PROGRAM DESCRIPTION

The programs in Educational Administration are designed to meet a variety of needs in the field. The programs are oriented toward an interdisciplinary approach to the study of administration, offering students significant opportunities to apply theory to the practice of educational administration.

The mission of the Department of Educational Administration and Policy Studies is to provide the best possible education for all students. Working together with schools, communities, and professional associations, the department focuses on enabling all students to become visionary change agents, effective school leaders, and productive citizens who value equity and quality in a pluralistic society.

PROGRAMS OFFERED

The Department of Educational Administration and Policy Studies in the School of Education offers the following programs:

**Master of Arts in Education:**
Educational Administration

**Preliminary Administrative Services Credential:**
Preliminary Administrative Services
Preliminary Administrative Services Internship
Professional Administrative Services

For additional information on credentials, see the School of Education section of this catalog.

FACULTY

Cirenio Rodriguez, Department Chair
John Cotsakos; Geni Cowan; Virginia Dixon; Kal Gezi; Lila Jacobs; Leo Maestas; Francisco Reveles; Shirley Thornton; Velma Villegas

Ann Suárez, Department Secretary
*Department Office, Eureka Hall 435F, 278-5388*

REFERENCE

For more information and advising on any of the above programs, please contact:

Educational Administration and Policy Studies Department
School of Education
6000 J Street
Sacramento, CA 95819-6079
(916) 278-5388; FAX: (916) 278-5993

To obtain a CSU application booklet, contact the CSUS Admissions Office
6000 J Street
Sacramento, CA 95819-6048
(916) 278-6111
EDUCATIONAL ADMINISTRATION PROGRAMS

Through the general program and through specific components such as the Administrative Internship, the Bilingual Instructional Leadership Training Cohort, the Urban Education Cohort, Elk Grove Cohort and Sacramento City Schools Cohort, the Educational Administration Program attempts to bring together all aspects of leadership and management for educational enterprises. Student interests encompass public and private schools, educational agencies, and institutions of higher education.

A significant dimension of all of the programs in Educational Administration is an interest in and commitment to the full development of student potential and capability. Coursework, advising, and field experiences are carefully orchestrated to insure a full range of faculty support for student achievement. The student, as a responsible autonomous agent, is expected to assume the role of equal partner in this effort.

MASTER OF ARTS IN EDUCATION

Educational Administration

Admission Requirements

Admission as a classified graduate student in Educational Administration requires:

- a baccalaureate degree;
- a minimum 2.5 GPA in the last 60 units;
- proficiency in written English composition as demonstrated by either passing the CSUS Writing Proficiency Exam or equivalent, or enrolling in ENGL 119 until the WPE is passed; and
- an interview with a student/practicing administrator/faculty team; interviews will be scheduled at the close of the application period, (the Graduate Record Exam (GRE) or Miller Analogies Test scores are NOT required; however, these test scores may be included with the admission application).

Applicants who have deficiencies in admission requirements that can be removed by specified additional preparation may be admitted with conditionally classified graduate status. Any deficiencies will be noted on a written response to the student’s admission application.

Admission Procedures

The deadline for submission of all application materials is the end of the sixth week of instruction of the semester prior to the one in which the applicant wishes to begin graduate studies. Prospective graduate students, including CSUS graduates, must file the following with the Graduate Center:

- an application for admission and a supplemental application for graduate admission (Forms A and B in the CSU application booklet); and
- one set of official transcripts from all colleges and universities attended, other than CSUS.

At the same time, each applicant must forward the following to the Educational Administration and Policy Studies Department in the School of Education:

- the Educational Administration application for admission (available in Eureka Hall 435F);
- two letters of reference (forms attached to application packet);
- one set of transcripts, including CSUS (these need not be official).

Approximately two weeks after the deadline for submission of application materials to the department, each applicant will be scheduled for an interview. Approximately two weeks after all applicants have been interviewed, a decision regarding admission will be mailed to each applicant.

