

Educational Leadership and Policy Studies

Michael D. Eisner College of Education

Chair: Bronte H. Reynolds

Education (ED) 1220

(818) 677-2591

www.csun.edu/education/elps

Staff

Eliza Corpuz, Leilani Lefebvre, Maria McBride

Faculty

Susan Auerbach, Richard Castallo, Audrey Clarke, William De La Torre, Deborah Leidner, Robert Kladifko, Bronte Reynolds, Philip Rusche, Merle Price, Ricardo Sosapavon, Christine Hayashi, Richard Gregory, 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

Programs

Graduate

M.A., Education

Educational Administration Option*

Ed.D., Educational Leadership**

Credentials

Preliminary Administrative Services Credential*

Clear Administrative Services Credential.*

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

**Pending Chancellor's Office approval.

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

Academic Advisement

Initial academic advisement is carried out by the Graduate Advisor and is available daily throughout the year by appointment through the Department Office. Credential advisement is available in the Credential Office, Education Building E103.

Student Learning Outcomes of the Master's Degree 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 Clear Administrative Services Credentials.

Master of Arts Degree in Education, Educational Administration Option

A. Requirements for Admission to the Program

1. Two Letters of Recommendation from practicing school administrators indicating potential for administrative leadership.
2. 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.
3. Passing Score on Upper Division Writing Proficiency Exam.

B. Special Requirements

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

C. Requirements for the Master of Arts Degree in Education, Educational Administration Option

1. Program Requirements (33 Units)

ELPS	600	Research in Education (3)
ELPS	650	Contemporary Administrative Leadership (3)
ELPS	682	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	681	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)

2. Required Examination (3 Units)

ELPS	697	Comprehensive Examination (3)
------	-----	-------------------------------

Total Units Required for the Degree

33

Preliminary Administrative Services Credential (33 Units)

A. Requirements for Admission to the Program

1. 3 years of professional educational experience under an appropriate credential - by the completion of program requirements.
2. Possession of a Bachelor's Degree.
3. Possession of a valid California Teaching or Services credential.

4. Undergraduate grade point average (GPA) of 3.0, or Graduate Record Examination (GRE)/Miller Analogies Test (MAT), with acceptable score.
5. Passing score on Basic Skills Requirement (California Basic Educational Skills Test CBEST). or CSET Multiple Subject plus Writing
6. Two letters of recommendation from practicing school administrators indicating potential for administrative leadership.
7. Credential Processing fee of \$25.00, payable to CSUN, Money order or Cashier's Check
8. Successful completion of the Comprehensive Examination.
9. Successful completion of the UDWPE.

Students must also apply for the Preliminary Administrative Services Credential with the Credential Office.

B. Special Requirements

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

C. Required Courses (33 Units)

ELPS	600	Research in Education* (3)
ELPS	650	Contemporary Administrative Leadership (3)
ELPS	682	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

**This course may be substituted if the student can demonstrate that an equivalent graduate course taken (consult ELPS 600 course outline). A course equivalency must be approved by the Department Chair.*

Total Units Required for the Credential	33
---	----

Clear Administrative Services Credential

A. Requirements for Admission to the Program

1. Successful completion Holder of Preliminary Administrative Services Credential.
2. Holder of a valid teaching or services credential
3. Currently serving in an administrative position. Verification of employment as an administrator.
4. Credential processing fee of \$25.00 payable to CSUN, Cashier's check or Money Order

B. Special Requirements

1. An average grade of B or better maintained throughout the program
2. Competency assessment at the conclusion of the program

1. Required Courses (12 Units)

ELPS	685	Induction Plan (2)
ELPS	689	Practicum in Educational Administration (3)
ELPS	686	Assessment of Candidate Competency (2)
ELPS	684	Field Based Leadership (5)

Total Units Required for the Credential	12
---	----

Satisfaction of Requirements of the Clear Administrative Services Credential Through the Doctoral Program

The Requirements for the Clear Administrative Services Credential may also be fulfilled by completing the The Doctoral (Ed.D.) Program

The Doctoral Program in Educational Leadership (Ed.D.)

The Doctoral Program in Educational Leadership (Ed.D.) is designed for individuals who already hold a master's degree from an accredited institution and have demonstrated strong leadership skills. It is a selective program, designed to be completed with a cohort of approximately 20 individuals. The courses are offered in a fixed sequence and are designed to accommodate the working professional.

Mission

The mission of the California State University, Northridge Doctoral Program in Educational Leadership is to create a network of school and college administrators prepared to effect profound change in teaching and learning that leads to improved student achievement. The program's Scholar-Practitioners will lead through: 1) Systemic reform, 2) Collaboration, 3) Action research, and 4) Cultural proficiency.

