledge of and ability to enact transformational leadership through authenticity, creativity, and vision.</li> </ul>	
<b>Objective 2: Names and frames problem in practice</b>				
<b>CATEGORY</b>	<b>Unacceptable (1)</b>	<b>Acceptable (2)</b>	<b>Exemplary (3)</b>	<b>Score</b>
<b>Apply Ideas and Information</b>	<ul style="list-style-type: none"> <li>• Seldom or does not direct scholarship wisely to problems of practice.</li> <li>• Seldom or does not examine the professional and research literature of education critically.</li> <li>• Seldom or does not employ information technology strategically.</li> <li>• Seldom or does not embrace systems as a perspective for interpreting local situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently directs scholarship wisely to problems of practice.</li> <li>• Consistently examines the professional and research literature of education critically.</li> <li>• Consistently employs information technology strategically.</li> <li>• Consistently embraces systems as a perspective for interpreting local situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Expertly directs scholarship wisely to problems of practice.</li> <li>• Expertly examines the professional and research literature of education critically.</li> <li>• Expertly employs information technology strategically.</li> <li>• Expertly embraces systems as a perspective for interpreting local situations.</li> </ul>	
<b>Apply Systemic Inquiry</b>	<ul style="list-style-type: none"> <li>• Seldom or never recognizes the appropriate type of research for resolving local issues and for developing professionally.</li> <li>• Seldom or never initiates cumulative research that results in principled data-based decisions.</li> <li>• Seldom or never applies conceptual</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently recognizes the appropriate type of research for resolving local issues and for developing professionally.</li> <li>• Consistently initiates cumulative research that results in principled data-based decisions.</li> <li>• Consistently applies conceptual and/or</li> </ul>	<ul style="list-style-type: none"> <li>• Always recognizes the appropriate type of research for resolving local issues and for developing professionally.</li> <li>• Always initiates cumulative research that results in principled data-based decisions.</li> <li>• Always applies conceptual and/or theoretical frames, methodologies, and methods strategically and appropriately.</li> </ul>	

	and/or theoretical frames, methodologies, and methods strategically and appropriately.	theoretical frames, methodologies, and methods strategically and appropriately.		
<b>Research/ Evaluation Design</b>	<ul style="list-style-type: none"> <li>There are no methods or techniques described.</li> </ul>	<ul style="list-style-type: none"> <li>Methods are described with some adequacy but not appropriately justified according to the purpose and research/evaluation questions and are not appropriate for the problem in practice identified</li> </ul>	<ul style="list-style-type: none"> <li>The methods and techniques to be used are clearly described and justified per purpose and research/evaluation questions and are original, clear, creative, and innovative.</li> </ul>	
<b>Data Analysis Procedures</b>	<ul style="list-style-type: none"> <li>The link between data analysis and research/evaluation questions is nonexistent.</li> <li>Incorrectly or does not link data analysis procedures to research/evaluation questions.</li> <li>Analytic methods are missing or are incorrect.</li> <li>No discussion of assumptions.</li> <li>There is no explanation of data analysis.</li> </ul>	<ul style="list-style-type: none"> <li>Links data analysis procedures to research/evaluation questions, although the connection is not always clear or adequately explained.</li> <li>Correctly links data analysis procedures to each research/evaluation question.</li> <li>Analytic methods are reasonable but contain some errors and omissions.</li> <li>Describes some assumptions associated with the data analysis with some accuracy.</li> <li>Provides some explanation of data analysis for audience.</li> </ul>	<ul style="list-style-type: none"> <li>Procedures used clearly and correctly link data analysis procedures to research/evaluation questions.</li> <li>Assumptions of the data analyses are explained accurately.</li> <li>Methods for analyzing data are explained so that the particular audience can understand them.</li> </ul>	
<b>Data Collection Strategies</b>	<ul style="list-style-type: none"> <li>Data collection strategies are nonexistent.</li> </ul>	<ul style="list-style-type: none"> <li>Data collection strategies are executed correctly with minimal mistakes.</li> </ul>	<ul style="list-style-type: none"> <li>Data collection strategies are always appropriately identified and executed correctly and follow best practices.</li> </ul>	
<b>Objective 3: Develops and presents impactful and innovative interventions/solutions to problem in practice based on understanding of the context of the problem and analysis of data</b>				
<b>CATEGORY</b>	<b>Unacceptable (1)</b>	<b>Acceptable (2)</b>	<b>Exemplary (3)</b>	<b>Score</b>
<b>Interpretations</b>	<ul style="list-style-type: none"> <li>Seldom or does not make appropriate interpretations of data trends (proficiency and content learning).</li> </ul>	<ul style="list-style-type: none"> <li>Consistently makes appropriate interpretations of data trends (proficiency and content learning)</li> </ul>	<ul style="list-style-type: none"> <li>At advanced levels, makes appropriate interpretations of data trends (proficiency and content learning).</li> </ul>	

