

# Educational Research, Administration, and Foundations

## The Department

The Department of Educational Research, Administration, and Foundations sponsors one graduate degree and offers coursework in support of all the education graduate and credential programs. Consequently, departmental faculty are involved in some fashion in nearly all formal school programs.

## Program

**Education Administration.** The mission statement of the Education Administration Program is "Providing Educational Leadership for Central California, the State, the Nation, and the World." The Master of Arts in Education with an option in administration and supervision is a 30-unit degree program. The Administrative Services Credential Program is a two-tier program that provides authorization to function in an administrative position in a P-12 school setting.

The Preliminary Administrative Services Credential Program is a 24 semester unit program that provides basic preparation for employment in a P-12 public school administrative position. The Professional Administrative Services Credential Program is also a 24 semester unit program. Once an individual completes the Preliminary Administrative Services Credential, application must be made to the Professional Administrative Services Credential Program within the first year of employment. The program provides individually designed advanced preparation in professional development, transformational leadership, school law, school finance, school human resource management, and other areas necessary for leadership in all education settings.

**Higher Education Administration.** A selection of elective courses associated with various interest areas is available for those seeking a career in higher education or a related field. This curriculum provides professional development for careers in universities, community colleges, government, corrections, hospitals, social services, the military, business, religious organizations, and other positions requiring expertise in education administration.

**Research.** The research program component is an integral part of all graduate degrees and offers coursework in research methodology theory and practices, measurement, program evaluation, and qualitative and



quantitative analyses. The faculty also play an important role in providing consultation and support to graduate students' research.

**Foundations.** Courses in the cultural and social foundations of education are fundamental to understanding contemporary education and, with educational psychology, are found in all teacher education programs. The foundations faculty have developed coursework tailored to a variety of teaching credential options, ranging from early childhood through high school.

## Faculty

Atilano A. Valencia, *Chair*

Curtis L. Guaglianone, *Coordinator of Education Administration Credential Programs*

Kathryn J. Biacindo

Sharon Brown-Welty

Donald G. Coleman

Deborah Copeland

Alfredo Cuellar

Jolyne S. Daughtry

Phyllis A. Kuehn

Helen L. Kennedy

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Lane-Garon

J. Leonard Salazar

Robert D. Segura

David E. Tanner

Susan M. Tracz

Ronald P. Unruh

Donald Wise

## Credential Programs

**Administrative Services Credentials.** Individuals who wish to serve as educational administrators must complete preliminary and advanced levels of preparation. Holders of the Preliminary Administrative Services Credential and the Professional Clear Administrative Services Credential are authorized to serve in such positions as district superintendent, principal, program

School of Education  
and Human Development

## Department of Educational Research, Administration, and Foundations

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## M.A. in Education

Option: Administration and Supervision

## Credentials

- Administrative Internship Credential
- Preliminary Administrative Services
- Professional Administrative Services

director, and any related administrative assignments at all school levels.

In special circumstances, students may be eligible for the Administrative Internship Credential. This credential allows students to have a full-time position requiring an administrative credential while they are working toward the completion of the Preliminary Administrative Credential.

## Preliminary Administrative Services Credential and Administrative Internship Credential

**Admission Requirements.** Applicants for the Preliminary Administrative Services Credential and Administrative Internship Credential must meet the following requirements for admission to the program:

1. Complete the Application for Post-baccalaureate Admission at California State University, Fresno.
2. Complete the Application for Admission to School of Education and Human Development graduate programs.
3. Possess a GPA of 2.75+ over the last 60 semester units.
4. Obtain three letters of recommendation.
5. Provide evidence of having passed the California Basic Educational Skills Test (CBEST).
6. Demonstrate writing competence.
7. Provide a complete set of transcripts of all prior college and university work.

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8. Complete a statement of purpose.
9. Submit scores from the Graduate Record Examination (GRE) — General Test or the Miller Analogies Test (MAT).
10. Have three years of verifiable school experience completed before the end of credential coursework.
11. Possess a basic teaching credential or have three years of verifiable school experience completed before the end of credential coursework.
12. Be approved by the education administration faculty.