Academic Advisement

Initial academic advisement is carried out by the Program Coordinator. Appointments are made through the Doctoral Program Office is located in Education (ED) 3103 and (818) 677-2403. Once candidates are admitted, they are assigned an advisor from among the doctoral faculty.

Student Learning Outcomes of the Doctoral Program

Ed.D. graduates will have the knowledge, skills, and dispositions to lead profound change in teaching and learning in P-14 institutions by:

1. Planning systemic reform and managing the change process in collaboration with fellow educators and other stakeholders, based on a shared vision of learning.
2. Guiding and supporting staff in nurturing a school, district or community college culture and program conducive to the effective instruction of all students and to the professional growth of all employees.
3. Using data and technology effectively to assess student achievement, evaluate staff and programs, and plan and implement accountability systems.
4. Becoming critical consumers of educational research and producers of action research who apply the lessons of research to student, school/district or community college improvement.
5. Promoting culturally proficient policies and practices that recognize and value difference and ensure equity.
6. Managing fiscal, physical, and human resources to ensure an effective, safe learning and working environment.
7. Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources at the local, state, and federal level.
8. Modeling ethical practice, strong skills in communication and collaboration, and the development of leadership capacity in themselves and others.
9. Understanding, navigating, responding to, and influencing the larger policy environment and the political, social, economic, legal, and cultural context of education.

Requirements for Admission to the Ed.D. Program

The Doctor of Education (Ed.D.) program is designed for those individuals who have already demonstrated leadership ability in diverse educational settings. The program will admit candidates who meet the academic requirements for the Ed.D. degree program and who possess personal qualities and professional experiences that suggest a strong potential for success as doctoral candidates and as educational

leaders. Normally, the P12 leadership candidate will already hold an administrative services credential. Meeting the minimum requirements qualifies an individual for consideration, but does not guarantee admission to the program. Admission will be granted annually on a competitive basis. The application deadline is March 15 for admission the following fall.

A. Each applicant will submit:

1. An application to the doctoral program
2. Official transcripts of work completed at each accredited institution of higher education attended, including evidence of a minimum of 3.0 upper division undergraduate GPA and successful completion of a master's degree with a minimum of a 3.5 GPA
3. Three letters of recommendation (on letterhead) from persons who can attest to the applicants leadership experience or potential
4. Graduate Record Examination (GRE) general test scores (three sections) taken within the last five years
5. A written statement outlining the reasons for seeking entrance to the program and how it relates to future professional goals
6. A professional resume
7. A sample of academic or professional writing

All international applicants whose first language is not English or who have not earned a baccalaureate or master's degree in an English-speaking country or from an institution in which the language of instruction is English must take the TOEFL (Test of English as a Foreign Language) examination. A TOEFL score of 550 on the paper test or a score of 213 on the computer-based test is required for admission. After the Admissions Committee has reviewed all applicants' materials, the most highly qualified applicants will be contacted for an interview.

Requirements for the Doctor of Education (Ed.D.) Degree In Educational Leadership

P12 Leadership Option

1. Program Requirements (60 Units)

ELPS	700	The Art of Collaborative Leadership (3)
ELPS	705	Organizational Complexity and Change (3)
ELPS	710	Curricular and Instructional Leadership for Systemic Reform (6)
ELPS	715	Leading Change Through Cultural Competence (3)
ELPS	725	Instructional Assessment and Program Evaluation (3)
ELPS	730	Public Policy in Education (3)
ELPS	740	Entrepreneurship in Public Education (3)
ELPS	745	The Science of Administration (3)
ELPS	750	The Ethical Dimensions of Leadership (3)
ELPS	755	Human Relations in Educational Organizations (3)
ELPS	760	Field Based Inquiry I (3)
ELPS	765	Field Based Inquiry II (3)
ELPS	770	Applied Quantitative Inquiry I (3)
ELPS	780	Applied Qualitative Inquiry I (3)
ELPS	789	Dissertation Seminars (taken in two unit increments) 12

One of the following:

ELPS	775	Applied Quantitative Inquiry II (3)
	or ELPS 785	Applied Qualitative Inquiry II (3)

Note that a minimum of 54 units must be taken at California State University, Northridge.

