

SHAPE THE FUTURE OF EDUCATION

Online Master of Arts in Educational Administration

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THE
**COLLEGE OF
EDUCATION**
PROMOTES
REFLECTION,
CRITICAL THINKING
AND
EXCELLENCE IN
TEACHING
THROUGH
INTERDISCIPLINARY
STUDIES, IN
AN INCLUSIVE
LEARNING
COMMUNITY.

Excellence and Distinction of California State University, Northridge's Michael D. Eisner College of Education

California State University, Northridge's [Michael D. Eisner College of Education](#) serves inspired credential, master's and doctoral students who are interested in becoming the next generation of educators, administrators and counselors armed with the education necessary to effect change in classrooms.

As a nationally respected professional school, the College of Education promotes reflection, critical thinking and excellence in teaching through interdisciplinary studies in an inclusive learning community. Its graduates are well-educated people who view themselves as lifelong learners prepared to practice in an ever-changing, multicultural world. Graduates assume service and leadership roles in educational programs and institutions, health and social institutions, and public and private settings. The College establishes and maintains productive partnerships with community schools and agencies. The faculty is committed to excellence in teaching, scholarship and collaboration with the community and professions.

Among the recent distinctions of the California State University, Northridge's Michael D. Eisner College of Education:

- The College is a Carnegie-selected member institution for the Carnegie Corporation of New York's landmark Teachers For a New Era Initiative.
- The College received a major gift from the Eisner Foundation to establish a forefront research Center for Teaching and Learning.
- It is the largest public college of education in California.
- College programs have the recognition of holding multiple accreditations: NCATE, CACREP, CTC, NASP, CED.
- The College offers some of the country's largest subject-specific master's of education degree programs in science, mathematics, technology and English education.
- The College was recently invited by Vanderbilt University to join the IRIS Consortium.
- College faculty helped to found the [CHIME Charter School](#), which was California Charter School of the year in 2007.
- Northridge Academy High School is a Los Angeles Unified School District College partner school and is located on the Northridge campus.
- The College received the Urban Impact Award from the Council of Great City Schools for outstanding urban teacher preparation.

Recipient of the
Urban Impact
Award from the
Council of Great
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Preparing Leaders Who will Define the Future of Education in Changing Organizational Contexts

Effective leaders working in educational organizations play a significant role in creating the organizational contexts in which education professionals thrive and innovate, lives are transformed, communities enriched, economies advances, and new models for exemplary teaching and learning using traditional methods and new technologies are developed. Whether you are an experienced teacher, an instructional designer, an educational technologies specialist or other professional working in education, this fully online master's degree is a carefully designed advanced professional development program that prepares graduates to be effective leaders of educational teams and institutions in contemporary contexts.

The challenges faced by education require creative problem solving using sophisticated knowledge in the field and advanced professional skills and abilities. With that in mind, the curriculum for this program is carefully crafted to give participants a comprehensive educational experience that builds on the experience of each participant to prepare them to work at a much higher level of professional practice in a contemporary global context. The world of education, from early childhood education though higher education, is rapidly changing. There are few aspects of how education is conceived, structured and delivered that are not in question. The curriculum for this Online Master of Arts in Educational Administration degree is designed to prepare professionals to work in that dynamic context, to lead in that changing context, and to be among those shaping the future of education. The curriculum is offered in a cohort format. (For a more detailed description of the program's integrated and comprehensive curriculum, [see page 9](#)).

The program's online mode brings together educational professionals working in many contexts that share their own experiences and work together to analyze, understand and effectively respond to challenges as leaders and change agents. This rich learning context creates an engaged learning community of distinguished faculty and professionals exploring together the challenges facing educational organizations and their leaders, and opens up creative options to those building the skills needed to be effective strategic leaders who take education into the future.