<b>Interventions/ Solutions</b>	<ul style="list-style-type: none"> <li>Seldom or does not target appropriate interventions/ solutions based on context of problems in practice data.</li> </ul>	<ul style="list-style-type: none"> <li>Consistently targets appropriate but safe interventions/ solutions based on context of problems in practice data.</li> </ul>	<ul style="list-style-type: none"> <li>At advanced levels, targets highly innovative and appropriate interventions/ solutions based on context of problems in practice data. Provides plausible interpretations.</li> </ul>	
<b>Reporting</b>	<ul style="list-style-type: none"> <li>Results are not presented to the particular audience and according to ethical professional scholarly practitioner standards.</li> </ul>	<ul style="list-style-type: none"> <li>Results are consistently presented at an appropriate audience and according to professional scholarly practitioner standards but not both.</li> </ul>	<ul style="list-style-type: none"> <li>Results are always presented at an appropriate audience and according to professional scholarly practitioner standards but not both.</li> </ul>	
<b>Objective 4: Implements impactful and innovative data-supported interventions/solutions of problem in practice</b>				
<b>CATEGORY</b>	<b>Unacceptable (1)</b>	<b>Acceptable (2)</b>	<b>Exemplary (3)</b>	<b>Score</b>
<b>Implementation</b>	<ul style="list-style-type: none"> <li>Demonstrates skills and knowledge of how to implement an intervention/solution to a problem of practice at a novice or below level.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates skills and knowledge of how to implement an intervention/solution to a problem in practice at an intermediate level.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates skills and knowledge of how to implement an intervention/solution to a problem in practice within scope of influence at a high and innovative standard.</li> </ul>	
<b>Objective 5: Assesses and evaluates implemented interventions/solutions to problem in practice for impact and continuous improvement</b>				
<b>CATEGORY</b>	<b>Unacceptable (1)</b>	<b>Acceptable (2)</b>	<b>Exemplary (3)</b>	<b>Score</b>
<b>Measurement and Analysis of Impact</b>	<ul style="list-style-type: none"> <li>Demonstrates skills and knowledge of how to measure impact of an implemented intervention/solution to a problem in practice at a novice or below level.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates skills and knowledge of how to measure impact of an implemented intervention/solution to a problem in practice at an intermediate level.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates skills and knowledge of how to measure impact of an implemented intervention/solution to a problem in practice at an expert level.</li> </ul>	
<b>TOTAL</b>				

**APPENDIX C**  
**Annual Student Evaluations**

**Sample Green Light Letter**

Date

Student (address)

Dear Student:

On 9date) 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 this practice. Overall, the faculty perceive you are making 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,  
Program Coordinator

**Sample Yellow Light Letter**

Date

Student (address)

Dear Student:

On (date) 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 perceive 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 fall \_\_\_\_ semester. If you have any further questions about your review, please feel free to meet with your advisor or me.

Sincerely,  
Program Coordinator

### **Sample Red Light Letter**

Date

Student (address)

Dear Student:

On (date) 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 "I" 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,  
Program Coordinator