Total Units Required for the Degree

60

Community College Leadership Option

1. Program Requirements (60 Units)

ELPS	700	The Art of Collaborative Leadership (3)
ELPS	705	Organizational Complexity and Change (3)
ELPS	710	Curricular and Instructional Leadership for Systemic Reform (6)
ELPS	715	Leading Change Through Cultural Competence Management (3)
ELPS	725	Instructional Assessment and Program Evaluation (3)
ELPS	735	Law and Policy in Postsecondary Education(3)
ELPS	740	Entrepreneurship in Public Education 3
ELPS	745	The Science of Administration(3)
ELPS	750	The Ethical Dimensions of Leadership (3)
ELPS	755	Human Relations in Educational Organizations (3)
ELPS	760	Field Based Inquiry I (3)
ELPS	770	Applied Quantitative Inquiry I (3)
ELPS	780	Applied Qualitative Inquiry I (3)
ELPS	789	Dissertation Seminars (taken in 2 unit increments) (12)

Repeated for Credit (12 units required) One of the following:

ELPS	775	Applied Quantitative Inquiry II (3)
	or ELPS 785	Applied Qualitative Inquiry II(3)

Note that a minimum of 54 units must be taken at California State University, Northridge.

Total Units Required for the Degree

60

Course List

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 – Credential and Master's Level

ELPS 541A. 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 600. Research in Education (3)

This Course Introduces Students To Education Research Concepts, Methods, And Contributions To K12 And Higher Education Practice, With An Emphasis On How Administrators Can Use Research To Inform Decision-making. It Is Designed To Provide Students With The Foundations of Educational Research So They Will Be Able To Understand Basic Research Reports, Evaluate Practice In Light of Research, And Develop Action Research Projects.

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)

Prerequisite: 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 681 Organization and Administration of Elementary, Secondary and Special Education (3)

The organizational structure of elementary and secondary education in the schools with a focus on site leadership. Particular emphasis given to the organization, administration and supervision of various types of special education programs as well as the internal organization, structure, cultural context and the administration of the school and the role of the school principal. Emphasizing and encouraging personal responsibility for developing, articulating and refining the values, beliefs, and assumptions that guide professional practice to maximize student learning.

ELPS 682 Supervision of Curriculum and Instruction (3)

Foundations and philosophies of curriculum and instructional supervision. Curriculum formation, organization, and assessment. Principles of professional development for staff members. The role of various school personnel in improving teaching and learning. Elementary and secondary school levels included.

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 684 Preliminary Credential in Ed Admin (5)

This course is designed to support and coach students who have initiated their careers in school leadership positions and hold the Preliminary Credential in Educational Administration. Units of study include the knowledge and skills necessary to be an effective leader in strategic, instructional, organizational, political and community domains. Students receive instruction and coaching in the awareness and development of skills and knowledge needed for planning a collaborative vision and culture for learning; for organizational management; for work with families and community agencies; to model a code of ethics; for professional development; and to work within the larger political,

social, economic, legal and cultural context. An induction plan is developed in conjunction with an on-site mentor and university advisor.

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. 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)

Courses – Doctoral

ELPS 700. The Art of Collaborative Leadership (3)

Prerequisite: Admission to the doctoral program in Educational Leadership. This course provides educational leaders with the tools to establish and enhance their own leadership skills in P12 school/district or community college settings. Students study and apply the literature of collaborative leadership including: team building, visioning, inspiring, and empowering constituents and stakeholders connected to the learning organization.

ELPS 705. Organizational Complexity and Change (3)

Prerequisite: Admission to the doctoral program in Educational Leadership. This course focuses on school/district or community colleges as complex and dynamic organizations. It emphasizes the ways in which educational leaders use knowledge of organizational theory to improve management decisions, facilitate organizational change, and achieve positive outcomes for students.

ELPS 710. Curricular and Instructional Leadership for Systemic Reform (6)

Prerequisite: Admission to the doctoral program in Educational Leadership. This course focuses on leadership for effective teaching and learning in contemporary P12 schools or community colleges. It includes advanced level study of the nature of students, the nature of the curriculum to be taught, and the fostering of instructional practices that improve learning for all students.

ELPS 715. Leading Change Through Cultural Competence (3)

Prerequisite: Admission to the doctoral program in Educational Leadership. This course assists in the development of culturally competent leaders in diverse educational settings. Students develop knowledge, skills, and dispositions necessary to promote policies and practices that value difference and ensure equity in effective organizations. Special emphasis is given to culturally and linguistically diverse populations in P12 schools or community colleges.

ELPS 720. Postsecondary Finance and Enrollment Management (3)

Prerequisite: Admission to the doctoral program in Educational Leadership. (Community College Cohort Only) This course provides an overview of postsecondary finance and fiscal management. It is a study of basic principles of business management, finance and budgeting practices in community colleges. It addresses issues, challenges, and policy implications of revenue and enrollment trends.

