

# Educational Leadership and Policy Studies

Chair: Richard Castallo

## MICHAEL D. EISNER COLLEGE OF EDUCATION

Department Office: Education (ED) 1220  
Telephone: (818) 677-2591  
Administrative Coordinator: Jane Anderson  
Website: [www.csun.edu/education/elps](http://www.csun.edu/education/elps)

**FACULTY:** Sandra Argast, Susan Auerbach, Richard Castallo, Audrey Clarke, William De La Torre, Donald Empey, Merrill Grant, Deborah Leidner, Robert Kladifko, Bronte Reynolds, Philip Rusche, Justine Su

**EMERITUS FACULTY:** Louis Breternitz, Elmer Eason, Roy Fitch, Jason Joh, A. Ewing Konold, Jack Kudrna, Donald Lahr, Charles Manley, Wayne McIntire, Christa Metzger, Elliot Mininberg, John Schulte, Antonia Sims, Stanton Teal, William Thomas, Clifton Winn

**ACADEMIC ADVISEMENT:** Initial academic advisement is carried out by Department Chair and is available daily throughout the year by appointment through the Department Office

**CREDENTIAL ADVISEMENT:** Credential advisement is available in the Credential Office E103.

**REGISTRATION:** Conducted during the regular registration period.

### DEGREE PROGRAMS:

Graduate Degrees Offered:

**M.A., Education**

**M.A., Educational Administration Option\***

**Preliminary Administrative Services Credential\***

**Professional Administrative Services Credential\***

\* Modes of instruction for these programs are residential (on-campus), off-campus cohort, or online distance learning.

**CREDENTIAL INFORMATION:** Preliminary Administrative Services Credential; Professional Administrative Services Credential.

### STUDENT LEARNING OUTCOMES

#### OF THE GRADUATE PROGRAM:

1. Each candidate is able to promote the success of all students by facilitating the development, articulation and stewardship of a vision of learning that is shared and supported by the school community.
2. Each candidate is able to promote the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
3. Each candidate promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment.
4. Each candidate promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
5. Each candidate promotes the success of all students by modeling a personal code of ethics and developing professional leadership capacity.
6. Each candidate promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal and cultural context.

**THE MAJOR:** The Department of Educational Leadership and Policy Studies offers programs leading to degrees and/or credentials in the field of Educational Administration. Students may pursue programs leading to the **M.A. Degree in Education, Educational Administration option**, as well as studies directed at achieving the **Preliminary and Professional Administrative Services Credentials**.

**CAREERS:** Graduates from our programs have been very successful in securing choice leadership roles in schools. Our graduates display values, beliefs and attitudes that inspire others to achieve educational goals. They understand the importance of exercising a positive leadership role in their schools and communities. They are familiar with leadership styles and understand the concept of situational leadership. Our graduates have been taught to manage conflict, build consensus, and communicate effectively, orally and in writing. They have been taught the value of shared leadership and the benefits of developing leadership skills in others. Our graduates are in high demand because our program is respected as one of the highest quality venues for the preparation of school administrators.

## MASTER OF ARTS DEGREE IN EDUCATION, EDUCATIONAL ADMINISTRATION OPTION

### REQUIREMENTS FOR ADMISSION TO THE PROGRAM

- 2 Letters of Recommendation from practicing school administrators indicating potential for administrative leadership.
- Undergraduate Grade Point Average of 3.0. Passing Scores = 50th percentile or higher in one of the three areas of the GRE, or a raw score of 50 or better on the MAT.
- Passing Score on Upper-Division Writing Proficiency Exam.

### SPECIAL REQUIREMENTS

- Must be classified. Students must apply for departmental classification by filing formal program. This must be accomplished prior to completing 12 units of credit.
- Competency assessment at the conclusion of the program.

## REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN EDUCATION, EDUCATIONAL ADMINISTRATION OPTION

### PREREQUISITE (3 UNITS)

EDUC 600 Research in Education\* ..... 3

\*This course may be waived if the student can demonstrate research competency through other graduate courses taken. A waiver must be requested of Department Chair.