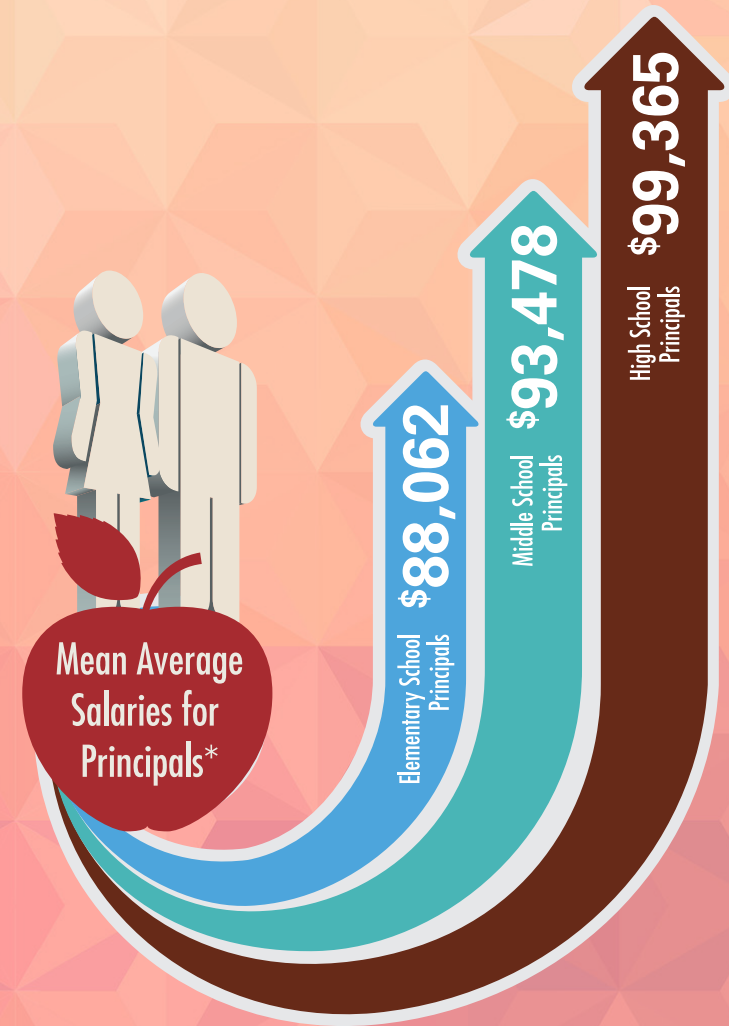
**PREPARES
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IN CONTEMPORARY
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Program Graduates in Roles that Shape the Future of Education

Educational administrators serve in public and private educational institutions, including K-12 schools, universities, job training and community-service organizations. Graduates of the CSUN master's degree in educational administration hold positions as superintendents, deans, department heads, directors, principals, assistant principals, program managers/specialists, directors and site administrators in schools, colleges, universities, city and state agencies, corporations and other educational organizations within the U.S. and, increasingly, beyond.

➤ *"This program prepares candidates for leadership roles within a wide spectrum of schools and school districts. It offers insight into urban K-12 educational organizations that serve student populations that include English learners and students with exceptional needs. Many of our graduates are now serving successfully as educational administrators in charter, private, public and school-of-choice settings."*

~ Ricardo Sosapavon, M.A, Lecturer, Department of Educational Leadership and Policy Studies, Michael D. Eisner College of Education, CSUN



**Source: The National Survey of Salaries and Wages in Public Schools 2008–2009*

The Advantages of the Cohort Format for Advanced Professional Education

This master's degree in education is offered in the CSUN cohort format. Cohorts at the master's level generally comprise 25 to 40 participants, who enter the program and proceed through the pre-determined program of study as a group. This cohort forms a cohesive learning community that enhances the learning dynamics for all. Further, participants are guaranteed admission in all of the courses required for program.

The cohort format is a powerful approach for designing and teaching advanced professional education programs. It allows curriculum for this master's degree to be crafted as a comprehensive and integrated educational experience so that the program moves participants forward, covering important content and cultivating and challenging the development of advanced conceptual skills for professional practice at a senior level. For this master's degree, faculty worked together to develop the program as a whole. This approach is distinctive to CSUN, and it has a high value for those seeking effective advanced professional education. With this approach, courses in this master's degree become components of the overall program's larger educational purpose and learning goals. Faculty teach the cohort using sophisticated instructional strategies for more extensive student engagement in the educational experience because program participants and faculty take an educational journey together from the start to the end of the program.

CSUN also uses the cohort format because it increases the level of success of those enrolled in the program, when measured in terms of successful on-time program completion. The on-time successful graduation rate for CSUN cohorted master's degree programs is well above the national average, with most at or above an 80% on-time graduation rate, and some reaching over 90%. For anyone investing in their own advanced professional education, successful program completion is the key feature determining whether or not that investment provides the envisioned return.

