

EDUCATIONAL LEADERSHIP K-12 - ED.S.

College of Education Health and Human Services
School of Foundations, Leadership and Administration
www.kent.edu/ehhs/fla

About This Program

Applications to Ed.S. in Educational Leadership K-12 are not being accepted at this time

The Educational Specialist degree in Educational Leadership–K-12 provides continuing educational opportunities for practitioners who wish to hold professional leadership positions such as director of instruction, special subject/area coordinator, director of staff development, director of research and director of pupil services.

Contact Information

- School of Foundations, Leadership and Administration | 330-672-2012

Program Delivery

- **Delivery:**
 - In person
- **Location:**
 - Kent Campus

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Examples of Possible Careers and Salaries*

Education administrators, all other

- 8.1% much faster than the average
- 52,100 number of jobs
- \$87,580 potential earnings

Education administrators, kindergarten through secondary

- 3.9% about as fast as the average
- 283,200 number of jobs
- \$98,490 potential earnings

Education administrators, postsecondary

- 3.7% about as fast as the average
- 190,500 number of jobs
- \$97,500 potential earnings

Education and childcare administrators, preschool and daycare

- 1.0% slower than the average
- 69,200 number of jobs
- \$49,160 potential earnings

* Source of occupation titles and labor data comes from the U.S. Bureau of Labor Statistics' Occupational Outlook Handbook. Data comprises projected percent change in employment over the next 10 years; nation-wide employment numbers; and the yearly median wage at which half of the workers in the occupation earned more than that amount and half earned less.

For more information about graduate admissions, visit the graduate admission website. For more information on international admissions, visit the international admission website.

Admission Requirements

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- Master's degree from an accredited college or university
- Minimum 3.250 graduate GPA on a 4.000 point scale
- Official transcript(s)
- Goal statement
- Two letters of recommendation
- Interview
- English language proficiency - all international students must provide proof of English language proficiency (unless they meet specific exceptions) by earning one of the following:
 - Minimum 550 TOEFL PBT score (paper-based version)
 - Minimum 79 TOEFL IBT score (Internet-based version)
 - Minimum 77 MELAB score
 - Minimum 6.5 IELTS score
 - Minimum 58 PTE score
 - Minimum 110 Duolingo English Test score

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Program Requirements

Code	Title	Credit Hours
Major Requirements		
RMS 65511	RESEARCH IN EDUCATIONAL SERVICES	3
or RMS 75510	STATISTICS I FOR EDUCATIONAL SERVICES	
Major Electives, choose from the following:		27
EDLE 66492	INTERNSHIP IN EDUCATIONAL ADMINISTRATION	
EDLE 66515	FACILITIES PLANNING AND ADMINISTRATION	
EDLE 66517	ADMINISTRATION AND SUPERVISION OF SPECIAL EDUCATION	
EDLE 66518	SCHOOL AND SPECIAL EDUCATION LAW	
EDLE 66520	SCHOOL LAW FOR TEACHERS AND PRINCIPALS	
EDLE 66522	PUBLIC SCHOOL FINANCE AND ECONOMICS	
EDLE 66525	THE EDUCATIONAL PRINCIPALSHIP	
EDLE 66526	FUNDAMENTALS OF EDUCATIONAL ADMINISTRATION	
EDLE 66527	SCHOOL FINANCE FOR BUILDING ADMINISTRATORS	
EDLE 66529	LEADING FOR SOCIAL JUSTICE	
EDLE 66531	INSTRUCTIONAL LEADERSHIP	

EDLE 66533	CENTRAL OFFICE ADMINISTRATION: CURRICULUM AND PUPIL SERVICES
EDLE 66534	THE SUPERINTENDENCY
EDLE 66536	THE ADMINISTRATOR'S ROLE IN CURRICULUM DEVELOPMENT
EDLE 66538	ADMINISTRATION OF SCHOOL CULTURE, POLITICS AND REFORMS
EDLE 66540	WOMEN IN LEADERSHIP
EDLE 66542	PRINCIPLES AND TECHNIQUES OF SUPERVISION AND SPECIAL EDUCATION
EDLE 66543	SCHOOL ADMINISTRATION IN URBAN SETTINGS
EDLE 66544	COMMUNITY RELATIONS AND COMMUNICATION SKILLS
EDLE 66595	SPECIAL TOPICS IN EDUCATIONAL ADMINISTRATION
EDLE 66598	RESEARCH IN EDUCATIONAL ADMINISTRATION
EDLE 66602	TECHNOLOGY LEADERSHIP IN EDUCATION
EDLE 66747	PERSONNEL

Minimum Total Credit Hours:

30

Program Learning Outcomes

Graduates of this program will be able to:

1. Facilitate collaboratively the development, articulation, implementation and stewardship of a shared school vision of learning through the collection and use of data to identify school goals.
2. Sustain a school culture and instructional program conducive to student learning through collaboration, trust and a personalized learning environment with high expectations for students.
3. Create and evaluate a comprehensive, rigorous and coherent curricular and instructional school program.
4. Act in an ethical manner with integrity and fairness to ensure a school system of accountability for every student's academic and social success by modeling school principles of self-awareness, reflective practice, transparency and ethical behavior as related to their roles within the school.
5. Safeguard the values of democracy, equity and diversity within the school.
6. Evaluate the potential moral and legal consequences of decision-making in the school.
7. Promote social justice within the school to ensure that individual student needs inform all aspects of schooling.