

NEW PROGRAM PROPOSAL

College: [Eisner College of Education]

Department: [Educational Leadership and Policy Studies]

1. Title of Proposed Program: (e.g. B.S. in ..., Option in) [Ed.D. in Educational Leadership, with Options in PreK-12 Leadership and Community College Leadership]

2. Type of Proposed Program:

- [] New Undergraduate Major
- [] New Option in Undergraduate Major
- [] New Minor
- [] New Master’s Degree Program
- [] New Option in Master’s Degree Program
- [] Other [New Ed.D. Program]

3. Date of Proposal Implementation: (Semester / Year): [Fall] / [2008] *Comments*

4. Unit Requirements (if proposing a NEW UNDERGRADUATE MAJOR):

- Lower Division Requirements: [] units
- Upper Division Requirements: [] units
- Total Units Required in Major: [] units
- GE Requirements (not overlapping with major) [] units
- Electives Outside of Major: [] units
- Total Units to Degree: [] units

5. Unit Requirements (if proposing a NEW MINOR or UNDERGRADUATE OPTION):

- Lower Division Requirements: [] units
- Upper Division Requirements: [] units
- Total Units Required in Minor or Option: [] units

6. Unit Requirements (if proposing a NEW MASTERS or OTHER PROGRAM not covered by #4 or #5 above) :

- Lower Division Requirements: [] units
- Upper Division Requirements: [] units
- Graduate Course Requirements: [60] units
- Total Units Required in PROGRAM: [60] units
- GE Requirements (not overlapping with major) [] units
- Electives Outside of Major/Program: [] units
- Total Units to Degree: [60] units

- 7. **Catalog Entry:** *(Attach proposed catalog copy. This should include a complete description of the proposed program.)*
- 8. **Justification of Request:** *(Attach)*
- 9. **Estimate of Impact on Resources within the Department, for other Departments and for the University:** *(Attach)*

([Hyperlink to Resource List](#))

- 10. **Goals and Measurable Student Learning Outcomes for the New Program:** *(Attach)*
- 11. **Methods of Assessment for Measurable Student Learning Outcomes:** *(Attach)*
 - A. Assessment Tools
 - B. Describe the procedure the dept/program will use to ensure the faculty will be involved in the assessment process. (Refer to the University’s policy on assessment).
- 12. **Record of Consultation:** *(Normally all consultation should be with a department chair or program coordinator. If more space is needed attach statement and supporting memoranda.)*

Date:	Dept/College:	Department Chair/Program Coordinator	Concur (Y/N)
[3/15/2007]	[Library]	[Mary Woodley]	[Y]
[3/7/2007]	[EPC]	[Beverly Cabello]	[Y]
[3/7/2007]	[EED]	[David Kretschmer]	[Y]
[3/6/2007]	[SED]	[Bonnie Ericson]	[Y]
[3/7/2007]	[SPED]	[Nancy Burstein]	[Y]
[2/21/2007]	[Management]	[Rick Moore]	[Y]

13. Approvals:

Department Chair/Program Coordinator:	Date: []
College (Dean or Associate Dean):	Date: []
Educational Policies Committee:	Date: []
Graduate Studies Committee:	Date: []
Provost:	Date: []

7. Catalog Entry

Draft Catalog Copy

ADD TO DEGREE PROGRAMS:

The Doctorate of Education (Ed.D.) in Educational Leadership
P12 Leadership Option
Community College Leadership Option

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 graduate’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. Once candidates are admitted, they are assigned an advisor from among the doctoral faculty.

STUDENT LEARNING OUTCOMES OF THE DOCTORAL PROGRAM

CSUN 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 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. 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.

Each applicant will submit:

- An application to the doctoral program
- 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
- Three letters of recommendation (on letterhead) from persons who can attest to the applicant’s leadership experience or potential
- Graduate Record Examination (GRE) general test scores taken within the last five years
- A written statement outlining the reasons for seeking entrance to the program and how it relates to future professional goals
- A professional resume
- A sample of academic or professional writing
- A statement of support for the applicant’s doctoral studies from her/his employer or, in the cases where this is not provided, an indication of the candidate’s plan for meeting the demands of the program as well as his/her professional responsibilities

All international applicants whose first language is not English or who have not earned baccalaureate or master's degrees 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.

The most highly qualified applicants will be invited to campus to participate in a selection process that will include an oral interview and a writing task.

PROGRAM REQUIREMENTS

The Ed.D. program is designed as a three year program for a cohort of students.