The cohort format supports this level of success because each cohort becomes a tightly knit community in which students share their learning experiences, and faculty members can plan and teach in ways that provide and reinforce strong links between lectures, assignments and courses. The assigned program manager also works with the students in each cohort from application through graduation to provide the encouragement, guidance and administrative support needed to allow program participants to focus on their academic work and successfully move forward in the program.

Those who enroll in this online master's degree will have a memorable and powerful educational experience as a member of this program's next cohort.

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The cohort forms a cohesive learning community that enhances the learning dynamics for all.

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FOR MIDCAREER
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Advantages of the CSUN Approach to Designing and Supporting Online Degree Programs

California State University, Northridge was among the first major public universities in the nation to offer students master's degree programs fully online. CSUN continues to lead the way by creating and delivering innovative and carefully designed online degrees for midcareer professionals. As recently as 2013, CSUN's first online degree program, created over a decade ago, won the Outstanding Program Award bestowed by the University Professional and Continuing Education Association (UPCEA).

With its fully online master's degree programs, the university's record of student success continues, with on-time graduation rates of exceptionally high levels – well above national average, with most at or above an 80% on-time graduation rate, and some reaching over 90%.

The same faculty as on campus, the same standards of excellence

CSUN's online programs are crafted by the same community of distinguished faculty members and practitioners who develop and teach the programs on campus. From the outset of its development of online degree programs, CSUN has been committed to the same academic standards and practices used for its traditional graduate programs. For its programs for midcareer professionals, purposeful innovation has been added to that traditional excellence. Faculty create and teach each course, working with skilled educational technology specialists who help them find and use the changing array of online tools and strategies that work for the course and the individual faculty member's instructional style. CSUN's online courses are not built using some standard template. Each online course is a distinctive educational experience with a particular faculty member working with a given cohort of midcareer students in a dynamic teaching and learning context. Curriculum content is not only integrated from course to course, but also updated every semester for relevance and applicability to current professional practice.



An online program offers the midcareer professional/working adult remarkable flexibility. CSUN's online programs are not self-paced, and participants must complete assignments and engage with the cohort's faculty and other participants frequently each week. But there is great flexibility. For working professionals with demanding jobs and other life obligations, flexibility is often the key factor that allows them to embark on a master's degree program and, in turn, move their careers forward. Flexibility of time and place also can enhance the learning experience. It gives students time to reflect, review, formulate questions (and not worry that the moment has passed, as can happen in a face-to-face classroom), consider answers before sharing them, and turn attention to study in a context and at a time that is right for each individual student – for some, that is on the front porch at dawn with a laptop, while for others it might be at night at the kitchen table when the house is quiet – maybe with a cup of tea.

A distance learning team of distinguished professionals

CSUN does not entrust its learning community to commercial providers. CSUN has its own distance learning team with a strong commitment to the faculty and participants in each program. They work with that program's faculty, from the design of the program to the graduation of each cohort of students. The team provides both program design support and ongoing technical support to faculty and program participants.

The members of the distance learning professional team hold master's degrees and doctoral degrees in fields relevant to excellence in online education — such as educational technologies and instructional design, computer science, and human factors in psychology (which focuses on effective modes of interaction between individuals and technology). They have extensive experience in the design and development of online degree programs and providing effective technical support to students and faculty. All CSUN instructional design professionals are actively engaged in earning the Sloan Consortium national certification for excellence in online teaching to ensure that they remain active in the national dialog about best practices in the field across institutional types nationwide.

