EDUCATIONAL LEADERSHIP
K-12 - PH.D.

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

Examples of Possible Careers*

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

Contact Information
• School of Foundations, Leadership and Administration | 330-672-2012
  Admission to the Ph.D. degree in Educational Leadership K-12 has been temporarily suspended as of fall 2020.

Fully Offered
• Kent Campus

*Note
Source of occupation titles and labor data is 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.

Description
Admission to the Doctor of Philosophy (Ph.D.) degree in Educational Leadership K-12 has been temporarily suspended as of fall 2020.

The Ph.D. degree in Educational Leadership—K-12 prepares scholarly practitioners and practicing scholars to lead complex educational settings. Graduates are employed in public and private institutions at the pre-kindergarten to grade 12 and higher educational levels, as well as in non-school settings, both public and private.

Admission Requirements
• Master's degree from an accredited college or university for unconditional admission
• Minimum 3.500 GPA on a 4.000 point scale for unconditional admission
• Official transcript(s) from each college or university in which 8 semester or 12 quarter credit hours were earned
• Detailed résumé or curriculum vitae
• Goal statement
• Two letters of recommendation (minimum one academic reference is preferred)
• 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

Program faculty attempt a holistic evaluation of applicants for the Ph.D. degree.

In addition to the criteria above, admission is based on work experience, prior leadership, professionalism and ethics, interpersonal skills and performance during the interview. Students may submit materials they feel will more accurately reflect their potential to succeed within the program (e.g., master's thesis, publications).

For more information about graduate admissions, please visit the Graduate Studies admission website. For more information on international admission, visit the Office of Global Education's admission website.

Program Learning Outcomes
Graduates of the 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.

**Program Requirements**

**Major Requirements**

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<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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<tr>
<td>EDLE 80199</td>
<td>DISSERTATION I 1</td>
<td>30</td>
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<td></td>
<td>Educational Leadership K-12 Electives (EDLE 70000 or 80000 level)</td>
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<td>Evaluation and Measurement Electives, choose from the following:</td>
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<td>RMS 75510</td>
<td>STATISTICS I FOR EDUCATIONAL SERVICES</td>
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<td>RMS 78711</td>
<td>MODERN TEST THEORY. ITEM RESPONSE THEORY</td>
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<td>RMS 78713</td>
<td>MULTIVARIATE ANALYSIS IN EDUCATIONAL RESEARCH</td>
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<td>FACTOR ANALYSIS IN EDUCATIONAL RESEARCH</td>
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<td>STATISTICS II: ANOVA AND NONPARAMETRIC TESTS</td>
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Minimum Total Credit Hours: 84

1. Upon admission to candidacy, each doctoral candidate must register for EDLE 80199. It is expected that a doctoral candidate will continuously register for Dissertation I for a total of 30 credit hours, and thereafter EDLE 80299, each semester until all requirements for the degree have been met.