### PROGRAM REQUIREMENTS (30 UNITS)

ELPS 650	Contemporary Administrative Leadership.....	3
ELPS 695B	Supervision of Curriculum and Instruction...	3
ELPS 663	Legal Aspects of Educational Administration .....	3
ELPS 664	Business and Financial Aspects of Educational Administration .....	3
ELPS 695A	Organization and Administration of Elementary, Secondary and Special Education .....	3
ELPS 672	Management of Human Resources.....	3
ELPS 676	School Community Relations.....	3
ELPS 688	Fieldwork.....	3
ELPS 675	Decision-making.....	3

### REQUIRED EXAMINATION (3 UNITS)

ELPS 697 Comprehensive Examination..... 3

TOTAL UNITS REQUIRED FOR THE DEGREE: 30

## PRELIMINARY ADMINISTRATIVE SERVICES CREDENTIAL (30 UNITS)

### REQUIREMENTS FOR ADMISSION TO THE PROGRAM

- 3 years of professional educational experience under an appropriate credential - by the completion of program requirements.
- Possession of a Bachelor's Degree.
- Possession of a valid California credential.
- Undergraduate grade point average (GPA) of 3.0, or Graduate Record Examination (GRE)/Miller Analogies Test (MAT), with acceptable score.
- Passing score on California Basic Educational Skills Test (CBEST).
- 2 letters of recommendation from practicing school administrators indicating potential for administrative leadership.

- Masters students must take the Comprehensive Examination.
- Students in the Preliminary Administrative Services Credential Program must take the Competency Examination.

**SPECIAL REQUIREMENTS**

- A grade point average of 3.0 or better must be maintained throughout the program.
- Competency assessment at the conclusion of the program.

**REQUIRED COURSES (30 UNITS)**

ELPS	650	Contemporary Administrative Leadership.....	3
ELPS	695B	Supervision of Curriculum and Instruction...	3
ELPS	663	Legal Aspects of Educational Administration .....	3
ELPS	664	Business and Financial Aspects of Educational Administration .....	3
ELPS	695A	Organization and Administration of Elementary, Secondary and Special Education .....	3
ELPS	672	Management of Human Resources.....	3
ELPS	676	School Community Relations.....	3
ELPS	688	Fieldwork.....	3
ELPS	675	Decision-making.....	3
ELPS	697	Comprehensive Examination.....	3

All courses are required for state credential

TOTAL UNITS REQUIRED FOR THE CREDENTIAL: 30

**PROFESSIONAL ADMINISTRATIVE SERVICES CREDENTIAL**

**REQUIREMENTS FOR ADMISSION TO THE PROGRAM**

- Successful completion of Preliminary Administrative Services Credential.
- Currently serving in an administrative position.

**SPECIAL REQUIREMENTS**

- An average grade of B or better must be maintained throughout the program.
- Competency assessment at the conclusion of the program.

**REQUIRED COURSES (12 UNITS)**

ELPS	685	Induction Plan.....	2
ELPS	689	Practicum in Educational Administration.....	3
ELPS	686	Assessment of Candidate Competency .....	2
ELPS	695C	Field Based Leadership .....	5

TOTAL UNITS REQUIRED FOR THE CREDENTIAL: 12

**COURSE LIST**

**LOWER-DIVISION**

**ELPS 203. URBAN EDUCATION IN AMERICAN SOCIETY (3)**

Introductory foundation course. Designed to provide students with the fundamental knowledge of the understanding of the American educational enterprise, especially problems in urban multicultural schools. Concepts and methods from the fields of sociology, philosophy and the politics of education are used to gain knowledge of, understand and analyze the current conditions of American schools and to evaluate selected proposals/ models for reform. The California Standards for the Teaching Profession, the Teaching Performance Expectations, and the K-12 subject matter content standards are introduced. A minimum of 20 hours of observation and participation in a multicultural school and community setting is required.

**UPPER-DIVISION**

**ELPS 303. EDUCATION IN AMERICAN SOCIETY (3)**

Concepts and techniques from the fields of sociology, education, and philosophy of education are used to analyze the current condition of culturally diverse American schools and selected proposals for reform. Minimum 20 hours of observation and participation in a multicultural setting required.