Devoting time and resources in student success

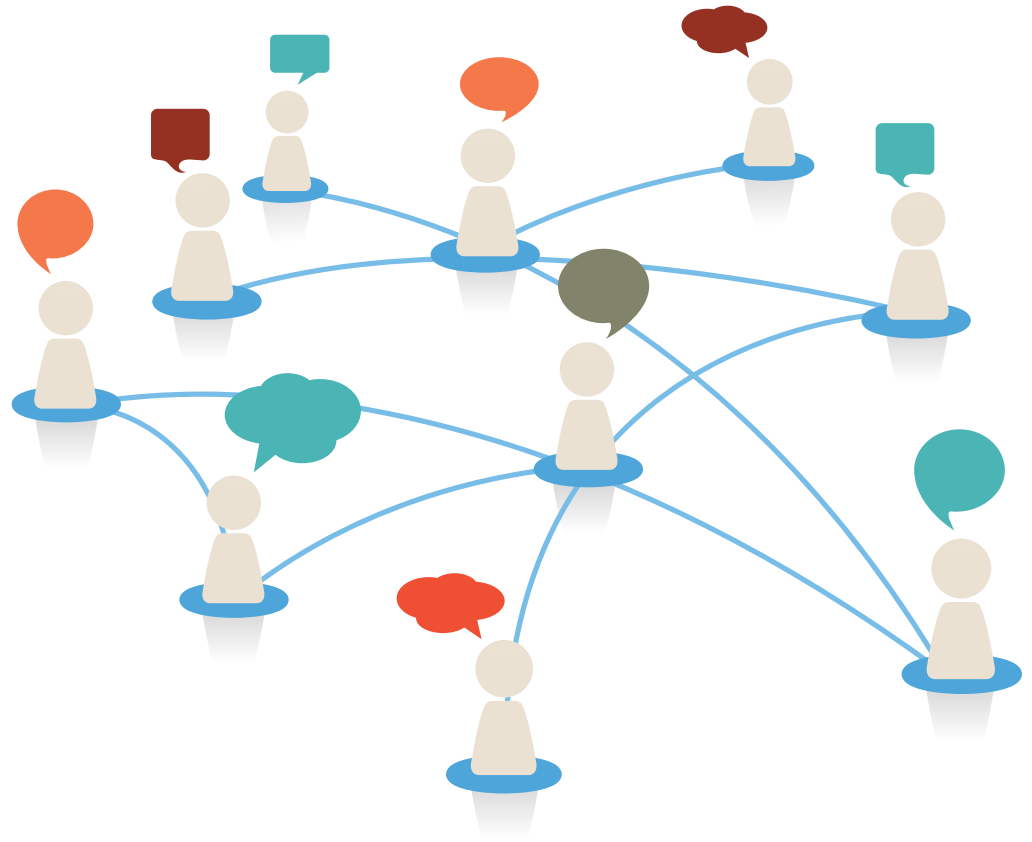
Reflecting CSUN's commitment to student success, each online cohort begins with a two-week online orientation for program participants that includes training in using the software for the program in question, uploading files and building the online community, so that program participants are ready to focus on their studies when classes begin. In addition, technical support is available from a real person – a CSUN staff member who can be reached by telephone or email. The response to questions is remarkably fast (and caring).

The course content for CSUN online programs is offered using a variety of educational technologies and instructional strategies that are right for the course and the instructional style of the faculty member. Instructional strategies may include live sessions with the faculty

member giving a presentation or leading a discussion in real time. Program participants can join such live sessions with the faculty member and other cohort members for a real-time exchange. For students for whom the timing of the live session does not work, the session is recorded and can be viewed later at the participant's convenience – and it is still not too late to pose questions online and be a part of the ongoing cohort conversation. Program participants also have access to “Student Hubs,” which function as virtual “student unions” that make it possible to further enhance the program's learning community.

A collaborative and engaged learning experience

CSUN online programs are a collaborative and engaged learning experience. While participants in an online program may enjoy the flexibility offered by the online mode, they never learn alone and come to know their fellow cohort members perhaps far better than may be possible in a traditional classroom. This is no more evident than on graduation day, when cohort members meet at CSUN in person (often with hugs and tears of joy) for the first time.



CSUN Approach to Supporting the Educational Success of Midcareer Professionals in this Program

CSUN's programs for midcareer professionals provide the kind of responsive support services that one would expect to find only at high-priced private and/or for profit universities. CSUN recognizes that midcareer professionals undertaking advanced professional education need to focus on their academic work to be successful in the program, which prompted the development of a level of support services rare among public universities with moderately priced programs.

As CSUN sees it, students should not have to spend much time trying to figure out and navigate the university's administrative systems. With that in mind, the program manager/coordinator assigned to each cohort works with the students from the point of application through graduation. This ensures that each will have direct personal support with a specific person to email or call with any questions or concerns at any time during the program. That assigned manager/coordinator is also a proactive part of the cohort experience, providing ongoing information, regular reminders and consistent encouragement. This level of personal support reflects CSUN's special commitment to student success.

