Master of Science in Education in Educational Administration

The blended Master's degree program in Education Administration is not currently accepting applications; please consider the Online format version of the degree program.

The Master's degree in Education Administration (PK-12) at the University of Kansas School of Education and Human Sciences consists of 36 credit hours of coursework, including an extensive field-based practicum and a comprehensive exam - all of which can be completed within two years. This program fulfills the academic requirements necessary for Kansas state licensure at the school (building) level, and is designed to accommodate working educators. The program is designed for part-time graduate students who currently hold initial teaching licensure and work in the classroom (or other positions such as instructional coach) in their schools. Depending on students educational administration career aspirations they will develop a demonstrated understanding of content and skills that have been aligned with universally-recognized standards such as the Professional Standards for Educational Leaders (http://npbea.org/wp-content/uploads/2017/06/Professional-Standards-for-Educational-Leaders_2015.pdf).

Graduate students will learn from expert scholars and practitioners, as well as fellow classmates, who bring diverse leadership experiences to the principal preparation program at KU. The rigorous program stresses fundamental knowledge and educational policy development necessary for effective leadership. Taught by a mix of full-time tenure track faculty members who are experts in their field and by practitioners who were leaders in their schools. Graduate students enrolled in this program, can expect to:

1. Extend their knowledge of pedagogy and leadership
2. Enlarge their understanding of schooling & develop an appreciation of the political, economic and social forces that influence the decisions of educational leaders
3. Share in-depth analyses and discussions of theory for application to real-world experiences in an online forum
4. Build upon the skills and knowledge acquired in the previous terms with progressive sequence of coursework
5. Develop an e-portfolio during their final practicum experience to illustrate personal perspectives and experiences
6. Complete a comprehensive exam during their final semester demonstrating their competencies in educational leadership

Graduate Admission to the School of Education and Human Sciences

Graduate programs in education are open to students with acceptable baccalaureate and graduate degrees whose academic records indicate that they can do successful work at the graduate level. Regular admission requires a grade-point average of at least 3.0 on a 4.0 scale in prior degrees. Individual departments may require additional information and may have more stringent admission requirements.

Departments that offer provisional admission have minimum grade point average requirements. Check admission requirements for individual programs. Applicants must provide evidence of ability to work successfully at the graduate level, including experience in and commitment to the profession. Exceptions to established policies must be sought individually by petition to the Graduate Division of the School of Education and Human Sciences.

See Admission in the Graduate Studies (http://catalog.ku.edu/graduate-studies/) section of the online catalog for more information.

Each department in the School of Education and Human Sciences sets its own application deadlines. Prospective graduate students should contact their departments for more information.

Graduate Admission

Individual programs may have additional requirements and request additional materials. Please check the departmental website for additional requirements.

Applicants for all programs must submit the following materials:

1. Graduate application (http://www.graduate.ku.edu/). (http://graduate.ku.edu/ku-graduate-application/)
2. 1 official transcript from each degree-granting collegiate institution attended.
3. Original Graduate Record Examination (GRE) general test scores for Ph.D. applicants.
4. Statement of purpose/relevance of degree to career aspirations.
5. 3 letters of recommendation evaluating the applicant’s capacity for rigorous graduate study and qualifications for leadership positions in education and related fields.
6. A vita or resume.

Individual program concentrations may require additional application materials. Please consult the appropriate program advisor. The following application deadlines apply:

Educational Administration

<table>
<thead>
<tr>
<th>Term</th>
<th>Degree</th>
<th>Deadline</th>
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<tbody>
<tr>
<td>Summer</td>
<td>Ed.D applicants</td>
<td>March 1</td>
</tr>
<tr>
<td>Summer</td>
<td>Ph.D applicants</td>
<td>April 1</td>
</tr>
<tr>
<td>Fall</td>
<td>Ph.D applicants</td>
<td>April 1</td>
</tr>
<tr>
<td>Spring</td>
<td>Ph.D. applicants</td>
<td>November 1</td>
</tr>
</tbody>
</table>
Master of Science in Education in Educational Administration

Higher Education

Fall
- Master’s applicants who intend to enroll full-time and seek graduate assistantships: January 10
- Master’s applicants who intend to enroll full time and seek graduate assistantships in housing only: March 5
- Master’s applicants who are working professionals: July 1

Spring
- Master’s applicants who are working professionals: December 1

Summer
- Master’s applicants who are working professionals: May 1

Fall
- Ph.D. applicants: April 1

Spring
- Ph.D. applicants: November 1

Summer
- Ph.D. applicants: April 1

Social and Cultural Studies in Education

Fall
- Ph.D. applicants: April 1

Fall
- Master’s applicants: July 1

Spring
- Master’s and doctoral applicants: November 1

Summer
- Master’s and doctoral applicants: April 1

Policy Studies

Fall
- Doctoral applicants: April 1

Spring
- Doctoral applicants: November 1

Summer
- Doctoral applicants: April 1

The blended Master’s degree program in Education Administration is not currently accepting applications; please consider the Online format version of the degree program.