- Each Ed.D. student is expected to enroll in and successfully complete each course with the cohort group.
- The student is expected to advance to candidacy and complete all courses and examinations within the period specified in the Ed.D. program guidelines.
- The student is expected to maintain at least a 3.0 GPA in the doctoral program.
- The student may not have a grade point average below a 3.0 in two successive semesters.
- The student must pass all required program examinations within two attempts.

A student who is unable to adhere to the timelines and progress with the cohort may petition to join another cohort or take courses out of sequence.

A student who fails to make satisfactory progress may be officially disqualified from the university upon recommendation of the Program Faculty and in accordance with the established university policies.

REQUIREMENTS FOR THE DOCTOR OF EDUCATION (ED.D.) DEGREE IN EDUCATIONAL LEADERSHIP

P12 LEADERSHIP OPTION

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 2 unit increments)	12

One of the following:

ELPS	775	Applied Quantitative Inquiry II , or	3
ELPS	785	Applied Qualitative Inquiry II	3

TOTAL UNITS REQUIRED FOR THE DEGREE: 60
(A MINIMUM OF 54 UNITS MUST BE TAKEN AT CALIFORNIA STATE UNIVERSITY, NORTHRIDGE)

COMMUNITY COLLEGE LEADERSHIP OPTION 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	720	Postsecondary Finance and Enrollment 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 , or	3
ELPS	785	Applied Qualitative Inquiry II	3

TOTAL UNITS REQUIRED FOR THE DEGREE: 60
(A MINIMUM OF 54 UNITS MUST BE TAKEN AT CALIFORNIA STATE UNIVERSITY, NORTHRIDGE)

COURSE LIST DOCTORAL COURSES

ELPS 700. The Art of Collaborative Leadership (3 units)

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 units)

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 units)

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 units)

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 units)

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 units)

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 units)

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 units)

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 units)

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 units)

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 units)

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 units)

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 units)

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 units)

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 units)

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 units)

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 units)

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 units)

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 units)

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.

8. Justification of Request

The new Doctoral Program in Educational Leadership has been developed by the ELPS Department in consultation with educational partners in P12 schools and community colleges. The program has been developed in response to recent legislation giving the CSU authority to develop doctoral programs (Ed.D.) for educational leaders in P12 schools and community colleges. The CSU Chancellor's Office has developed specific standards and guidelines for these programs and is phasing in programs across all campuses. We were assigned to begin our program in the "second wave" of implementation, with a start date of Fall, 2008. The program is required to be a program for working professionals and is to be a three year program (including summers). Our proposal is consistent with the guidelines and addresses the core concepts outlined in those guidelines.

9. Estimate of Impact on Resources within the Department, for other Departments and for the University.

This Doctoral Program in Educational Leadership will be housed within the ELPS Dept. As the only independent doctoral program at CSUN, it will not be competing with any other program or department for students. Only doctoral students will be allowed to take doctoral courses, normally as part of a cohort in a prescribed order; only students who already have a Master's degree and substantial administrative experience will be admitted into the program. Thus, this program will not impact student enrollment in other ELPS courses for the Master's degree or P12 administrative credentials. The program will be supported by a special fee structure that is higher than fees for current graduate programs. Ongoing program costs will be covered by fees and marginal costs. The cohort program is a very efficient program, since candidates will move through a prescribed program with their cohort of approximately 20 persons. There are no electives other than a choice between an advanced research seminar in either quantitative methods or qualitative methods. In anticipation of the resource needs of the Doctoral Program and to minimize impact on current programs, the ELPS Dept. has requested office space plus funding for additional faculty, administrative and support staff, as well as new library acquisitions.

10. Student Learning Outcomes

A. Student Learning Outcomes for the proposed program

CSUN 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.

Candidate Dispositions

Accrediting bodies such as the National Council for Accreditation of Teacher Education (NCATE) require Colleges of Education to measure degree candidates' knowledge, skills, and dispositions as relevant to the profession. *The candidates for the CSUN Doctorate in Educational Leadership will demonstrate that they value and are committed to:*

