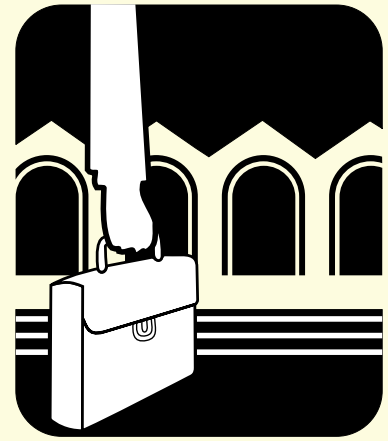


EDUCATION — EDUCATIONAL ADMINISTRATION AND POLICY STUDIES



MASTER OF ARTS
PRELIMINARY ADMINISTRATIVE SERVICES CREDENTIAL
PRELIMINARY ADMINISTRATIVE SERVICES INTERNSHIP CREDENTIAL
PROFESSIONAL ADMINISTRATIVE SERVICES CREDENTIAL

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

Services Credential:

Preliminary Administrative Services

Preliminary Administrative Services Internship

Professional Administrative Services

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

FACULTY

Lila Jacobs, *Department Chair*

Virginia Dixon; Kal Gezi; Leo Maestas; Francisco Reveles;
Cirenio Rodriguez; Robert Watt; Thomas Williams

Annie Guerrero, *Department Secretary*
Department Office, ED-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 / (916) 278-5993 FAX

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, and specialized frameworks, 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 **and**
- a minimum 2.5 GPA in the last 60 units **and**
- proficiency in written English composition as demonstrated by either passing the CSUS Writing Proficiency Exam or equivalent, or enrolling in ENGL 119 until the CSUS Writing Proficiency Exam 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)
- 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 ED-435F, Education Building)

- 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 **and**
- 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 (ED-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. Neither 300- nor 400-level courses may be counted. 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 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 295)
EDEA 282	Advanced Seminar: Analysis of Educational Policy Development
EDEA 283	Advanced Seminar: Economic Analysis of Educational Policy
EDEA 284	Advanced Seminar: Administration in 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 296	Experimental Offerings in Educational Administration & Policy Studies – Advanced Seminar

(6-9) Select two or three of the following:

EDEA 202	Legal Bases of Education
EDEA 203	Financial Resources Planning & Allocation
EDEA 204	Administrator's Role in Special Education
EDEA 206	Supervision & Leadership
EDEA 207	Power & Politics in Educational Administration
EDEA 208	Theory & Process of School Leadership/Management (EDEA 201)
EDEA 209	Human Resources in Education
EDEA 210	School-Community Relationships
EDEA 215	Analysis of Exemplary Schools & Organizational Change (EDEA 201)
EDEA 218	Computers & Technology in Educational Administration
EDEA 220	Bilingual Program Management & Design
EDEA 255	Field Experience Seminar (EDEA 200, 201, 205, or 206)
EDEA 296	Experimental Offerings in Educational Administration & Policy Studies
EDEA 299	Special Problems — Educational Administration

Note: 6 units of equivalent coursework may be substituted for the courses above with faculty advisor approval.

C. Culminating Requirement (3-6 units)

EDEA 500A	First Semester: Master of Arts Thesis/Project
EDEA 500B	Second Semester: Master of Arts Thesis/Project)

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:

- possess a valid teaching or pupil personnel 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
- earn a minimum 3.0 GPA for all work presented for the credential

Credential Requirements

A. Required Courses (9 units)

(3)	EDEA 200	Administrator's Role in Multicultural Education
(3)	EDEA 201	Foundations of Educational Administration
(3)	EDEA 204	Administrator's Role in Special Education

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.

(3)	Semester One:	
	EDEA 255	Field Experience Seminar
(6)	Semester Two:	
	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 Bases of Education
EDEA 203	Financial Resources Planning & Allocation

4. School/Community Relations; Governance; & 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 Bases of Education
EDEA 203	Financial Resources Planning & Allocation
EDEA 206	Supervision & Leadership
EDEA 207	Power & Politics in Educational Administration
EDEA 208	Theory & Process of School Leadership/Management (EDEA 201)
EDEA 209	Human Resources in Education
EDEA 210	School-Community Relationships
EDEA 215	Analysis of Exemplary Schools & Organizational Change (EDEA 201)
EDEA 218	Computers & Technology in Educational Administration

Preliminary Administrative Services Internship

Admission Requirements

Requirements and procedures for admission to the Administrative Internship program may be obtained in the department office, Room 435F, Education Building.