Advancement to Candidacy

Each student working toward a Master’s degree must file an application for Advancement to Candidacy for the degree; the application is a form on which the student indicates a proposed program of graduate study. The procedure should begin as soon as the classified graduate student has:

- removed any deficiencies in admission requirements, including the writing proficiency requirement;
- completed at least 12 units in the Educational Administration graduate program with a minimum 3.0 GPA; and
- obtained advisor’s preliminary approval of thesis or project proposal.

Advancement to Candidacy forms are available in the Graduate Center or the Educational Administration and Policy Studies Department office (Eureka Hall 435F). The student fills out the form after planning a degree program in consultation with his/her Educational Administration faculty advisor. The completed form is returned to the Graduate Center for approval.

Degree Requirements

The Master of Arts in Education with an option in Educational Administration requires completion of 30 units of coursework, including at least 21 units in approved Educational Administration courses. Up to 6 units, including extension credit, can be transferred from another university; a minimum of 21 units must be taken in residence.

A minimum 3.0 GPA is required for all work presented for the degree; only units with a grade “C” or better may be counted. All work must be completed within a 7-year period. An outline of degree requirements follows.

A. Required Courses (12 units)

1. Graduate Core Requirements

   (3) ED 250 Educational Research
   (3) ED 251 Education for a Democratic, Pluralistic Society

2. Program Requirements

   (3) EDEA 200 Administrators Role in Multicultural Education
   (3) EDEA 201 Foundations of Educational Administration

Note: Students admitted prior to Fall 1996 should consult with the department office for alternative requirements.

B. Additional Requirements (12-15 units)

(3-6) Select one or two of the following:

- EDEA 273 Advanced Seminar: Grants, Proposals & Systematic Planning
- EDEA 276 Advanced Seminar: Staff Development (EDEA 205 or 206)
- EDEA 278 Advanced Seminar: Collaborative Leadership/Management — Systems Application (EDEA 208)
- EDEA 280 Advanced Seminar: Women & Minorities in Educational Administration
- EDEA 281 Advanced Seminar: School Improvement
- EDEA 282 Advanced Seminar: Analysis of Educational Policy Development
- EDEA 283 Advanced Seminar: Economic Analysis of Educational Policy
C. Culminating Requirement (3-6 units)

**First Semester:**
- (3) EDEA 500A Master of Arts Thesis/Project

**Second Semester:**
- (3) EDEA 500B Master of Arts Thesis/Project

**Thesis/Projects.** Students must file a petition in the department office one semester in advance and must have advanced to candidacy before they enroll in thesis/project. First semester enrollees are to register for EDEA 500A, Master of Arts Thesis/Project, and EDEA 500B, Master of Arts Thesis/Project, during the second semester if they obtained a satisfactory grade in EDEA 500A. Students needing additional time may enroll in subsequent semesters in EDEA 299T with approval of their advisor and Department Chair.

Notes:
- In order to be assured that faculty thesis/project advisors will be available, students must file the thesis/project petition with proposal in the department office one semester in advance and register through Computer Accessed Student Phone Entry Registration (CASPER) the following semester.
- This graduate degree program is subject to general university and departmental requirements. These requirements are explained in the “Graduate Studies” and the “Educational Administration and Policy Studies Department” sections of the CSUS Catalog.
- Students taking more than 6 units or less than 3 units for their culminating coursework are required to meet with their advisor or Department Chair.

## SERVICES CREDENTIALS

### Preliminary Administrative Services Admission Requirements

Refer to Admission Requirements and Procedures for the Master of Arts degree in Education, above. In addition, all credential applicants must:

- have possession of a valid California teaching credential (K-12) requiring a baccalaureate degree and a program of professional preparation including student teaching; or a valid California Designated Subjects Teaching Credential provided the applicant also possesses a baccalaureate degree; or a California Pupil Personnel Services Credential requiring a baccalaureate degree program of professional preparation including field practice with school-aged students; or a Librarianship credential; or a Health Services School Nurse Credential; or a Clinical or Rehabilitative Services credential;
- provide documentation of registration for the CBEST exam;
- upon entering the credential program have completed a minimum of one year and, by the time of completion of credential requirements, have had three years of successful, full-time teaching or pupil personnel experience in public or private schools; and
- earn a minimum 3.0 GPA for all work presented for the credential.