Each degree program for midcareer professionals also has an assigned academic lead. This is a faculty member with specific responsibilities for coordinating the work of all the faculty teaching in the program and responding to the academic questions students may have that go beyond the scope of an individual course. Participants in each cohort know their academic lead well and can take advantage of this dedicated resource for guidance at any time that they face an academic challenge.

CSUN also has financial aid professionals who focus exclusively on addressing the needs of participants. Financial aid issues are often complex for a part-time student in a non-standard term program. CSUN has dedicated a financial aid counselor to work exclusively with students in its programs for midcareer professionals, including this online master's degree in education.

A wide range of additional support services are available to make program participation administratively simple for midcareer professionals. For example, CSUN library services employees have more than 10 years of experience supporting advanced degree students in online degree programs; there is a specialized online application system for programs for midcareer professionals that allow timely response to applications and easy communication with applicants; and participants in a cohort degree program are enrolled as a group, term to term, so that registration is done with ease.

DIRECT
**PERSONAL
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WITH A SPECIFIC
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PROGRAM.

The Carefully Crafted Curriculum for this Program

CSUN's online Master of Arts Educational Administration program has a carefully crafted curriculum designed for the cohort format. In this format, one course builds upon the prior course to provide students with essential and versatile professional knowledge, skills and abilities that will enable them to be successful as leaders and managers in a wide range of educational organization and institutions. While the program is delivered entirely online, the instructional approaches to the courses vary to ensure that the educational experiences and the learning outcomes make the overall program a comprehensive learning experience.

Courses

Contemporary Administrative Leadership (ELPS 650)

This introductory course gives participants in the master's degree program an understanding of what being an effective educational administrator and leader entails. Significant differences exist between the cultures of teaching and that of management and leadership in an educational organization. In this course, participants will gain not only an understanding of the major responsibilities of contemporary practitioners but also what their lives are like as they practice each day. Participants will also gain a sense of the culture of educational leadership as it evolves today.

Principles and Practices of Curriculum Development and Supervision (ELPS 682)

In addition to the broader duties shared in ELPS 650, this course enables participants to learn about the more specialized knowledge and strategic guidance required to make meaningful improvement in the area of student achievement. Through this course, participants learn how to collaborate with their organization's instructional staff/faculty to develop, implement and assess aligned curriculum.

School and Community Relations (ELPS 676)

Taught in the seminar format, this course facilitates the development of a multifaceted understanding of community needs – organizational, local, regional and statewide. Participants learn how to work with their organization's "stakeholders" and clients (e.g., families and communities) in order to develop, support and sustain vital educational programs and robust and respected educational organizations/institutions.

Legal Aspects of Educational Administration (ELPS 663)

In order to ensure the day-to-day safety of students, faculty and staff, educational leaders must learn to deal effectively with a wide range of potentially disruptive or dangerous problems. Because almost any regulatory or policy decision made by an educational administrator can have legal ramifications and consequences, real-life examples and case studies are used as illustrations throughout this course.

Management of Human Resources (ELPS 672)

In conjunction with the laws and policies shared in ELPS 663, the "HR" or personnel function focuses on the hiring, orientation and supervision of faculty and support staff, the maintenance of employee records, professional development, supervision, evaluation and dismissal. Educational administrators need to be knowledgeable about how to work not only with instructors/faculty members but also with staff members, whose rights are covered by different laws in different states (or nations).

Business and Financial Aspects of Educational Administration (ELPS 664)

When it comes to business and finance, running an educational organization is similar in many ways to running a household in which money must be spent wisely in order to ensure that the physical plant (campus) is adequate to meet the needs of the "family," which may include hundreds (or thousands) of students/instructors/staff. In addition, "student-centered teaching" requires administrators to be creative in finding ways to equip educational organizations/campuses to manage the responsibilities outlined in the curriculum and human resources areas as well as the changes associated with hands-on learning, center-based learning and the implementation of new technologies.

Research in Education (ELPS 600)

One of the things educational leaders must do is solve problems in an objective manner. Smart leaders do this by using data judiciously. This course typically asks participants to identify an educational problem or issue raised in one of their previous courses and look at potential options for responding to it, and then address it through an action-research approach. The purpose of the course is not simply to engage participants in a project but to equip them with the skills needed for systematically dealing with problems they will encounter throughout their careers.