1. **Collaboration and networking** with colleagues and stakeholders for the improvement of student achievement and P14 institutions. Candidates not only have knowledge and skills in how to collaborate, but show an inclination towards teamwork and shared or distributed leadership, with a willingness to listen to stakeholders, share decision-making, and nurture leadership in others. In addition, candidates show a disposition to play an active, positive role in regional networks during and after their doctoral training for school and community college reform.
2. **Action research and the use of research literature** in educational problem-solving and decision-making. Candidates not only have knowledge and skills in how to do research, but show an inclination to use data, consult the literature, engage in applied research and/or encourage action research among staff members in order to improve educational policy and practice.
3. **Cultural proficiency** in working with diverse students, staff, and stakeholders and in promoting equity-based policies and practices. Candidates not only have knowledge and skills in how to work effectively in diverse environments and promote equitable practices, but show an inclination to value and be responsive to linguistic, cultural, and racial diversity in their ways of thinking, communicating, and leading educational institutions.
4. **Systems thinking as a change agent for systemic reform**, with an interest in the big picture and large-scale improvement. Candidates not only have knowledge and skills in how to lead systemic reform, but see themselves and others as change agents and are inclined to look at problems and solutions systemically rather than as isolated instances, with a view to scaling up promising practices.

11. Methods of Assessment for Measurable Learning Outcomes

A. Assessment Tools

The program will use nine Student Learning Outcomes and four Dispositions as standards for the assessment of doctoral candidates. Other indicators, such as students' course grades, program GPA, and self-assessments will also be used to measure candidate progress toward the standards. These measures of student knowledge, skills, and dispositions will provide the foundation of our overall program assessment.

Assessment data on Ed.D. candidates will be collected at several program transition points, as required by NCATE: 1) Admission; 2) Advancement to Candidacy; 3) Dissertation Proposal; and 4) Program Completion.

A variety of indicators will be used to assess individual candidates at each point. At Transition Point (TP) 1, the Admissions Committee will compile required application information and rate materials such as the applicant's academic writing sample, Statement of Purpose, and oral interview as a basis for admissions decisions. At TP2, the student's Qualifying Exam Committee will collect and review required assessment materials and compile candidates' scores on the exam. At TP3 and 4, the student's Dissertation Committee will review the Dissertation Proposal and Proposal Defense (TP3) or the final Dissertation and Dissertation Defense (TP4) to determine whether students pass, revise and resubmit, or fail.

B. Procedures to Insure Faculty Involvement

Participation in the assessment of candidates will be a requirement for serving as a faculty member in the Ed.D. program. Rubrics are being developed for some of the key assessment points, and faculty will undergo training in the application of the rubrics to ensure inter rater reliability.

Assessment data on Ed.D. candidates and program will be collected on a regular basis by the Program Director and compiled in electronic form on program databases for easy reference. For example, the Director will compile admissions data on numbers of applicants, numbers/percentage of acceptances and enrollees, as well as scores on Qualifying Exams and time to dissertation completion. Record keeping and data entry will be one of the main responsibilities of the program secretary. The Program Coordinator will present reports of program data annually to members of the Doctoral Group, Ed.D. Program Advisory Committee, and ELPS Department faculty. These bodies will review the data and will use it for making decisions about program revisions and improvements, using a "continuous improvement" model.

As part of the ongoing assessment process at the Michael D. Eisner College of Education and CSUN as a whole, selected assessment data will be entered by faculty and/or program clerical staff into CSUN's electronic Data Warehouse. The Doctoral Program Director will serve as a liaison to the College's Assessment Committee to keep informed of new assessment initiatives and procedures, as well as take part in College-wide preparation for accreditation processes, such as NCATE and WASC.

8. Justification of Request

The new Doctoral Program in Educational Leadership has been developed by the ELPS Department in consultation with educational partners in P12 schools and community colleges. The program has been developed in response to recent legislation giving the CSU authority to develop doctoral programs (Ed.D.) for educational leaders in P12 schools and community colleges. The CSU Chancellor's Office has developed specific standards and guidelines for these programs and is phasing in programs across all campuses. We were assigned to begin our program in the "second wave" of implementation, with a start date of Fall, 2008. The program is required to be a program for working professionals and is to be a three year program offered over nine semesters. Our proposal is consistent with these guidelines and addresses the core concepts outlined in those guidelines.

9. Estimate of Impact on Resources within the Department, for other Departments and for the University.

This Doctoral Program in Educational Leadership will be housed within the ELPS Dept. As the only independent doctoral program at CSUN, it will not be competing with any other program or department for students. Only doctoral students will be allowed to take doctoral courses, normally as part of a cohort in a prescribed order; only students who already have a Master's degree and substantial administrative experience will be admitted into the program. Thus, this program will not impact student enrollment in other ELPS courses for the Master's degree or P12 administrative credentials. The program will be supported by a special fee structure that is higher than fees for current graduate programs. Ongoing program costs will be covered by fees and marginal costs. The cohort program is a very efficient program, since candidates will move through a prescribed program with their cohort of approximately 20 persons. There are no electives. In anticipation of the resource needs of the Doctoral Program and to minimize impact on current programs, the ELPS Dept. has requested office space plus funding for additional faculty, administrative and support staff, as well as new library acquisitions.