### Credential Requirements

#### A. Required Courses (9 units)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEA 200</td>
<td>Administrator’s Role in Multicultural Education</td>
</tr>
<tr>
<td>EDEA 201</td>
<td>Foundations of Educational Administration</td>
</tr>
<tr>
<td>EDEA 204</td>
<td>Administrator’s Role in Special Education</td>
</tr>
</tbody>
</table>

#### B. Required Direct Site Experience (9 units)

**Prerequisite:** Completion of 12 units of coursework in the program including EDEA 200, 201, and 205 or 206.

**Semester One:**
- (3) EDEA 255 Field Experience Seminar

**Semester Two:**
- (6) EDEA 495 Field Study — Educational Administration (EDEA 255)

#### C. Electives (15 units)

(12) Select one course from each of the following areas:

1. **Improvement of Instructional Program**
   - EDEA 205 Curriculum Development
   - EDEA 206 Supervision & Leadership

2. **Personnel/School Management**
   - EDEA 208 Theory & Process of School Leadership/Management (EDEA 201)
   - EDEA 209 Human Resources in Education

3. **Legal/Financial Aspects of Educational Administration**
   - EDEA 202 Legal Basis of Education
   - EDEA 203 Financial Resources Planning & Allocation

4. **School/Community Relations; Governance; and Political Aspects of Educational Administration**
   - EDEA 207 Power & Politics in Educational Administration
   - EDEA 210 School-Community Relationships

(3) Select one of the following:
- EDEA 202 Legal Basis of Education
- EDEA 203 Financial Resources Planning & Allocation
Professional Administrative Services

Admission Requirements

• Students will not be interviewed for admission to the department if they have not made formal application to the University prior to the departmental application deadline. University application forms may be obtained from CSUS Admissions Office in Lassen Hall (916) 278-6111. (The department will be notified and receive transcripts when your University file is completed.)

• Candidates must hold a bachelor’s degree from an accredited institution, have attained a GPA of at least 3.0 (on a four-point scale) in the last 30 semester (45 quarter) units attempted, and have been in good standing at the last college attended.

• Candidates must possess a valid Preliminary Administrative Services Credential and be employed by a local educational agency in an administrative capacity.

• Candidates must have passed the California Basic Educational Skills Test (CBEST).

• Applicants who have successfully completed the program leading to the Preliminary Administrative Services Credential at CSUS should file the application with the department office. The application will be referred to a faculty advisor or the program coordinator for review; candidates who meet all requirements for admission (including satisfactory GPA), will be referred to the full faculty for clear admission status. Candidates who do not meet one or more admission requirement(s) however, will be scheduled for an interview.

• All applicants new to the Educational Administration and Policy Studies Department at CSUS are required to appear for an interview with a student/practicing administrator/faculty team. Interviews will be scheduled at the close of the application period. The interview will focus on the applicant’s academic capabilities, leadership potential, and humanistic sensitivity.

• Up to 6 units may be transferred from another university if they satisfy the program requirements.

Professional Administrative Services

Admission Requirements

A. Required Courses (34-62 units)

(3) EDEA 200 Administrator’s Role in Multicultural Education

(3) EDEA 204 Administrator’s Role in Special Education

(8) EDEA 401 Internship On-the-Job Experience
                 (Corequisite: EDEA 411)

(8) EDEA 402 Internship On-the-Job Experience
                 (Corequisite: EDEA 412)

(6) EDEA 411 Supplemental Internship Experience
                 (Corequisite: EDEA 401)

(6) EDEA 412 Supplemental Internship Experience
                 (Corequisite: EDEA 402)

For those students requiring a third and fourth semester the following courses are required:

(8) EDEA 403 Internship On-the-Job Experience
                 (Corequisite: EDEA 413)

(6) EDEA 413 Supplemental Internship Experience
                 (Corequisite: EDEA 403)

(8) EDEA 404 Internship On-the-Job Experience
                 (Corequisite: EDEA 414)

(6) EDEA 414 Supplemental Internship Experience
                 (Corequisite: EDEA 404)