Organization and Administration of Elementary, Secondary and Special Education (ELPS 681)

The needs of students and faculty differ with students' ages, grade levels and programs. In addition to addressing this range of needs, educational administrators must also accommodate those of students with special needs, an area of concern in virtually every educational setting and one that is strongly affected by special-education laws and regulations. Through this course, participants learn the importance of meeting the legal and procedural requirements for various student populations, as well as the educational needs of students at all grade levels.

Decision-Making Simulation (ELPS 675)

Using an "in-basket" format, this course places students in the role of a senior administrator who is new to the job. Drawing on what has been taught in all of the previous classes, the course starts with the administrator's visiting his/her office the day before students arrive. Twenty-five scenarios lie on the desk in the form of memos, phone messages and notes. Acting as the new senior administrator, participants must evaluate each situation, prioritize it and devise an appropriate response. In addition, this course features a career-planning component that assists participants in preparing to find jobs in the field of educational leadership/management in a variety of organizational contexts.

Fieldwork in Educational Administration (ELPS 688)

Just as student teaching provides prospective teachers with an opportunity to obtain "real-life" classroom experience, this administrative fieldwork allows participants to work under the supervision of a practicing administrator and gives participants opportunities to apply much of what they have learned in the course of the program. Typically, these opportunities involve working in leadership roles associated with educational programs; organizational-change projects; learner, student and staff supervision; and/or client and community relations.

Comprehensive Examination (ELPS 697)

The "Comprehensive Exam" is the culminating activity that concludes the master's program. Preparation for the exam requires students to pull together all that they have learned from their various courses. The exam itself consists of five sections, three of which require students to respond to questions with essays. In addition, there are two multiple-choice tests, the first of which relates to education law while the second evaluates student's knowledge of business and finance. To help participants prepare for the comprehensive exam, a preparatory session is held in advance, and most students form study groups in which they critique and support each other's work.

"CSUN's program provides a unique opportunity for participants to engage in coursework that reflects contemporary applications in an increasingly dynamic profession. Ongoing communication between our faculty and students is uniquely personal and connects each candidate's leadership experiences with sound theory from scholars and practitioners in the field. Candidates also find value in exchanges with their colleagues, who represent learning environments from across the country and around the world."

~ Bronte Reynolds, Ed. D. , Professor, Educational Leadership and Policy Studies, Department of Education, Michael D. Eisner College of Education, CSUN

Excellence of this Program's Faculty

As with all CSUN online degree programs, this program is taught by the same group of full-time faculty and exceptional practitioners who teach in this highly regarded program on the CSUN campus.

Michael B. Bennett, M.A.

Principal, Patrick Henry Middle School, Granada Hills, California

Professor Bennett has more than 40 years of experience as a teacher, adviser, assistant principal, principal, union officer and director of middle schools in the Los Angeles Unified School District. He earned his baccalaureate degree in history/political science and teaching credential from CSUN and his master's degree in urban education from California State University, Los Angeles.

Richard Castallo, Ed. D.

Administrator-in-Charge, Elementary Education Department, Michael D. Eisner College of Education, CSUN

With considerable experience as an educator and school administrator, Professor, Castallo served as a consultant to hundreds of school districts across the United States on school personnel issues. He has also worked with thousands of teachers throughout the country in the area of curriculum mapping. He joined CSUN's Michael D. Eisner College of Education faculty in 2002. Professor Castallo has been published in the areas of school organizational development and improving student achievement, and is the author of a school-personnel textbook. He earned a doctorate in school administration at Syracuse University, a master's degree in Reading from State University of New York (SUNY) at Oswego, and a B.A. in Psychology from State University of New York (SUNY) at Brockport.

Nathan Durdella, Ph.D.

Assistant Professor, Department of Educational Leadership and Policy Studies, Michael D. Eisner College of Education, CSUN

Professor Durdella teaches methodological and topical courses in CSUN's Department of Educational Leadership and Policy Studies, including seminars in action research in education, applied qualitative inquiry in education, and curricular and instructional leadership. He utilizes active- and peer-learning strategies in his classes and facilitates the co-construction of a learning environment that supports the development of students' critical thinking and research skills. Professor Durdella's research interests focus on the effects of student-faculty and peer-peer interaction on undergraduate students. He has published work in the *Encyclopedia of Diversity in Education*, *Journal of Studies in Education*, *Community College Journal of Research and Practice*, *Journal of Applied Research in the Community College*, and *Higher Education in Review* (in press). He has a baccalaureate degree in Sociology and Political Science and two master's degrees, one in Latin American Studies and one in Education. He has a Ph.D in Education from the University of California at Los Angeles.