**Program Requirements.** Candidates for the Preliminary Administrative Services Credential who have been admitted to the program and who want to be recommended for this authorization must meet the following requirements:

1. Possess a valid California teaching credential based on a bachelor's degree or a Pupil Personnel Services Credential.
2. Verify three years of successful, full-time experience in public schools (or in private schools of equivalent status.)
3. Complete ERF 285; EAD 261, 262, 263, 267, 268, 269, and 272.
4. Verify training in the needs of and methods of providing educational opportunities to individuals with exceptional needs through completion of SPED 120, one year of full-time experience in special education, *or* 6 units of approved special education coursework.
5. Receive a passing score on the California Basic Educational Skills Test (CBEST).
6. Pass the competency exit review.
7. Complete a master's degree.

### **Professional Administrative Services Credential**

**Admission Requirements.** In addition to meeting all admission requirements for the Preliminary Administrative Services Credential, persons desiring admission to the Professional Administrative Services Credential Program must meet the following requirements:

1. Possess a GPA of 3.0 or better over the last 60 semester units.
2. Hold a valid Preliminary Administrative Services Credential.
3. Be in a position requiring the Preliminary Administrative Services Credential as verified by the district.

**Program Requirements.** Candidates for the Professional Administrative Services Credential (Advanced Credential) who have

been admitted to the program must meet the following requirements.

1. Verify a minimum of two years of full-time experience in public or private schools in a position requiring an administrative credential.
2. Complete for the credential:
  - a. **EAD 283 – Professional Induction (2 units)**  
Designates the induction component to the Professional Credential and is taken the semester prior to enrollment in didactic and professional development courses.
  - b. **EAD 281 – Transformational Leadership (2 units)**
  - c. **EAD 264 – Seminar in the Legal Aspects of Education (2 units)**  
**EAD 265 – Seminar in School Community Relations (2 units)**  
**EAD 266 – Seminar in School Finance and Business Administration (2 units)**  
**EAD 275 – Seminar in Advanced Techniques of Personnel Administration in Education (2 units)**  
(These four 2-unit university courses are highly recommended, although students may receive a proficiency waiver.)
  - d. **Electives to complete 12 units** of university didactic courses
  - e. 120 clock hours or equivalent of **8 academic university units of professional development**
  - f. **EAD 284 – Professional Assessment (2 units)**  
This course is taken the semester immediately following the completion of all required coursework and professional development activities.
3. Be in a position requiring the Preliminary Administrative Services Credential as verified by the district.
4. Possess a master's degree.
5. Pass the competency exit review.

### **Master of Arts Degree in Education**

#### **Administration and Supervision**

The Department of Educational Research, Administration, and Foundations offers a program leading to a Master of Arts degree in Education with an option in administration and supervision. The Master of Arts degree program provides preparation for several career opportunities, including P-12 administration\*, higher education administration\*\*, and other general administration career opportunities or professional positions. Candidates who qualify for a preliminary teaching credential, with prior

approval, may use part or all of a master's degree program to satisfy the fifth-year requirements for a clear teaching credential.

The administration and supervision option is designed to provide professional preparation for administrative positions in education, including schools, colleges, universities, agencies, and other related educational organizations.

### **Program Requirements**

Admission Requirements for Classified Standing. See *General Admission Requirements* in the *Education — Graduate Program* section in this catalog.

**Program Prerequisites.** Fifteen units in education (or the equivalent) demonstrating an adequate background for advanced work in the field. ERF 153 is no longer a prerequisite for admission to the program. However, it is still a prerequisite to research core requirement, ERF 220.