**ELPS 417. EQUITY AND DIVERSITY IN SCHOOL (3)**

Prepares teacher candidates to examine principles of educational equity, diversity, and the implementation of curriculum content and school practices for elementary/secondary students. Focuses on the history and culture of a specific ethnic experience and a comparative analysis is made with other ethnic groups in California. Engages students to examine, critique, and reflect on their personal biases regarding children of color. (Cross listed with PAS, CHS, AAS, ARMN 417)

**GRADUATE**

**ELPS541A: GETTING STARTED – INTRODUCTION TO TEACHING IN URBAN SCHOOLS (1)**

Restricted to candidates admitted to the Accelerated Collaborative Teacher (ACT) Preparation Program and offered fall semester only. Prerequisites: Admission to the ACT Program. Corequisites: Multiple Subject Credential Candidates: ELPS 541A, EED/EPC 500, EED 520, EED 577, EED 565M, EED 515, EED 567ACT. Single Subject Credential Candidates: ELPS 541A, EPC 420, SED 511, SED 525, SED 514, SED 554. Special Education Credential Candidates: ELPS 541A, SPED 577ACT, EED 520, EED 577, EED 565M, EED 515 (optional), SPED 504MM, SPED 579ACT. ELPS 541A with SPED 541B, the first of two core courses in the ACT Program for elementary, secondary, and special education teacher candidates is taught collaboratively by a team of university and school faculty. The course is an introduction to teaching and learning in the context of P-12 urban schools with an emphasis on educational equity, diversity, and special populations. Topics include an introduction to the roles and responsibilities of a professional educator; teachers’ and students’ backgrounds and how they impact teaching and learning in urban schools; knowledge of relevant federal and state legislation for students with special needs; classroom practices that include planning, assessment, and management in urban schools; and collaboration with school professionals and parents. Teacher candidates are provided activities and discussion that emphasize the link between theory and practice.

**ELPS 542A: MEETING THE NEEDS OF ALL STUDENTS IN URBAN SCHOOLS (1)**

Restricted to candidates admitted to the Accelerated Collaborative Teacher (ACT) Preparation Program and offered spring semester only. Prerequisites: Successful completion of all fall semester coursework. Corequisites: Multiple Subject Credential Candidates: ELPS 542A, EED 575, EED 565S, HSCI 496TH, KIN 595PE, EED 568ACT. Single Subject Credential Candidates: ELPS 542A, SED 521, HSCI496ADL, SED 555 Special Education Credential Candidates: ELPS 542A, SPED 402A, SPED 509MM, SPED 505MM, SPED 580ACT., ELPS 542A with SPED 542B, the second of two core courses in the ACT Program, is designed for elementary, secondary, and special education teacher candidates and taught collaboratively by a team of university and school faculty. Building on the content introduced in the first core course related to educational equity, diversity, and special populations, topics include developing as a reflective educator who considers the learning needs of all students; creating and managing effective and healthy classroom environments in urban schools, problem solving strategies to facilitate teaching and learning, instructional modifications and accommodations for students with disabilities in general education settings, issues related to diversity and multicultural education, and models of collaboration/consultation. Teacher candidates are provided activities and discussion that emphasize the link between theory and practice.

**ELPS 601. AMERICAN HIGHER EDUCATION (3)**

Seminar in the nature, scope and function of higher education in the U.S. Emphasis given to contemporary issues and problems.

**ELPS 605. ADMINISTRATION OF COLLEGE COUNSELING AND STUDENT SERVICES (3)**

**Prerequisites:** ELPS 601. Surveys the essential dimensions in administering College Student Personnel Services, including the elements of organizations, strategic management, and administrative functions, skills and techniques. Topics include managing change, budget management, program planning, staff development, and conflict management. With the consent of the Department Chair, this course may be applied toward both the M.A. Degree or the Certificate in College Counseling and Student Services.

**ELPS 618A. SEMINAR IN PHILOSOPHY OF EDUCATION (3)**

**Prerequisite: Instructor consent.** Content emphasis from one semester to another is likely to vary. Specific emphasis for a particular semester indicated by the titles listed in the Schedule of Classes for that semester.

**ELPS 631. HISTORY OF AMERICAN EDUCATION (3)**

Historical analysis of educational developments and problems in the U.S. and their relationships to major cultural developments and trends.

**ELPS 641. COMPARATIVE EDUCATION (3)**

Educational systems of selected developed and developing countries studied in cross-cultural perspective. Emphasis on problems in educational borrowing and educational change.

**ELPS 650. CONTEMPORARY ADMINISTRATIVE LEADERSHIP (3)**

Designed to assist in the development of administrative leadership skills. Focus on the knowledge and application of leadership skills necessary in effective organizations, with special emphasis on schools. Topics of study include situational leadership, organizational climate and culture, individual and group motivation, and transforming leadership as applied through school based management, shared decision-making, strategic planning, team building, and total quality management. Includes discussion of current educational reform efforts and trends.

**ELPS 652. SOCIAL PROBLEMS AND EDUCATION (3)**

Study of selected social problems and alternative proposals for coping with these problems, the significance of these problems and proposals for public education.

