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

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

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

Program Requirements

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

* 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.

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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 66545  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.