<b>Core requirements</b>	<b>Units</b>
ERF 220, 285 or 288, EAD 298 or 299 .....	<b>10</b>
EAD 261, 262, and 9 units from the following: EAD 263, 264, 265, 266, 267, 268, 269, 271, 272, 273, 274, 275, 277, 278T, 279, 281, 283, 284, 287, 288, 290; ERF 260, 272, 274, 282, 284, 286, 287, 288, 289 .....	<b>15</b>
Electives: 5 units from the above or other approved electives .....	<b>5</b>
<b>Total</b> .....	<b>30</b>

\* For individuals seeking careers in P-12 administrative positions, the following 15 units of electives are recommended: EAD 263, 267, 268, 269, and 272.

\*\* For individuals seeking careers in higher education administration, development, grants administration, and other administrative positions, 14 units from the following electives are recommended: EAD 267, 273, 275 or 278T, 277, 281 or other by arrangement.

**Note:** no more than 6 units of coursework taken for *CR/NC* only may be applied toward degree requirements.

### **Grade Requirements**

#### **M.A. Program and the Administrative Credential Programs**

To be eligible to receive the master's degree or be recommended for the Administrative Credential, a student must maintain academic excellence in all coursework. Once an *NC* or one letter grade of *C* or less has been earned in any course, the student will be placed on administrative academic probation. Upon the receipt of two *NC*s or

letter grades of *C* or less, at any point in the administrative credential program, the student will automatically be disqualified from the program.

## COURSES

### ***Educational Research, Foundations (ERF)***

**2R. CBEST Writing Development (3)**  
Designed to further the basic skills in writing for applicants who intend to enroll in teacher education credential programs. Students who pass the course will satisfy the CBEST writing requirement for admission into teacher education studies. *CR/NC* grading only; not applicable toward baccalaureate degree requirements.

**130. Psychological Foundations of Education — Multiple Subject (3)**  
Not open to students with credit in ERF 130ECE. Prerequisites: admission to the Multiple Subject Credential Program; PSYCH 10. Foundation for theories of learning, development, motivation, and classroom management. Includes variability in student performance and assessment issues.

**130A. Psychological Foundations Fieldwork — ECE (1)**  
Prerequisite: admission to Option II teacher education program or permission of instructor. Taken concurrently with ERF 140A and supervised field experiences related to interprofessional collaboration.

**130ECE. Psychological Foundations of Education — ECE (2)**  
Prerequisite: admission to Option II teacher education program. Foundation for relating concepts, principles, and theories of psychology and development for the education of children eight years and younger.

**140. Cultural Foundations of Education (3)**  
Not open to students with credit in ERF 140ECE. Prerequisite: admission to the Multiple Subject Credential Program. Functions of education in America's multicultural society; role of school and teacher; impact of social conflict and interaction on the school's function; relationship between school and community.

**140A. Cultural Foundations Seminar — ECE (1)**  
Prerequisites: concurrent enrollment with ERF 130A (Option II) and fieldwork courses in the departments of Counseling and Special Education, Criminology, Nursing, Psychology, and Social Work Education. Shared discussion and analysis of processes related to collaboration among

education, health, law, psychology, and social service professionals.

**140ECE. Cultural Foundations of ECE (2)**  
Prerequisite: admission to Option II teacher education program. Functions of education in America's multicultural society. Foundation for understanding children and families in the ecological contexts of home, school, and community with special focus on programs serving children eight years and younger.

**151. Social Foundations of Education (3)**  
Not open to students with credit in ERF 140. Prerequisite: admission to the Single Subject Credential Program. Scope, function, recent trends and issues in secondary schools; includes cultural, social, historical, and philosophical influences.

**152. Psychological Foundations of Education — Single Subject (3)**  
Not open to students with credit in ERF 130. Prerequisites: admission to Single Subject Credential Program; PSYCH 10. Educational psychology; growth and development, learning, personality and self-concepts of adolescents; implications for learning and teaching.

**153. Educational Statistics (3)**  
Prerequisite: ELM exam. Methods of describing, analyzing, and interpreting data; statistical inference, including "t" test, correlation and prediction, chi square, and simple research design. Computer applications during lab activities. (2 seminar, 2 lab hours)

**180T. Topics in Education (1-3; max total 9)**  
Issues and topics in educational foundations; curriculum and instruction; early childhood, elementary, middle school, and secondary education; pupil personnel services; supervision and administration; child abuse, and computer literacy.