B. Electives (15 units)

Same as those listed for the Preliminary Administration Services Credential Section C above.
B. Electives (9 units)
(9) Select three advanced seminars from following list:
EDEA 273 Advanced Seminar: Grants, Proposals & Systematic Planning
EDEA 276 Advanced Seminar: Staff Development (EDEA 205 or 206)
EDEA 278 Advanced Seminar: Collaborative Leadership (EDEA 208)
EDEA 280 Advanced Seminar: Women & Minorities in Educational Administration
EDEA 281 Advanced Seminar: School Improvement
EDEA 282 Advanced Seminar: Analysis of Educational Policy Development
EDEA 283 Advanced Seminar: Economic Analysis of Educational Policy
EDEA 284 Advanced Seminar: Administration of Urban Schools
EDEA 285 Advanced Seminar: Curriculum Development (EDEA 205)
EDEA 286 Advanced Seminar: Supervision & Leadership (EDEA 206)
EDEA 287 Advanced Seminar: School Restructuring
EDEA 288 Advanced Seminar: School Administration (EDEA 201, 208)
EDEA 289 Advanced Seminar: Human Resources in Education (EDEA 209)
EDEA 290 Advanced Seminar: Gangs Associated Youth: Strategies & Concepts for Educators
EDEA 292 Advanced Seminar: Current Topics in Educational Administration & Policy Studies
EDEA 296 Experimental Offerings in Educational Administration & Policy Studies

C. Additional Requirements (8 units)
(8) Additional Educational Administration courses, including EDEA 498 and/or 299 or courses from other departments chosen in consultation with an advisor.
OR
(8) Non-University approved activities. (8 units or 120 hours). Consult with an advisor.

Note: In all of the approved programs, the department accepts 6 units of equivalent coursework from another university or another department from within CSUS (see advisor).

GRADUATE COURSES

Graduate standing required for enrollment in 200-series courses.

200. Administrator’s Role in Multicultural Education. Designed to synthesize previously obtained knowledge of different cultures/ethnic groups/races and social classes. The primary objective is to provide a learning environment which is conducive to the development of knowledge, understanding, and skills consistent with multicultural education and pluralistic education philosophy. 3 units.

201. Foundations of Educational Administration. Introduction to theory and practice of educational administration at the local, state, and federal level including structure and function of administration, organizational behavior, intrapersonal dimensions, and interpersonal relationships. Prerequisite: permission of instructor. 3 units.

202. Legal Basis of Education. Study of school law as set forth in the common law, state, and federal constitutions, statutes, judicial decisions, and in the rules and regulations of state departments and local units of administration. Prerequisites: admission to the Educational Administration Program and permission of instructor. 3 units.

203. Financial Resources Planning and Allocation. School finance and business administration, with focus on the California school system. Prerequisites: admission to the Educational Administration Program and permission of instructor. 3 units.

204. Administrator’s Role in Special Education. Introduction to the organization, administration, and supervision of special education programs; assessment of exceptional children and youth; program options and support services; pupil referral, assessment eligibility, and placement processes; due process requirements; individualized education programs; funding, legislative, and legal dimensions. 3 units.

205. Curriculum Development. Curriculum development appropriate to a modern program of education; the service role of the leader in instructional improvement; cultural, social, and political forces acting to shape the curriculum. Prerequisites: admission to the Educational Administration Program and permission of instructor. 3 units.

206. Supervision and Leadership. Supervisory theory and technique, including assessment of educational innovations, supervision of teaching, development of strategies for in-service programming, and the roles of various groups and individuals in the improvement of instruction. Prerequisites: admission to the Educational Administration Program and permission of instructor. 3 units.

207. Power and Politics in Educational Administration. Theoretical and conceptual approaches useful in the description, explanation, and prediction of political behavior are examined. An effort is made to conceptually relate the forces for continuity and for change to educational policy development at the local and state levels. Prerequisites: admission to the Educational Administration Program and permission of instructor. 3 units.

208. Theory and Process of School Leadership/Management. The examination, synthesis, and application of contemporary leadership/management theory and processes at the site or unit level; consideration given to the expanding roles and current requirements in the administration of educational enterprises. Lecture three hours per week. Prerequisites: admission to the Educational Administration Program; EDEA 201 or equivalent, and permission of instructor. 3 units.

