

EDUCATIONAL LEADERSHIP K-12 - M.ED.

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

About This Program

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

The Master of Education degree in Educational Leadership—K-12 prepares teachers to become administrators in public and private school settings. This is an academically rigorous and experientially intense program, where future school leaders are challenged to excel and take their learning and potential to the next level by developing knowledge and understanding of current and developing leadership theories and practices in a democratic society.

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.

Admission Requirements

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

- Bachelor's degree from an accredited college or university
- Minimum 2.750 undergraduate GPA on a 4.000 point scale
- Official transcript(s)
- GRE scores required if undergraduate GPA is below 3.000
- 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

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

Program Requirements

Code	Title	Credit Hours
Major Requirements		
EDLE 66518	SCHOOL AND SPECIAL EDUCATION LAW	3
EDLE 66525	THE EDUCATIONAL PRINCIPALSHIP	3
EDLE 66526	FUNDAMENTALS OF EDUCATIONAL ADMINISTRATION	3
EDLE 66527	SCHOOL FINANCE FOR BUILDING ADMINISTRATORS	3
EDLE 66529	LEADING FOR SOCIAL JUSTICE	3
EDLE 66531	INSTRUCTIONAL LEADERSHIP	3
EDLE 66536	THE ADMINISTRATOR'S ROLE IN CURRICULUM DEVELOPMENT	3
EDLE 66542	PRINCIPLES AND TECHNIQUES OF SUPERVISION AND SPECIAL EDUCATION	3
EDLE 66544	COMMUNITY RELATIONS AND COMMUNICATION SKILLS	3
RMS 65511	RESEARCH IN EDUCATIONAL SERVICES	3
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.