**190. Independent Study (1-3; max total 6)**  
See *Academic Placement — Independent Study*. Approved for *SP* grading.

## GRADUATE COURSES

(See *Course Numbering System*.)

***Educational Research, Foundations (ERF)***

**220. Research in Education (3)**  
Prerequisites: 12 units of education courses or equivalent and ERF 153. Seminar in research methodology; identification of

educational research problems; use of library resources, data gathering and processing, writing a research report; applies to elementary and secondary teaching, early childhood, reading administration, counseling, special education, and related fields. (2 seminar, 2 lab hours)

**260. Assessment as Learning (3)**  
Analyze interaction among assessment models, effective instruction, and learning in educational settings. Use educational theory to identify criteria for choosing and integrating alternative assessments including performance, observation/interview, portfolio, curriculum-embedded and self-assessment. Develop assessment items and protocols.

**272. Instructional Planning and Evaluation (3)**  
Principles and practices of instructional planning, assessment and testing of learning outcomes, performance appraisal and evaluation of teaching; test construction analysis, and grading.

**274. Social Interaction in Teaching (3)**  
In-depth study of the dynamics of effective interpersonal relations in the classroom with students; and beyond, with administrators, parents, and colleagues. Strategic interaction for creative, low-stress teaching and learning based upon related theory and research. (2 seminar, 2 lab hours)

**280T. Advanced Topics in Education (1-3; max total 6)**  
Prerequisite: permission of instructor. Advanced, in-depth analysis of issues and problems in educational foundations; curriculum and instruction; reading; early childhood, elementary, middle school, and secondary education; and computers in education. Emphasis placed on advanced research.

**282. Philosophy of Education (3)**  
Seminar on philosophical issues in educational theory and practice and their historical backgrounds. Educational implications of current and historical systematic philosophical outlooks and ideological trends.

**284. Seminar in International Education (3)**  
Analysis of historical, social, and political forces which shape national education endeavors. Emerging international education efforts and organizations.

**285. Seminar in Advanced Educational Psychology (3)**  
Prerequisite: minimum 3 units from the following: ERF 130, 152; COUN 174, or PSYCH 101. Seminar on the psychological foundations of education; nature and

characteristics of development, learning processes, and forces which affect educational growth.

### **286. Social Issues in Education (3)**

Prerequisites: ERF 140 or 151 or a course in sociology or anthropology and permission of instructor. Seminar for analysis of effect on institutional and ideological trends and problems on the role and operation of the school in American society.

### **287. Seminar in History of Educational Thought (3)**

Prerequisites: ERF 282 or philosophy course and permission of instructor. Seminar on historical foundations of educational theory; growth of thought regarding teaching and learning; relationship of educational theory and practice in the United States.

### **288. Educational Measurement and Program Evaluation (3)**

Prerequisite: ERF 153. Procedures and issues involved in the measurement and evaluation of educational programs; planning, etc. Applications in educational settings are emphasized. (2 seminar, 2 lab hours)

### **289. Seminar in Advanced Educational Research (3)**

Prerequisites: ERF 153 and 220; or permission of instructor. Emphasis on conceptualizing advanced educational research problems, analyzing data and interpreting data, computer lab activities using such techniques as ANOVA, multiple regression, and multivariate statistics and developing the methodology for thesis proposals. (2 seminar, 2 lab hours)

### **290. Independent Study (1-3; max total 6)**

See *Academic Placement — Independent Study*. Approved for *SP* grading.

### **298. Project (4)**

Prerequisites: advancement to candidacy for the master's degree; *B* average on 24 units of the master's program including ERF 220. See *Criteria for Thesis and Project*. A project consists of a significant undertaking appropriate to graduate study in education. An approved proposal is required for enrollment. Approved for *SP* grading.

