

# Learner Outcomes for Doctoral Students in ELPS

*(Applicable to students admitted through Spring 2005; The technology utilization domain has been deleted for students starting their programs Summer 2005 and later)*

## Rooted in the six domains of the program:

- Leadership
- Research
- Communication
- Assessment and Evaluation
- Educational Foundations
- Technology Utilization

*Upon completion of the Educational Leadership and Policy Studies doctoral program, the student:*

### Leadership

- Balances the forces of stability and change in order to maximize human and collective organizational performance
- Applies techniques, technologies, and strategies that promote required or desired change
- Uses periods of equilibrium for the organization to engage in reflexive periods of self-appraisal and reflection
- Engages in rational leadership activities such as planning, evaluation, implementation, and assessment regarding results
- Considers how and why organizations engage in change from simple adaptive changes with responses that are well within traditional boundary decisions to more radical alterations when the survival of the organization is at stake
- Engages in both rational, technical change strategies and technologies, yet understands the impact of emotion and morale on organizational climate and performance
- Understands that stability is a key to productivity
- Balances the need for stability and the need for stimulation in the work environment
- Creates parallelism between promoting human growth as well as organizational growth

### Research

- Comprehends the basic elements of research and inquiry
- Conducts scholarly inquiry

### Communication

- Expresses ideas clearly both orally and in writing
- Articulates his/her philosophy of life
- Acknowledges his/her own beliefs and values
- Subscribes to lifelong learning
- Exhibits ethical standards consistent with professional commitment
- Understands issues and trends in a multicultural non-sexist society
- Demonstrates sensitive awareness and knowledge of one's own cultural background and that of others
- Works effectively with individuals from diverse cultural backgrounds
- Listens and responds in an exemplary manner

### Assessment and Evaluation

- Demonstrates skills necessary for delineating, obtaining and providing information to assist in judging the worth and guiding the improvement of educational programs
- Understands theoretical perspectives, evaluation and assessment models, professional standards, historical trends, and current issues in the fields of program evaluation and educational assessment

### Educational Foundations

- Understands education as a social institution
- Utilizes diverse analytical and interpretative approaches appropriate for the study of education for persons of all ages
- Understands the historical, philosophical, social, and cultural contexts of education for persons of all ages
- Understands diverse philosophical orientations
- Articulates the orientations in thought that underlie democratic systems of government and their relationships to education
- Uses a comprehensive knowledge base about adults as learners within the contexts of their work

### Technology Utilization

- Understands the role, applications, and limitations of technology in learning and organizational processes