209. Human Resources in Education. The recruitment, selection, evaluation, organization, and morale of professional personnel. Prerequisites: admission to the Educational Administration Program and permission of instructor. 3 units.

210. School-Community Relationships. School-community interaction. Dynamics of community influence on school policy development. Historic school-community struggles, with emphasis on the community control movement and the role of minority groups in it. Trends and innovations in school-community programs such as the community school. Field experience encouraged. 3 units.

215. Analysis of Exemplary Schools and Organizational Change. The study of the school as a contemporary social institution stressing its multidimensionality and culture. Analysis of contemporary research on the characteristics and processes of schools with very positive student outcomes and an introduction of institutional change strategies. Prerequisite: EDEA 201 or permission of instructor. 3 units.

218. Computers and Technology in Educational Administration. Introduction to the application of computers and other high technology for school administrators. Topics include: available technology for instructional and administrative uses, philosophical and practical considerations of the use of technology, determining computer needs, and technology implementation procedures. Hands-on experience will be provided with selected administrative computer systems. 3 units.
220. Bilingual Program Management and Design. Course designed to provide an overview of the current program models, curriculum designs, staff development models, and evaluation designs needed for the development and management of instructional programs for pupils from diverse cultural and linguistic backgrounds. Factors which affect language minority students’ academic achievement will be explored. The course will cover management and implementation of language development programs and bilingual programs for diverse language groups. Current bilingual models and strategies for implementation will be presented. Students will have an opportunity to develop program options to serve the target language minority student population. This course emphasizes the management aspects of bilingual education. **Prerequisite:** admission to the Educational Administration Program. 3 units.

255. Field Experience Seminar. Experience and practice in observation and analysis of school environments. Class meets weekly for two hours with school site visitations required. **Note:** prerequisite to EDEA 495, Field Study in Educational Administration; may not be taken concurrently. **Prerequisites:** admission to Educational Administration Program; completion of twelve (12) units of coursework including EDEA 200, 201, and 205 or 206; and approval of faculty advisor. Graded Credit/No Credit. 3 units.

273. Advanced Seminar: Grants, Proposals and Systematic Planning. Systematic planning theory and skills with particular attention to use of these skills in the development of grant proposals. Students will use funding agency regulations and guidelines relative to program development and implementation, and will develop a proposal which may be submitted to a funding agency. Graded Credit/No Credit. 3 units.

276. Advanced Seminar: Staff Development. The examination and application of effective practices in planning, design, implementation, and evaluation of staff development for school personnel involving emphasis on the teacher as an adult learner and on skills facilitating adult learning in workshop settings. Lecture three hours per week. **Prerequisites:** admission to Educational Administration Program; EDEA 205 or 206; advancement to candidacy or permission of instructor. 3 units.

278. Advanced Seminar: Collaborative Leadership/Management — Systems Application. This seminar is intended to provide participants with an opportunity to further engage in advanced intensive study in the area of collaborative leadership and investigation of leadership characteristics and theoretical frameworks. Students will continue to examine their own leadership orientation for consistency and congruency by developing peer relationships with fellow administrators who encourage "feedback" on their leadership behavior. This leadership framework will then be examined for its applicability to the structure of the student's current organization. The ultimate goal is the development of an implementation plan for organizational change to a human resources management model. Students will develop strategies for training others in their organizations in human resources management and will incorporate these into their implementation plan for organizational change. Lecture three hours per week. **Prerequisites:** EDEA 208; advancement to candidacy; and acceptance in the Professional Administrative Services Credential program or permission of instructor; EDEA 288 strongly recommended. 3 units.

280. Advanced Seminar: Women and Minorities in Educational Administration. An advanced seminar designed to focus on gender and ethnic group issues which impact on leadership behavior, organizational behavior, and processes; implications for management of change to organizational and societal responses in light of emergent trends. A combination of readings, case study analyses, large and small group discussions allows for maximum exchange between the students and instructor. Lecture three hours per week. **Prerequisite:** admission to the Educational Administration Program. 3 units.