### **299. Thesis (4)**

Prerequisites: advancement to candidacy for the master's degree; *B* average on at least 24 units of the master's program, including ERF 220 and completion of an acceptable thesis proposal. See *Criteria for Thesis and Project*. Preparation, completion, and submission of an acceptable thesis for the

master's degree. See the School of Education and Human Development's graduate programs coordinator for school thesis guidelines. Approved for *SP* grading.

## **IN-SERVICE COURSE**

(See *Course Numbering System*.)

### **Educational Research, Foundations (ERF)**

#### **380T. Topics in Education (1-6; max total 12)**

Studies in theory, procedures, and application in such areas as social forces, professional activities, technology, and instructional innovations.

## **GRADUATE COURSES**

(See *Course Numbering System*.)

### **Education Administration (EAD)**

#### **261. Managing Educational Organizations (3)**

Initial course in Education Administration sequence. Development of knowledge and skills central to managing educational organizations.

#### **262. Education Leadership (3)**

Prerequisites: EAD 261; concurrent enrollment in EAD 267 required for preliminary administrative service credential candidates. Initial course in education leadership. Development of knowledge and skills essential to organizational leadership.

#### **263. Seminar in Instructional Supervision (3)**

Prerequisites: EAD 261, 262. Seminar for clarification and application of modern concepts and techniques of supervision; practice in leadership roles, promoting productive human relationships, developing communication skills, and evaluation of teaching; ways of helping teachers in their credential fields.

#### **264. Seminar in the Legal Aspects of Education (2)**

Prerequisites: teaching experience; EAD 261. A case study approach in reviewing important court decisions, both state and federal, that have directly affected the public schools. Legal relationships in public education applied to federal, state, and local levels.

#### **265. Seminar in School-Community Relations (2)**

Prerequisite: EAD 261. Seminar on interaction with community forces, news media, political agencies, and minority groups in policy analysis and development; data-based decision-making and analysis.

#### **266. Seminar in School Finance and Business Administration (2)**

Prerequisite: EAD 261. Economic perspectives and practices of school finance and business administration; local, state, and federal responsibility for financial support of education. (2 seminar hours)

#### **267. Fieldwork in Education Administration I (3)**

Prerequisites: EAD 261; taken concurrently with EAD 262 and adviser permission. Supervised administrative practice in multiple sites and grade levels including culturally diverse settings; observe and practice leadership and general supervisory skills. Includes seminar discussions of field experiences and required research. *CR/NC* only. (Minimum of 120 hours required for 3 units of credit)

#### **268. Fieldwork in Education Administration II (3)**

Prerequisites: EAD 261, 262, 267; taken concurrently with or after EAD 263 and adviser permission. Supervised administrative practice with specific emphasis on classroom clinical supervision in multiple sites and grade levels, including culturally diverse settings; observe and practice leadership skills in instructional supervision. Includes seminar discussions of field experiences and required research. *CR/NC* only. (Minimum of 120 hours required for 3 units of credit)

#### **269. Site-based Leadership (3)**

Prerequisites: EAD 261, 262, 263, 267, 272. Includes essentials of site leadership: school law, finance, community relations, personnel, and support services. In-depth research into restructuring, teacher empowerment, and student achievement in culturally diverse schools.

#### **271. Seminar in School Facilities (3)**

Prerequisite: preliminary credential or permission of instructor. Emphasis on planning, design, and function of educational facilities so they are consistent with the educational goals of the school and school district. (2 seminar, 2 lab hours)

#### **272. Seminar in Advanced Curriculum Evaluation and Development (3)**

Prerequisites: EAD 261 and ERF 285 or permission of instructor. Nature and scope of curriculum development; administrative determiners of curriculum; influence of governmental agencies and organizations, foundations, business and industry, and power structures as curriculum determiners; international influence on curriculum

development and curriculum evaluation at various levels of governmental operation.

