

# Ph. D. Program in Educational Leadership

## Department of Educational Leadership and Policy Studies

### College of Human Sciences

#### Iowa State University

The purpose of the doctoral program in Educational Leadership is to prepare individuals to be leaders in a variety of educational settings. Graduates' roles as educational practitioners and faculty involve encouraging and implementing theoretically grounded and innovative educational practice. To accomplish this goal, graduates must possess a body of knowledge and skills that will allow them to meet their ethical and intellectual responsibilities to the individuals with whom they are working. These core domains of learning include (1) leadership, (2) educational research, (3) communication, (4) educational evaluation, and (5) educational foundations.

In addition, students will each engage in study related to the setting in which they are interested in working: educational administration or higher education. The proposed area of emphasis will allow students to pursue a coherent set of structured learning experiences including seminars, laboratories, field experiences, and independent research, as well as traditional coursework, to achieve learning outcomes in each of these areas.

#### Learner Outcomes

Graduates specializing in Educational Leadership will be able to work effectively with individuals and groups, engage in ethical decision-making and management of resources to accomplish goals. They will comprehend the basic elements of research and inquiry and engage in scholarly inquiry. Graduates will express ideas clearly both orally and in writing, understand themselves well and relate sensitively to individuals from diverse backgrounds. They will understand and be able to use intelligently the principles of program evaluation and assessment. Graduates will have a clear understanding of the foundations of education; their work will be well grounded in theory and philosophy. Graduates will be knowledgeable about the concepts, theories, and practices related to the educational content area that they have emphasized in their studies.

There are two sets of outcomes germane to the doctoral program in educational leadership. The first set of common outcomes pertains to the interdisciplinary learnings embodied in the integrated doctoral seminars and capstone experience. These experiences are a careful blend of important knowledge, skills, and applications that stress the generic and universal challenges of leadership in a variety of educational settings. These learnings result from the interaction of both faculty and students from the two areas of emphasis in classroom and site experiences that show students that their knowledge and skills are indeed applicable in a wide array of situational contexts. This "lived curriculum" is an important and key experience in the integrated doctoral program.

In addition to the common outcomes there are outcomes specific to the two areas of emphasis that comprise the doctorate in educational leadership: higher education and educational administration. These outcomes result from coursework, field experiences, independent study, and other individualized experiences associated with the area of emphasis.

Both the common learner outcomes and the learner outcomes pertaining to each doctoral emphasis have been identified within each of the five domains: (1) leadership, (2) research, (3) communication, (4) assessment and evaluation, and (5) educational foundations. Each domain is described by typical, general activities in which one would engage if one were working in that domain. Knowledge and performance indicators follow the general description of each domain. These indicators can be used to judge whether one possesses the body of knowledge and skills to function effectively within that domain.

## **Part I**

### **Common Learner Outcomes for the Educational Leadership Doctorate**

#### **LEADERSHIP**

Leadership is defined as the ability to balance the forces of stability and change in order to maximize human and collective organizational performance; knowing when and how to apply techniques, technologies, and strategies that promote required or desired change; using periods of equilibrium for the organization to engage in reflexive periods of self-appraisal and reflection; knowledge of and ability to engage in rational leadership activities such as planning, evaluation, implementation, and assessment regarding results.

#### Knowledge/Performance Indicators:

- Fosters action toward achievement of vision, mission, and goals.
- Facilitates group process for participants' commitment to aims and purposes and empowerment of others to lead.
- Utilizes situational, contextual, and cultural aspects of organizations effectively.

**Change:** Understanding how and why organizations engage in change from simple adaptive changes with responses that are well within traditional boundary decisions to considering and adopting more radical alterations when the survival of the organization is at stake. Such change efforts are rational, technical, and emotional on the part of the persons working in organizations. Leaders are able to engage in both rational, technical change strategies and technologies, and to understand the impact of emotion and morale on organizational climate and performance.

#### Knowledge/Performance Indicators:

- Understands change models, processes, and impacts.
- Understands the impact of change within an organizational system.
- Understands the dynamics of change and its impact on the human condition.

**Stability:** Understanding that stability is a key to productivity because it enables people to focus on changes that will require their reflection and adaptation to alterations in the work environment without worrying about threats to their safety and continuity in the organization. Knowing how to balance the need for stability and the need for stimulation in the work environment. Understanding the requirements that promote human growth as well as organizational growth. Creating the parallelism in both these agendas.