281. Advanced Seminar: School Improvement. The analyses of educational policy directed toward the organizational improvement of educational institutions. Participants will critically examine policy emanating from district, State Department of Education, legislative, and judicial sources, within the contemporary as well as historical context. Lecture three hours per week. **Prerequisites:** admission to Educational Administration Program, advancement to candidacy; or permission of instructor. 3 units.

282. Advanced Seminar: Analysis of Educational Policy Development. The seminar addresses educational policy from a micro and macro perspective. It focuses on the development and administration of educational policy as they relate to contemporary issues such as: finance, choice, special programming, and delivery of services. Lecture three hours per week. **Prerequisites:** advancement to candidacy and acceptance in the Professional Administrative Services Credential program; or permission of instructor. 3 units.

283. Advanced Seminar: Economic Analysis of Educational Policy. This seminar will deal with the relationship between education and the economy. Several hypotheses about how the educational sector affects the economy will be explored. The strengths and weaknesses of the following methods of economic analysis will be presented: rate of return, educational production functions, benefit-cost, cost-effectiveness, and cost-utility. The practical applications will be examined through the review of several studies that use (or could have used) these methods. A number of classes will be set aside to examine the economics of specific issues, such as, year-round schools and teacher salaries/collective bargaining. Lecture three hours per week. **Prerequisite:** admission to the Educational Administration Program. 3 units.

284. Advanced Seminar: Administration of Urban Schools. Critical analysis of issues faced by school personnel in urban settings; deals with the day-to-day work typical of school administrators and teachers and focuses on the problems/challenges of designing and implementing major improvement programs in urban schools; new paradigms in the administration of urban schools will be explored. 3 units.

285. Advanced Seminar: Curriculum Development. Advanced curriculum development, evaluation, and research. **Prerequisites:** admission to the Educational Administration Program, EDEA 205, permission of instructor. 3 units.

286. Advanced Seminar: Supervision and Leadership. Through lecture and discussion, philosophical and practical problems of supervision of instruction will be explored. Current research on effective teaching, staff development, supervisory techniques, and theories of learning for both students and adults will be examined as a basis for sound supervision practices. **Prerequisites:** admission to the Educational Administration Program, EDEA 206, permission of instructor. 3 units.

287. Advanced Seminar: School Restructuring. In-depth analysis of the theoretical and historical basis of school restructuring and the transformational (restructuring) process. Particular emphasis placed on the role of the school administrator in the planning, development and implementation of a collaborative school culture. 3 units.

288. Advanced Seminar: School Administration. Advanced study of educational administration with emphasis on the application of emerging management approaches. **Prerequisites:** admission to the Educational Administration Program; EDEA 201 or equivalent; EDEA 208; permission of instructor. 3 units.

289. Advanced Seminar: Human Resources in Education. Advanced study of staff development in personnel management; specific problem areas in personnel administration: teacher morale, recruitment, selection, evaluation, and other aspects of a total personnel program. **Prerequisites:** admission to the Educational Administration Program, EDEA 209, permission of instructor. 3 units.

291. Advanced Seminar: Reflective Leadership. Engages the participants in a process of inquiry into, reflection on, and assessment of their practice as school administrators through the building of a personal portfolio. Intended to assist students develop an authentic assessment process that draws on prior knowledge, reflects on current practice, identifies areas for further development, and documents the process of growth and development. Prerequisites: admission to the Professional Administrative Services Credential or MA degree. Graded Credit/No Credit. 3 units.

292. Advanced Seminar: Current Topics in Educational Administration and Policy Studies. Selected current topics of concern to those involved with the administration of schools and other educational systems. Graded Credit/No Credit. 3 units.

293. Induction Seminar. The Induction Seminar leads to the training experience of the Professional Administrative Services Credential candidate. Course facilitates the interaction among student, district mentor, and university advisor, per standards of the Commission on Teacher Credentialing. Through guided practice, candidates are prompted and supported in developing an individualized induction plan. This induction plan includes mentoring, academic program at the university and non-campus components. Graded Credit/No Credit. 3 units.