### 273. Ethical and Professional Issues in Education Administration (3)

Prerequisite: Preliminary Administrative Services Credential or permission of instructor. Seminar on the ethical and professional issues of administrative professionalism, examined in the context of the various roles the administrator is expected to perform as a practitioner.

### 274. Advanced School Finance and Business Services (3)

Prerequisite: preliminary credential or permission of instructor. Primary emphasis is directed toward the acquisition of expertise in advanced planning and management of business and finance elements of public schools. (2 seminar, 2 lab hours)

### 275. Seminar in Advanced Techniques of Personnel Administration in Education (2)

Prerequisite: preliminary credential or permission of instructor. Advanced techniques of staff improvement in-service, staff participation in policy making, improvement of communication channels and methods of communication, economic and contractual relationships, and improvement of working conditions; work and responsibility of nonteaching staff members.

### 277. Computer Applications in Education Administration (3)

Prerequisite: preliminary credential or permission of instructor. Factors relating to assessment and implementation of computer applications to support educational programs and administrative operations in school districts, including computer assisted instruction, student personnel, fiscal and property controls, personnel, and related educational and business functions characteristic of school districts. (2 seminar, 2 lab hours)

### 278T. Topics in Advanced Education Administration (1-3; max total 8)

Prerequisite: preliminary credential or permission of instructor. Seminar covering special topics relating to education administration: new developments in education administration, special populations, and current research.

### 279. Advanced Administration Fieldwork (1-8; max total 8)

Prerequisites: employment in a position requiring an Administrative Services Credential and permission of instructor. Su-

perision of Professional Administrative Services Credential candidates in their place of employment. The type of assignment will depend on requirements of the university and will be individually developed in cooperation with candidate's employer. Includes seminar discussions of field experience and required research *CR/NC* only. (40 hours required for 1 unit)

### 280T. Topics in Professional Development (1-3; max total 4)

Prerequisite: preliminary credential or adviser permission. Advanced-level studies in theory, procedures, and application of education administration principles. Includes such topics as: community advisory committees, marshalling resources, interventions for school improvement, technology utilization, and restructuring. *CR/NC* only.

### 281. Transformational Leadership (2)

Prerequisite: EAD 283 and permission of instructor. A course for experienced practitioners in organizational development. Interventions for restructuring, including site-based management, staff development, strategic planning, and team building, as well as individual and community interventions aimed at transforming schools and other organizations into world-class operations.

### 283. Professional Development Induction (2)

Prerequisites: preliminary administrative services credential, full-time employment in an administrative position, and permission of instructor. A professional development course is required for the professional administrative services credential. First course among the advanced credential requirements. *CR/NC* only.

### 284. Professional Development Assessment (2)

Prerequisites: completion of professional administrative services credential coursework and permission of instructor. A professional development course is required for the professional administrative services credential to verify satisfactory completion of the induction plan and individualized course of study to meet the advanced credential requirements. Final course among the advanced credential requirements. *CR/NC* only.

### 287. Internship I (3)

Prerequisites: employment in a position requiring an administrative services credential, concurrent enrollment in EAD 261, and permission of adviser. Supervised administrative practice with emphasis on leadership, school management, classroom su-

perision, and community relations, while employed in a full-time position requiring an Administrative Services Credential. Includes seminar discussions of internship experiences, professional development plan, and required research. *CR/NC* only.

### 288. Internship II (3)

Prerequisites: employment in a position requiring an administrative services credential, completion of EAD 261, 262, 272, and ERF 285, taken concurrently with EAD 263 and 269, and permission of adviser. Supervised administrative practice with emphasis on continuation of professional development plan, leadership, school management, classroom supervision, and community relations. Student must be employed in a full-time position requiring an administrative credential. Includes seminar discussions of internship experiences and required research. *CR/NC* only.

### 290. Independent Study (1-3; max total 6)

See *Academic Placement — Independent Study*. Approved for *SP* grading.

### 298. Project (4)

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## IN-SERVICE COURSE

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### Education Administration (EAD)

#### 380T. Topics in Educational Administration (1-6; max total 12)

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