ELPS 725. Instructional Assessment and Program Evaluation (3)

Prerequisite: Admission to the doctoral program in Educational Leadership. This course includes study of instructional assessment and program evaluation for effective educational leadership. Emphasis is given to an examination of measures of student achievement and accountability systems.

ELPS 730. Public Policy in Education (3)

Prerequisite: Admission to the doctoral program in Educational Leadership. (P12 cohort only) This course examines the context for policy making and the process of policy development and implementation. It includes the study of organizational structures for educational decision-making at the federal, state, county, and local levels, with emphasis on how and where influence can be exerted.

ELPS 735. Law and Policy in Postsecondary Education (3)

Prerequisites: Admission to doctoral program in Educational Leadership (Community College cohort only) This course covers general principles of American school law with particular emphasis upon California statutes and community college regulations. It includes review of the major federal, state and local laws and regulations and an analysis of significant court decisions having implications for public postsecondary education.

ELPS 740. Entrepreneurship in Public Education (3)

Prerequisite: Admission to the doctoral program in Educational Leadership. This course examines developments and promising practices in educational entrepreneurship and community partnerships. Students learn professional skills such as grant writing, collaborative planning, presentation delivery, and marketing. An emphasis is placed on working effectively with a variety of stakeholders across the public and private sectors to improve public P14 schools.

ELPS 745. The Science of Administration (3)

Prerequisite: Admission to the doctoral program in Educational Leadership. This course focuses on school/district or community college management strategies and issues. It is designed to help the administrator work within the organization to translate a shared vision into strategic and operational plans and to effectively manage people and resources at advanced levels of leadership.

ELPS 750. The Ethical Dimensions of Leadership (3)

Prerequisite: Admission to the doctoral program in Educational Leadership. This course provides educational administrators an ethical and moral foundation that will both ground and inform their practice. Through examining moral contexts, exploring case studies involving ethical dilemmas and applying ethical principles and decision-making formats, 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 755. Human Relations in Educational Organizations (3)

Prerequisite: Admission to the doctoral program in Educational Leadership. This course enhances the effective management of human relations in collaborative organizational contexts. As the capstone course in the doctoral program, it addresses both self-awareness and increased understanding of others.

ELPS 760. Field Based Inquiry I (3)

Prerequisite: Admission to the doctoral program in Educational Leadership. Doctoral students are guided in designing and conducting an intensive, field-based inquiry related to organizational change efforts to improve student achievement in P12 schools or community colleges. Students develop or enhance hands-on administrative skills in action research, collaborative problem solving, program planning, and professional presentation.

ELPS 765. Field Based Inquiry II (3)

Prerequisite: Admission to the doctoral program in Educational Leadership and successful completion of Field Based Inquiry I. (P12 cohort only) Doctoral students complete their field-based inquiry related to organizational change efforts to improve student achievement and present their findings in a seminar session.

ELPS 770. Applied Quantitative Inquiry I (3)

Prerequisite: Admission to the doctoral program in Educational Leadership. This course provides an introduction to concepts, principles, and methods of quantitative research in education. Problem identification, research design, data collection techniques, and interpretation of research findings are addressed. Critical analysis of relevant research literature is emphasized.

ELPS 775. Applied Quantitative Inquiry II (3)

Prerequisite: Admission to the doctoral program in Educational Leadership and successful completion of Applied Quantitative Inquiry I. This course is an advanced seminar for students who plan to use mainly quantitative research methods for their dissertation. It guides them through the process of designing a meaningful, manageable quantitative study, as well as advanced techniques in data collection, analysis, and reporting.

ELPS 780. Applied Qualitative Inquiry I (3)

Prerequisite: Admission to the doctoral program in Educational Leadership. This course is an overview of qualitative approaches to educational research that can be applied to educational leadership for school improvement. Students learn to be critical consumers of the qualitative research literature and to use basic qualitative research methods. Action research and qualitative approaches to the dissertation process are also discussed.

ELPS 785. Applied Qualitative Inquiry II (3)

Prerequisite: Admission to the doctoral program in Educational Leadership and successful completion of Applied Qualitative Inquiry I. This course is an advanced seminar for students who plan to use mainly qualitative research methods for their dissertation. It guides them through the process of designing a meaningful, manageable qualitative study, as well as advanced techniques in qualitative data collection, analysis, and reporting.

ELPS 789. Dissertation Seminar (2)

Prerequisite: Admission to the doctoral program in Educational Leadership and Advancement to Candidacy. Students work under the guidance of their advisor to complete requirements for the dissertation; includes independent work as well as dissertation seminars. Minimum of 12 dissertation seminar units are required in the program. May be repeated for credit. Students must be enrolled every semester after admission to candidacy until they successfully defend their dissertation.