294. Cooperative Education Experience. Cooperative Education (Co-op) relates academic theory to professional practice by providing paid work experience in the student's major field of study and academic credit. Students receive supervised employment in school districts, state and community agencies, companies and other appropriate settings. Requires preparation of application packet, completion of field study assignment and a written final report. Prerequisite: open only to upper division and graduate students; consent of Department Chair. Graded Credit/No Credit. 3 units.


299. Special Problems—Educational Administration. Individual projects or directed reading. Note: open only to the student who has the approval of the faculty member under whom the individual work is to be conducted, the approval of the student's advisor, and the approval of the Department Chair. Graded Credit/No Credit. 1-4 units.

299T. Special Problems — Educational Administrations. Individual projects or directed reading — for students working on their culminating MA requirements. Note: open only to the student who has the approval of the faculty member under whom the individual work is to be conducted, the approval of the student's advisor, and the approval of the Department Chair. Graded Credit/No Credit. 3 units.

401. Internship On-the-Job Experience. First semester of the on-the-job internship experience. Interns are supervised by sponsoring employing agency, as well as by university faculty. Limited to, and required of, internship candidates for the Preliminary Administrative Services Internship Credential. Corequisite: EDEA 411. Graded Credit/No Credit. 8 units.

402. Internship On-the-Job Experience. Second semester of the on-the-job internship experience. Interns are supervised by sponsoring employing agency, as well as by university sponsors. Limited to, and required of, candidates for the Preliminary Administrative Services Internship Credential. Corequisite: EDEA 412. Graded Credit/No Credit. 8 units.

403. Internship On-the-Job Experience. Third semester of the on-the-job experience for candidates who have not completed their credential requirements during the first year of internship. (Refer to EDEA 401.) Limited to, and required of, candidates for the Preliminary Administrative Services Internship Credential. Corequisite: EDEA 413. Graded Credit/No Credit. 8 units.

404. Internship On-the-Job Experience. Fourth semester of the on-the-job internship experience. (Refer to EDEA 403.) Corequisite: EDEA 414. Graded Credit/No Credit. 8 units.

411. Supplemental Internship Experience. First semester of the supplemental internship experience. Provides first-hand visitations and experiences in various educational and community agencies at state, county, district, and local school levels; additional supervised experience for candidates; and seminar experiences in observation and analysis of school environments for candidates for the Preliminary Administrative Services Internship Credential. Corequisite: EDEA 401. Graded Credit/No Credit. 6 units.

412. Supplemental Internship Experience. Second semester of the supplemental internship experience. (Refer to EDEA 411.) Corequisite: EDEA 402. 6 units.

413. Supplemental Internship Experience. Third semester of the supplemental internship experience. (Refer to EDEA 411.) Corequisite: EDEA 403. 6 units.

414. Supplemental Internship Experience. Fourth semester of the supplemental internship experience. (Refer to EDEA 411.) Corequisite: EDEA 404. 6 units.

495. Field Study in Educational Administration. An on-the-job experience in which the candidate assumes responsibility for observation and analysis of school environments including administrative responsibilities, supervision of instructional program, and overall school climate. Prerequisites: admission to Educational Administration Program; completion of fifteen (15) units of coursework including EDEA 255; approval of faculty advisor. Graded Credit/No Credit. 6 units.

498. Advanced Administrative Field Experience. Candidates for the Professional Administrative Services Credential are supervised in full-time administrative roles by sponsoring employment agency and university faculty. Prerequisites: admission to Professional Administrative Services Credential Program and full-time employment as a school administrator. Graded Credit/No Credit. 8 units.

500A. Master of Arts Thesis/Project. Credit given upon successful completion of a thesis or project approved for the Master's degree. Open only to the graduate student who has been advanced to candidacy for the Master's degree and whose thesis design or project has been approved by his or her committee. This is the culminating activity for the Master's degree. Graded Credit/No Credit. 3 units.

500B. Master of Arts Thesis/Project. Credit given upon successful completion of a thesis or project approved for the Master's degree. Open only to the graduate student who has been advanced to candidacy for the Master's degree and whose thesis design or project has been approved by his or her committee. This is the culminating activity for the Master's degree. Graded Credit/No Credit. 3 units.