Credential Requirements

All applicants must:

- possess a valid teaching or pupil personnel services credential
- have had three years of successful, full-time teaching or pupil personnel experience in public or private schools
- satisfactorily complete CBEST exam
- earn a minimum 3.0 GPA for all work presented for the credential

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.

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 or be nearing completion of an approved program leading to the credential.
- 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 or are nearing completion of the program 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 six units may be transferred from another university if they satisfy the program requirements.

Credential Candidates

In order to be recommended for the Professional Administrative Services Credential, candidates must possess a valid Preliminary Administrative Services Credential and must have completed a minimum of two years of successful full-time school experience in public schools/agencies in a position requiring a Preliminary Administrative Services Credential, as attested by the employing school, district or agency. A minimum 3.0 GPA is required for all work presented for the credential.

Credential Requirements

Candidates will develop a preparation program of advanced study and appropriate field administrative experience in consultation with the University advisor and the appropriate employing school district or educational agency designate (or appropriate county office of education designate) which includes the following competency areas: **Organization Theory, Planning and Application; Industrial Leadership; Evaluation; Professional and Staff Development; School Law and Political Relationships; Fiscal Management; Management of Human and Materials Resources; Cultural and Socio-Economic Diversity.** (Equal emphasis in each of the eight areas is not required within each candidate's individual plan of coursework and field experiences.)

A. Direct Instruction (12 units)

(12) Select four of the following:

- ED 250 Educational Research
- ED 251** Education for a Democratic, Pluristic Society
- ED 252** Principles of Curriculum
- 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 (EDEA 208)
- EDEA 280 Advanced Seminar: Women & Minorities in Educational Administration
- EDEA 281* Advanced Seminar: School Improvement (EDEA 295)
- EDEA 282* Advanced Seminar: Analysis of Educational Policy Development
- EDEA 283* Advanced Seminar: Economic Analysis of Educational Policy

EDEA 284*	Advanced Seminar: Administration in Urban Schools
EDEA 285*	Advanced Seminar: Curriculum Develop. (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 296	Experimental Offerings in Educational Administration & Policy Studies – Advanced Seminar
EDBM 277	Curriculum for Multicultural Schools
EDBM 278	Theoretical Perspectives of Crosscultural Education

*At least 6 of the instructional units must be advanced seminars in Educational Administration selected from the these courses.

**These courses may not be applied to the Professional Credential if they were applied to the Preliminary Administrative Services Credential.

B. *Planned Administrative Field Experiences (8 units)*

Candidates must be employed full-time in administrative positions requiring the Preliminary Administrative Services Credential. Planning document for Advanced Administrative Field Experiences must be completed and signed by faculty supervisor and school district/agency supervisor before the Individual Preparation Plan can be approved by the University and the school district/agency. (Prerequisite: Completion of a minimum of 6 units in the Educational Administration Program at CSUS.)

1. Required

- (8) EDEA 498 Advanced Administrative Field Experiences

C. *Electives (4 units)*

Candidate may choose elective work in the field of educational administration from one or more of the following:

- Any university level course in educational administration or other fields related to the competency areas listed above, except courses completed to fulfill requirements for the Preliminary Administrative Services Credential.
- Substantive and systematic knowledge and related skills presented by agencies approved by the employing school district and the Department of Educational Administration and Policy Studies. Departmental approval of the validation plan for this option is required.

Note: The Preliminary and the Professional Administrative Services Credentials are currently being reviewed by the Commission on Teacher Credentialing. Please see the department for different or additional requirements.

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 Bases 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 including 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 which 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, EDEA 295, 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.

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. **Note:** Units may not be used to meet coursework requirements. **Prerequisite:** Open only to upper division and graduate students; consent of department chair. Graded Credit/No Credit. 3 units.

296. Experimental Offerings in Educational Administration and Policy Studies. Experimental offerings in the various fields of Educational Administration and Policy Studies in response to students' needs. 1-3 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 chair of the Department. 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 chair of the department. Graded Credit/No Credit. 3 units.

401. Internship On-the-Job Experience. First semester of the on-the-job internship experience. Interns are supervised in the administrative roles 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.

497. Advanced Administrative Field Experience: Induction and Assessment. A course for new administrators to develop a plan for meeting the Professional Administrative Services Credential requirements. Plan to be collaboratively developed by the student, the school district and the university. It will serve to provide a needed link with other professionals in the field and a forum for discussing current issues and practices. 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. **Prerequisite:** 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.