**ELPS 656. MINORITY GROUPS AND EDUCATION (3)**

Deals with the history, culture and current problems of racial and ethnic minority groups and their communities. Special emphasis placed on educational problems of racial and ethnic minorities and methods of resolving such problems. Among the groups studied are Chicanos and other Latinos, Black, Asian, and Native Americans.

**ELPS 660. THE EXCEPTIONAL PUPIL IN SCHOOL AND SOCIETY (3)**

**Prerequisites:** SPED 400 or instructor consent. Recommended especially for education students interested in the Resource Specialist Certificate, or M.A. Degree in Special Education. Focus on an understanding of the social forces which affect the development of educational programs for exceptional pupils.

**ELPS 661. PRINCIPLES AND PRACTICES OF CURRICULUM DEVELOPMENT (3)**

Foundations and philosophies of curricula. Curriculum formulation and organization with attention to scope and sequence of materials. Roles of various school personnel in the process of curriculum development, evaluation and revision are examined. Scope includes both elementary and secondary school levels.

**ELPS 662. ADMINISTRATION AND SUPERVISION OF TEACHING PERSONNEL AND INSTRUCTION (3)**

Philosophies and techniques of supervision of instructional personnel. Selection, assignment, evaluation and in-service improvement of teachers. Role of the supervisor in improving instruction. Analysis of problems of teachers and counseling activities of supervisory personnel.

**ELPS 663. LEGAL ASPECTS OF EDUCATIONAL ADMINISTRATION (3)**

General principles of American school law with particular emphasis upon California statutes. Consideration of the legal bases of federal, state and local administrative levels. Review of the salient legal provisions of the Education Code respecting administration of schools, the rights of patrons and employees, torts, contracts, certification, tenure, school plant planning and the rights and obligations of pupils. Analysis and significance of major court decisions having implications for public education.

**ELPS 664. THE BUSINESS AND FINANCIAL ASPECTS OF EDUCATIONAL ADMINISTRATION (3)**

Problems and principles of educational finance with emphasis upon the California situation. Formulation and financing of the school budget. Legal provisions concerning school finance and business management. Basis and computation of state and local school support. Standard school business practices. General aspects of the planning, financing, and construction of school buildings. Business management problems of individual schools.

**ELPS 665. THE ORGANIZATION AND ADMINISTRATION OF AMERICAN ELEMENTARY AND SECONDARY EDUCATION (3)**

Elementary and Secondary Education and the elementary and secondary school in the organizational structure of the American educational system. Relationships and organization of the federal, state, intermediate, and local levels. Particular emphasis given to the internal organization, structure, cultural context and administration of the school. Emphasizing and encouraging personal responsibility for developing, articulating and refining the values, beliefs and assumptions that guide professional practice.

**ELPS 667. THE ORGANIZATION AND ADMINISTRATION OF COMMUNITY COLLEGE EDUCATION (3)**

Seminar designed for the study of the administration of the community college with emphasis on the community college in California. Administrative theory, research and application of administrative policies and procedures in the areas of faculty and student personnel, curriculum and instruction, plant and land management, and relationships with lay and governmental boards are analyzed and evaluated.

**ELPS 669. THE ORGANIZATION AND ADMINISTRATION OF SPECIAL EDUCATION (3)**

Problems of organization, administration and supervision of various types of special education programs. Evaluation of recent, proposed and needed legislation. Review of current literature.

**ELPS 670. SEMINAR IN CONTEMPORARY PUBLIC POLICY ISSUES IN EDUCATIONAL ADMINISTRATION (3)**

**Prerequisite: Valid Administrative Credential.** Designed to evaluate contemporary issues in administration at both the elementary and secondary levels. Emphasis on the philosophical foundations that serve as a springboard for opportunity for students to reevaluate their conceptualizations and beliefs regarding those contemporary issues identified for discussion.

**ELPS 672. MANAGEMENT OF HUMAN RESOURCES (3)**

Seminar in the philosophy, scope, function and evaluation of public school personnel administration. Emphasis on the development of a practical program.

**ELPS 673. LEADERSHIP FOR INFORMATION MANAGEMENT AND CHANGE (3)**

**Prerequisites: Valid Administrative Credential.** Planning and managing information and change within schools and school districts. Includes forces of change, models and strategies for intentional change diffusion, planning and managing change, and self-renewal in educational organizations.

