

# EDUCATIONAL LEADERSHIP K-12 - PH.D.

College of Education Health and Human Services  
School of Foundations, Leadership and Administration  
[www.kent.edu/ehhs/fla](http://www.kent.edu/ehhs/fla)

## About This Program

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.

## Contact Information

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

## Program Delivery

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

*Applications to Ph.D. in Educational Leadership K-12 are not being accepted at this time*

## 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

*Applications to Ph.D. in Educational Leadership K-12 are not being accepted at this time*

- Master's degree from an accredited college or university
- Minimum 3.500 GPA on a 4.000-point scale
- Official transcript(s) from each college or university in which 8 semester credit hours 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 to waive) by earning one of the following:<sup>1</sup>
  - Minimum 79 TOEFL iBT score
  - Minimum 6.5 IELTS score
  - Minimum 58 PTE score
  - Minimum 110 DET 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).

<sup>1</sup> International applicants who do not meet the above test scores will not be considered for admission.

## Program Requirements

### Major Requirements

| Code  | Title   | Credit Hours |
|---|---|--------------|
| <b>Major Requirements</b>   |   |              |
| Educational Leadership K-12 Electives (EDLE 70000 or 80000 level) |   | 39           |
| Evaluation and Measurement Electives, choose from the following:  |   | 15           |
| RMS 75510   | STATISTICS I FOR EDUCATIONAL SERVICES         |              |
| RMS 78711   | MODERN TEST THEORY: ITEM RESPONSE THEORY      |              |
| RMS 78713   | MULTIVARIATE ANALYSIS IN EDUCATIONAL RESEARCH |              |
| RMS 78714   | FACTOR ANALYSIS IN EDUCATIONAL RESEARCH       |              |
| RMS 78716   | STATISTICS II: ANOVA AND NONPARAMETRIC TESTS  |              |
| RMS 78728   | MULTIPLE REGRESSION                           |              |
| RMS 78898   | COMPARATIVE RESEARCH DESIGN                   |              |

|                                    |  |           |
|------------------------------------|--|-----------|
| RMS 85515                          | QUANTITATIVE RESEARCH DESIGN AND ANALYSIS              |           |
| RMS 85516                          | QUALITATIVE RESEARCH DESIGN                            |           |
| RMS 85517                          | ADVANCED QUANTITATIVE RESEARCH IN EDUCATIONAL SERVICES |           |
| RMS 85518                          | ADVANCED QUALITATIVE RESEARCH IN EDUCATIONAL SERVICES  |           |
| <i>Culminating Requirement</i>     |  |           |
| EDLE 80199                         | DISSERTATION I <sup>1</sup>                            | 30        |
| <b>Minimum Total Credit Hours:</b> |  | <b>84</b> |

<sup>1</sup> 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.

## Graduation Requirements

| Minimum Major GPA | Minimum Overall GPA |
|-------------------|---------------------|
| -                 | 3.000               |

## 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.