Graduate School Learning Goals (GSLG):

1. Understand, interpret, shape, and augment the knowledge base.
2. Share disciplinary expertise openly, effectively, and accurately.
3. Demonstrate responsible and ethical practice.

*Each of our program learning outcomes align with at least one GSLG.

**Program Learning Outcomes**

At the completion of the program, graduates of the Higher Education Doctoral Program will be able to successfully:

1. Analyze the governance, operations, and complexities of higher education institutions in the larger socio-political landscape. (aligns with 1, 2 GSLG)
2. Recognize and communicate historical and contemporary issues of access, equity, and oppression in higher education. (aligns with 1 GSLG)
3. Apply critical frameworks, theories, and law to higher education contexts in order to better understand the experiences of minoritized students, staff, and faculty. (aligns with 1 GSLG)
4. Utilize appropriate theoretical frameworks, technology, and research to develop and assess effective higher education programming and policies. (aligns with 2, 3 GSLG)
5. Identify and apply social justice principles to support and advance accessible and equitable outcomes for all students. (aligns with 2 GSLG)
6. Develop and articulate a professional and ethical disposition that incorporates theoretical frameworks, social justice principles, relevant professional association standards, and rigorous higher education research. (aligns with 3 GSLG)
7. Design and implement an original empirical study to advance scholarship in higher education. (aligns with 1 GSLG)

**Master’s**

1. Compare and contrast the governance, operations, and complexities of higher education institutions in the larger socio-political landscape. (aligns with 1, 2 GSLG)
2. Recognize and communicate historical and contemporary issues of access, equity, and oppression in higher education. (aligns with 1 GSLG)
3. Apply critical frameworks, theories, and law to higher education contexts in order to better understand the experiences of minoritized students, staff, and faculty. (aligns with 1 GSLG)
4. Utilize appropriate theoretical frameworks, technology, and research to develop and assess effective higher education programming and policies. (aligns with 2, 3 GSLG)
5. Identify and apply social justice principles to support and advance accessible and equitable outcomes for all students. (aligns with 2 GSLG)
6. Develop and articulate a professional and ethical disposition that incorporates theoretical frameworks, social justice principles, relevant professional association standards, and rigorous higher education research. (aligns with 3 GSLG)