Educational Administration

This program is not admitting students to the face-to-face blended program at this time. To learn more about the online Masters in Educational Administration click here (p. 2).

The Master of Science in Educational Administration program is designed to prepare experienced teachers for leadership roles at the building level. The program stresses fundamental knowledge degrees in educational leadership and educational policy development necessary for effective leadership. It consists of a set of integrated courses Graduate programs in educational leadership and experiences that provide opportunities for participants to extend their knowledge of pedagogy policy studies promote the professional and leadership, to enlarge their understanding of schooling, and to develop an appreciation of the political, economic and social forces that influence the decisions of educational leaders.

Program Format

The program is designed for part-time students who currently hold teaching or other positions such as instructional coaches in the schools. Course work in each term is sequenced to build upon the skills and knowledge acquired in the previous terms.

Blended Format (not accepting applicants at this time for the blended, face-to-face program)

Course of Instruction

The M.S.E. in Educational Administration consists of a 36-hour block of course work. The course work is sequenced as described below, and builds upon itself as the student progresses through the program. Students take a comprehensive exam in the spring of the second year of the program that covers core coursework within the program.

The sequence of courses follows:
(Sequence subject to change)

Year 1

Summer
- ELPS 750 (June): 3
- EPSY 715: 3

Fall
- ELPS 752: 3
- EPSY 715: 3

Spring
- ELPS 755: 3
- EPSY 715: 3

Total Hours 36

Note: EPSY = Educational Psychology, C&T = Curriculum & Teaching

MSE in Educational Administration (online format)

Online Format

This flexible program is ideal for experienced PK-12 educators who want the skills and knowledge needed to transition to leadership roles such as principals, department heads or directors. This program stresses the fundamental knowledge and policy development skills necessary for an administrator. Improve your knowledge of pedagogy and leadership, expand your understanding of schooling and develop an appreciation of the political, economic and social forces that influence the decisions of educational leaders.

There are two tracks for this program:

The online master’s in educational administration Building Leadership Track includes an internship for students who intend to acquire a license as a principal or other building leader, either immediately following the program or at some point in the future.

The online master’s in educational administration Non-Licensure Track* substitutes coursework for the internship requirement with the expectation that participants want to earn their Master’s and gain knowledge about leadership, but are not pursuing a license.
### COURSES INCLUDED IN THIS PROGRAM:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>ELPS 750</td>
<td>Principalship</td>
<td>3</td>
</tr>
<tr>
<td>ELPS 756</td>
<td>Data-Driven Leadership</td>
<td>3</td>
</tr>
<tr>
<td>EPSY 715</td>
<td>Understanding Research in Education</td>
<td>3</td>
</tr>
<tr>
<td>ELPS 757</td>
<td>Education in American Society</td>
<td>3</td>
</tr>
<tr>
<td>ELPS 752</td>
<td>Education Law</td>
<td>3</td>
</tr>
<tr>
<td>ELPS 755</td>
<td>Human Resource Management</td>
<td>3</td>
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<tr>
<td>ELPS 852</td>
<td>School Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>ELPS 854</td>
<td>The Student in Society</td>
<td>3</td>
</tr>
<tr>
<td>SPED 756</td>
<td>Special Education Leadership</td>
<td>3</td>
</tr>
<tr>
<td>ELPS 853</td>
<td>Staff Evaluation and Development</td>
<td>3</td>
</tr>
<tr>
<td>C&amp;T 806</td>
<td>Instructional Strategies and Models</td>
<td>3</td>
</tr>
<tr>
<td>ELPS 895</td>
<td>Internship (for non-licensure track, the internship is replaced by one of the elective courses below)</td>
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</tbody>
</table>

*These elective courses are for non-licensure track students only. Please choose one of the following courses to replace ELPS 895 from the building leadership track.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>C&amp;T 801</td>
<td>Planning for School Improvement</td>
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</tr>
<tr>
<td>C&amp;T 803</td>
<td>Differentiating Curriculum and Instruction</td>
<td>3</td>
</tr>
<tr>
<td>SPED 854</td>
<td>Family and Interprofessional Collaboration in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>SPED 856</td>
<td>Transition Education and Services from Childhood through Adulthood</td>
<td>3</td>
</tr>
<tr>
<td>SPED 857</td>
<td>Career Development for Youth</td>
<td>3</td>
</tr>
<tr>
<td>SPED 861</td>
<td>Blending Academics and Transition</td>
<td>3</td>
</tr>
<tr>
<td>SPED 863</td>
<td>Student Engagement in School and Community</td>
<td>3</td>
</tr>
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