#### Knowledge/Performance Indicators:

- Understands the balance between chaos and equilibrium.
- Appropriately applies traditional management practices including planning, influencing, and organizing in order to accomplish goals, mission, vision, and purposes of the organization.

### **RESEARCH**

Comprehends the basic elements of research and inquiry; conducts scholarly inquiry.

#### Knowledge/Performance Indicators:

- Understands the nature of research and is able to articulate principles and views underlying qualitative and quantitative research.
- Critiques, summarizes, and interprets the findings from published research summaries.
- Develops research questions and uses appropriate methods for investigating them, applying standards of rigor to all research efforts.
- Conducts research ethically.
- Articulates contributions of research to education, knowledge, and practice.
- Understands and effectively uses principles and skills of research data analysis.

### **COMMUNICATION**

**Oral and Written:** Expressing ideas clearly both orally and in writing.

#### Knowledge/Performance Indicators:

- Articulates facts, ideas, beliefs, and arguments in a clear, logical, and organized fashion.
- Uses standard English in professional communication.
- Adapts communication style appropriately for audience.
- Uses communication aids/technology to enhance presentations.
- Clarifies and restates questions.
- Responds to and summarizes for groups.
- Writes documents (e.g., letters, memos, proposals, applications, research summaries, and reports) that effectively communicate.
- Demonstrates accuracy in content, including appropriate citations.

**Intrapersonal:** Knowing one's philosophy of life; being aware of one's beliefs and values; committing to lifelong learning; possessing ethical standards consistent with professional commitment.

Knowledge/Performance Indicators:

- Expresses personal philosophy with confidence.
- Articulates own beliefs and values while living/expressing one's own beliefs and values.
- Epitomizes lifetime learning.
- Behaves in a manner congruent with ethical standards of one's chosen profession.

**Interpersonal:** Understanding issues and trends in a multicultural non-sexist society; demonstrating sensitive awareness and knowledge of one's own cultural background and that of others; being skilled in working effectively with individuals from diverse cultural backgrounds; exemplary listening and responding skills.

Knowledge/Performance Indicators:

- Demonstrates a positive view of the nature of humankind.
- Actively and assertively pursues goals in a cooperative manner.
- Interacts with others with sensitivity to interpersonal nuances.
- 
- Creates a climate of trust and openness when working with others through actively listening; expressing oneself congruently; and providing encouragement, support, and helpful feedback.
- Demonstrates understanding of a multicultural non-sexist society by responding to people as individuals, not stereotypes, and displaying sensitivity in working with individuals from varied cultural backgrounds.

## **ASSESSMENT AND EVALUATION**

Understanding concepts and demonstrating skills necessary for delineating, obtaining and providing information to assist in judging the worth and guiding the

improvement of educational programs. Understanding theoretical perspectives, evaluation and assessment models, professional standards, historical trends, and current issues in the fields of program evaluation and educational assessment.

Knowledge/Performance Indicators:

- Describes and compares a variety of assessment approaches and evaluation models.
- Articulates current issues in the areas of program evaluation and educational assessment.
- Describes fundamental assessment/evaluation issues within the student's own professional area.
- Evaluates a typical program in the student's own area, commensurate with professional standards.
- Selects or develops assessment approaches that are appropriate for specific uses in the student's own professional area.
- Interprets and reports assessment data in a manner that is accurate and appropriate for the intended audience.
- Incorporates evaluation/assessment findings into effective decision-making.

**EDUCATIONAL FOUNDATIONS**

Developing an understanding of education as a social institution; utilizing diverse analytical and interpretative approaches appropriate for the study of education for persons of all ages; understanding the historical, philosophical, social, and cultural contexts of education for persons of all ages; developing an understanding of diverse philosophical orientations; articulating the orientations in thought that underlie democratic systems of government and their relationships to education; developing a comprehensive knowledge base about adults as learners and being able to use this knowledge within the contexts of their work.

Knowledge/Performance Indicators:

- Analyzes similarities and differences among fundamental educational premises.
- Searches for patterns in the history, philosophy, sociology, anthropology, and social contexts of education and can defend ideas.
- Provides defensible critiques of policies that affect education in society.
- Understands and exhibits ethics inherent in being a professional.
- Respects all learners as persons.
- Exhibits knowledge as to how education evolves from premises of how people learn.
- Demonstrates and fosters critical thinking.
- Creates communities for learning with shared ownership among participants.