Christine Hayashi, J.D.

Associate Professor, Department of Educational Leadership and Policy Studies, Michael D. Eisner College of Education, CSUN.

As a special education law attorney who has represented the rights of special needs children and individuals with disabilities, Professor Hayashi brings expertise to her instruction in areas such as the Individuals with Disabilities Education Improvement Act (IDEIA) and Section 504 of the Rehabilitation Act. Prior to becoming an attorney, she was an elementary and middle-school principal. She also served as an educational consultant, providing teacher/staff development courses in the areas of reading and reading assessment. Professor Hayashi earned a juris doctorate from Loyola Law School in Los Angeles and holds master's degrees in both Education and Educational Administration from CSUN.

Robert Kladifko, Ed.D.

Associate Professor of Educational Leadership and Policy Studies, Michael D. Eisner College of Education, CSUN

Professor Kladifko has taught a variety of classes in the ELPS Department in the areas of leadership, "principalship," decision-making, curriculum, community relations and fieldwork in school administration. Prior to joining CSUN's ELPS faculty in 2002, he had a distinguished career with the Los Angeles Unified School District as both a teacher and a school-site and district administrator. In 1992, he was honored as the California High School Principal of the Year. In 1993, he was elected vice president for legislative action for the California Association of School Administrators. After serving as President of the Los Angeles Section of the California Interscholastic Federation in 1996, Professor Kladifko was appointed as an Administrative Law Judge for that organization. His main research interests are in the areas of school-community relations, school safety and violence, state and federal educational legislation, teacher training, educational curriculum, and school and district leadership. He has published articles and made numerous local and national presentations on all of these topics. He received a baccalaureate degree from St. Cloud State University in Minnesota and a master's degree in Educational Leadership from California State University, Los Angeles. He earned an Ed.D. in Educational Leadership at Claremont Graduate University, Claremont, California.

Petronella Montante, Ed.D.

Lecturer in the Michael Eisner College of Education, Educational Leadership and Policy Studies Department, CSUN

Professor Montante has extensive experience in leading elementary and secondary school sites in the attainment of the highest levels of academic achievement for their students. Her successful experiences in working collaboratively with both staff and community provide a strong basis for helping students understand the importance of building learning environments that are conducive to learning for all. Professor Montante has developed, planned and implemented leadership initiatives that focused on enhancing instructional leadership skills for administrators on both local and federal levels. Working closely with principals, she has identified professional development strategies, organized and implemented inquiry groups on current research practices, and instituted reflective learning dialogues that enhanced instructional methodologies. Her background in language development has been an invaluable asset in addressing the needs of all students, while her students also benefit from her experience as a practitioner of both the art and science of administration. Professor Montante earned a baccalaureate degree in History, a master's degree in Education – both at CSUN – and an Ed.D. in Educational Leadership and Policy Studies at the University of California, Los Angeles.

Merle Price, M.A.

Lecturer, Department of Educational Leadership and Policy Studies, Michael D. Eisner College of Education, CSUN

Professor Price was a regional Superintendent in the Los Angeles Unified School District and Deputy Superintendent for Instruction, after serving as principal of a charter high school. He has also worked on several National Science Foundation projects, including one that involved four school districts and four universities. He currently serves as a School Relations Liaison in the Graduate School of Education and Information Studies at UCLA. Professor Price earned a baccalaureate degree in Cellular Biology from the University of California at Santa Barbara. His master's degree is in Educational Administration.

Ricardo Sosapavon, M.A.

Lecturer, Department of Educational Leadership and Policy Studies, Michael D. Eisner College of Education, CSUN

Having served for 12 years as a principal and 10 years as a Special Education Administrator at the school-district level, Professor Sosapavon is able to provide his students with a background that is rich in real-life experiences that are encompassed within the courses he teaches. Continuously updating the course content assists his students in keeping current related to policies, laws and procedures at the school district and school site levels. Additionally, he provides students with information related to career planning, from the job announcement to the interview process. Organizational skills are one of his strong points, which he discusses with students in order to prepare them for a career in educational leadership at the K-12 level. His expertise in school district promotional exams assists his students in preparing for obtaining that first administrative position. This includes the development of the first letter of intent, a resumé, preparing the application and, finally, interviewing for the position. Professor Sosapavon earned a master's degree in Special Education, Elementary Teaching Credential (Life), K-12 Administrative Credential (Life), Bilingual Certificate of Competence from California State University, Los Angeles.