10. Student Learning Outcomes

CSUN 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 oneself and others.
9. Understanding, navigating, responding to, and influencing the larger policy environment and the political, social, economic, legal, and cultural context of education.

Candidate Dispositions

Accrediting bodies such as the National Council for Accreditation of Teacher Education (NCATE) require Colleges of Education to measure degree candidates' knowledge, skills, and dispositions as relevant to the profession. *The candidates for the CSUN Doctorate in Educational Leadership will demonstrate that they value and are committed to:*

1. **Collaboration and networking** with colleagues and stakeholders for the improvement of student achievement and P14 institutions. Candidates not only have knowledge and skills in how to collaborate, but show an inclination towards teamwork and shared or distributed leadership, with a willingness to listen to stakeholders, share decision-making, and nurture leadership in others. In addition, candidates show a disposition to play an active, positive role in regional networks during and after their doctoral training for school and community college reform.
2. **Action research and the use of research literature** in educational problem-solving and decision-making. Candidates not only have knowledge and skills in how to do research, but show an inclination to use data, consult the literature, engage in applied research and/or encourage action research among staff members in order to improve educational policy and practice.
3. **Cultural proficiency** in working with diverse students, staff, and stakeholders and in promoting equity-based policies and practices. Candidates not only have knowledge and skills in how to work effectively in diverse environments and promote equitable practices, but show an inclination to value and grow in understanding and responsiveness to various diversities (i.e. linguistic, cultural, and racial). This responsive will impact their ways of thinking, communicating, and leading educational institutions.
4. **Systems thinking as a change agent for systemic reform**, with an interest in the big picture and large-scale improvement. Candidates not only have knowledge and skills in how to lead systemic reform, but see themselves and others as change agents and are inclined to look at problems and solutions systemically rather than as isolated instances, with a view to scaling up promising practices.

11. Methods of Assessment for Measurable Learning Outcomes

B. Assessment Tools

The program will use nine Student Learning Outcomes and four Dispositions as standards for the assessment of doctoral candidates. Other indicators, such as students' course grades, program GPA, and self-assessments will also be used to measure candidate progress toward the standards. These measures of student knowledge, skills, and dispositions will provide the foundation of our overall program assessment.

Assessment data on Ed.D. candidates will be collected at several program transition points, as required by NCATE: 1) Admission; 2) Advancement to Candidacy; 3) Dissertation Proposal; and 4) Program Completion. A variety of indicators will be used to assess individual candidates at each point (see attached table that outlines the Candidate Assessment Transition Points and the tools (indicator or instrument) used to assess progress.

At Transition Point (TP) 1, the Admissions Committee will compile required application information and rate materials such as the applicant's academic writing sample, Statement of Purpose, and oral interview

as a basis for admissions decisions. At TP2, the student's Qualifying Exam Committee will collect and review required assessment materials and compile candidates' score on the exam. At TP3 and 4, the student's Dissertation Committee will review the Dissertation Proposal and Proposal Defense (TP3) or the final Dissertation and Dissertation Defense (TP4) to determine whether students pass, revise and resubmit, or fail.

B. Procedures to Insure Faculty Involvement

Participation in the assessment of candidates will be a requirement for serving as a faculty member in the Ed.D. program. Rubrics are being developed for some of the key assessment points, and faculty will undergo training in the application of the rubrics to ensure inter rater reliability.

Assessment data on Ed.D. candidates and program will be collected on a regular basis by the Program Director and compiled in electronic form on program databases for easy reference. For example, the Director will compile admissions data on numbers of applicants, numbers/percentage of acceptances and enrollees, as well as scores on Qualifying Exams and time to dissertation completion. Record keeping and data entry will be one of the main responsibilities of the program secretary. The Program Director will present reports of program data annually to members of the Doctoral Group, Ed.D. Program Advisory Committee, and ELPS Dept. faculty. These bodies will review the data in order to make decisions about needed program revisions and improvements, using a "continuous improvement" model.

As part of the ongoing assessment process at the Michael D. Eisner College of Education and CSUN as a whole, selected assessment data will be entered by faculty and/or program clerical staff into CSUN's electronic Data Warehouse. The Doctoral Program Director will serve as a liaison to the College's Assessment Committee to keep informed of new assessment initiatives and procedures, as well as take part in College-wide preparation for accreditation processes, such as NCATE and WASC.