**ELPS 675. DECISION-MAKING SIMULATION (3)**

**Prerequisite: Instructor consent.** Designed to provide experienced school administrators and graduate students in administration and supervision the opportunity to simulate the position of a school administrator and assume the leadership of a typical public school. Content is developed around the use of simulated materials and focuses on the individual student and his/her approach to realistic problems and situations faced by a school administrator. These responses are the basis for the student's self-examination of his/her administrative behavior and enables him/her to capitalize upon strengths and ameliorate weaknesses.

**ELPS 676. SCHOOL COMMUNITY RELATIONS (3)**

The seminar is devoted to a study of the knowledge, dispositions, and skills needed by educational administrators in order to understand and respond to diverse community interests and needs, collaborate effectively with families and community members, mobilize community resources to benefit students and families, and interpret the school to the public through a variety of media and modes.

**ELPS 679. ORGANIZATION AND ADMINISTRATION OF MULTILINGUAL AND MULTICULTURAL PROGRAMS (3)**

**Prerequisite: Valid Administrative Credential.** Study of the basic principles involved in developing leadership roles in multilingual programs, curricula development, staff development, as well as background in assessment, resources and materials. Supervision and administration of the total multilingual education is inherent to the course.

**ELPS 681A. SEMINAR IN POLITICS, ECONOMICS AND EDUCATION (3)**

Content emphasis from one semester to another is likely to vary. Specific emphases for any particular semester will be indicated by the titles listed in the Schedule of Classes for that semester.

**ELPS 683. LEADERSHIP, ETHICS, MORALS, VALUES (3)**

**Prerequisite: Valid Administrative Credential.** Provides educational administrators an ethical and moral foundation that ground and inform their practices in schools. Through examining moral texts and exploring case studies involving ethical dilemmas and questions, students develop an understanding of the importance of shared ethical norms in public schooling and clarify their personal beliefs regarding a variety of ethical issues in leadership.

**ELPS 685. INDUCTION PLAN (3)**

A plan for the candidate's induction. Individually designed by each student in consultation with a local school/district mentor and a faculty member from Educational Leadership and Policy Studies Department. Provide, among other things, a description of the district support services available to the student, a plan for the completion of required academic coursework, identification of the local school/district mentor, and related professional growth activities.

**ELPS 686. ASSESSMENT OF CANDIDATE COMPETENCY (2)**

Assessment of Candidate Competence accomplished through a formal departmental evaluation process that includes 4 separate phases: 1) faculty assessment of the candidate's performance in all of the activities identified in the Induction Plan; 2) consultation will take place with school/district mentoring partners; 3) faculty review of the candidate's portfolio compiled throughout their program of study; and 4) exit interview at the conclusion of the candidate's course of study.

**ELPS 687A-Z. SELECTED TOPICS COURSES (1-5)**

Individually designed experiences by student in collaboration with faculty member and designated mentor. These elective credits may be satisfied by non-university based activities and/or electives from this or other departments.

**ELPS 688. FIELDWORK IN EDUCATIONAL ADMINISTRATION (3-3)**

**Prerequisites: Teaching experience, six hours or less of coursework remaining in the program, approval of the administrator of the school where the fieldwork is to be performed and acceptance into the course by the Department of Educational Leadership and Policy Studies.** Admission is by Fieldwork Application only. These may be obtained in the Department Office or online at [www.csun.edu/education/elps](http://www.csun.edu/education/elps). Applications must be received by June 15 for consideration for the fall Semester, and by December 15 for consideration for the spring semester. The experience in this program is at the building site level and reflects, as much as possible, those functions, assignments and responsibilities characteristic of the principal's office.

**ELPS 689. PRACTICUM ADMINISTRATION (3)**

**Prerequisites: Valid Administrative Credential; administrative position; and approval of the Department of Educational Leadership and Policy Studies.** Admission is by preliminary application only. These may be obtained in the Department Office. Applications must be received by April 1st for consideration for fall semester and by November 1st for consideration for spring semester. Individualized program jointly developed for each student by the Department of Educational Leadership and Policy Studies in consultation with the student and the student's employing school district. Provides opportunities to demonstrate knowledge and skills in the eight competency domains in Educational Administration.

**ELPS 695A-Z: EXPERIMENTAL TOPICS COURSES IN EDUCATIONAL ADMINISTRATION (1 - 6)**

**Prerequisite: Graduate standing.** Experimental topic courses in educational administration will be offered as the availability of staff and extent of student background allow.

**ELPS 699A-C. INDEPENDENT STUDY (1-3)**