Bronte H. Reynolds, Ed. D.

Professor, Educational Leadership and Policy Studies, Department of Education, Michael D. Eisner College of Education, CSUN

Professor Reynolds has served as a school principal for six years and school district superintendent for 29 years. He has held several leadership positions in the communities he has served and has been the keynote speaker at education conferences internationally. He has taught in CSUN's educational administration program since 2002, and he has published several juried articles in national educational journals related to topics on faculty hiring practices, full inclusion of special needs students in the regular classroom setting, financial strategies of basic aid school districts in California, and the relationship between school personnel and the collective bargaining process. Professor Reynolds received his baccalaureate and master's degrees in Educational Leadership from San Francisco State University and his Ed.D. in Educational Leadership from the University of Southern California.

Distinction in Accreditation

California State University, Northridge is accredited by The Western Association of Schools and Colleges (WASC), a regional institutional accrediting body recognized by the U.S. Council of Higher Education and Accreditation. Visit the WASC reaccreditation website, <http://www.csun.edu/~instrsch/wasc/index.html>.

In addition to CSUN's WASC accreditation, this CSUN master's degree in education and the CSUN's Michael D. Eisner College of Education are also approved and accredited by

- The California State Board of Education,
- The U.S. Department of Education,
- The National Council for Accreditation of Teacher Education (NCATE), and
- The California Commission for Teacher Credentialing (CCTC).

"This online, cohort-based program prepares students to be outstanding educational leaders in virtually any K-12 academic setting worldwide. Our alumni are recognized and sought after for their expertise in transforming low-performing schools, integrating technology to enhance student learning and engagement, and implementing standards-based education while creating campuses dedicated to involving communities in the academic success of all students."

~ Merle Price, M.A., Lecturer, Department of Educational Leadership and Policy Studies, Michael D. Eisner College of Education, CSUN

Applying to this Program

Applications must be submitted online at:

<http://tsengcollege.csun.edu/programs/ELPS/apply>

Summary of Admission Requirements

- Bachelor's degree with minimum GPA of 2.5
- 3 years teaching experience
- Application
- \$55 Application fee
- Official transcripts from all schools attended where the coursework counted towards your bachelor's degree
- 2 letters of reference from practicing school administrators, one of which must be from your administrative supervisor
- Resume

Once admitted, you will need to submit the following before the end of the program:

- GRE or MAT scores – if your undergraduate cumulative GPA was not a 3.0 or above, or if you don't have another master's degree.
- Passing WPE scores/GRE Analytical scores – if you did not graduate from a CSU.



Requirements for Successful Degree Completion

Earning this CSUN Master of Arts Degree in Education requires:

- Maintaining a grade point average (GPA) of 3.0 or above throughout the program.
- Successfully completing 33 semester credit units of the prescribed coursework (see courses in the [program curriculum described here](#)), including fieldwork and passing the Comprehensive Examination
- Passing the CSU required Upper Division Writing Proficiency Exam (UDWPE)

As a program graduate, you receive your master's degree from the California State University, Northridge, Michael D. Eisner College of Education.

The Additional Value of this Program for Those Who Wish to Assume Administrative Roles in K-12 Schools

Successful completion of this master's degree program fulfills the coursework requirements for the California Preliminary Administrative Services Credential.

For up-to-date information on this Credential and the requirements to earn it, visit the [Association of California School Administrators web site](#).



Questions?

We would enjoy hearing from you to answer any questions you may have on how our program can support your personal and professional goals.

Contact Zeina Otaky Ramirez, Program Manager
(818) 677-5005, zeina.ramirez@csun.edu.

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Students Needing Classroom Accommodations or Auxiliary Aids: Students requiring classroom accommodations should contact either Disability Resources and Educational Services or the National Center on Deafness (for those who are deaf or hard of hearing) for assistance as soon as the decision to enroll has been made.

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