Master of Science in Education in Educational Administration

Graduate Admission to the School of Education

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.

Some departments may offer special provisional admission categories to students who may not qualify under regular admission criteria. Departments that offer provisional admission require a grade-point average of at least 2.5. Applicants must provide evidence of ability to work successfully at the graduate level, including evidence 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.

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 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).
2. One official transcript from each degree-granting collegiate institution attended.
3. Original Graduate Record Examination general test scores for Ph.D. applicants. The GRE is not required for Ed.D applicants in higher education or educational administration, or for master's applicants in educational administration, higher education, social and cultural studies in education, or educational technology.
4. Statement of purpose/relevance of degree to career aspirations.
5. Three 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>Requirement</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer</td>
<td>Master’s and Ph.D and Ed.D applicants</td>
<td>April 1</td>
</tr>
<tr>
<td>Fall</td>
<td>Ph.D applicants</td>
<td>June 1</td>
</tr>
<tr>
<td>Spring</td>
<td>Ph.D. applicants</td>
<td>November 1</td>
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**Higher Education**

<table>
<thead>
<tr>
<th>Term</th>
<th>Requirement</th>
<th>Deadline</th>
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<tbody>
<tr>
<td>Fall</td>
<td>Master’s applicants who intend to enroll full-time and seek graduate assistantships</td>
<td>January 10</td>
</tr>
</tbody>
</table>
**Master of Science in Education in Educational Administration**

**Fall**
- Master’s applicants who intend to enroll full time and seek graduate assistantships in housing only
- Master’s applicants who are working professionals
- Master’s applicants who are working professionals
- Ph.D. applicants
- Ph.D. applicants
- Master’s and doctoral applicants
- Master’s and doctoral applicants

**Spring**
- Master’s applicants who are working professionals
- Master’s applicants who are working professionals
- Master’s applicants who are working professionals
- Master’s and doctoral applicants
- Master’s and doctoral applicants
- Master’s and doctoral applicants

**Summer**
- Master’s applicants who are working professionals
- Ph.D. applicants
- Ph.D. and Ed.D applicants
- Master’s and doctoral applicants
- Master’s and doctoral applicants
- Master’s and doctoral applicants

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**Social and Cultural Studies in Education**

**Fall**
- Master’s and doctoral applicants
- Master’s and doctoral applicants
- Master’s and doctoral applicants
- Master’s and doctoral applicants
- Master’s and doctoral applicants

**Spring**
- Master’s and doctoral applicants
- Master’s and doctoral applicants
- Master’s and doctoral applicants
- Master’s and doctoral applicants
- Master’s and doctoral applicants

**Summer**
- Master’s and doctoral applicants
- Master’s and doctoral applicants
- Master’s and doctoral applicants
- Master’s and doctoral applicants
- Master’s and doctoral applicants

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**Educational Technology**

**Fall**
- Master’s and doctoral applicants
- Master’s and doctoral applicants
- Master’s and doctoral applicants

**Spring**
- Master’s and doctoral applicants
- Master’s and doctoral applicants
- Master’s and doctoral applicants

**Summer**
- Master’s and doctoral applicants
- Master’s and doctoral applicants
- Master’s and doctoral applicants

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**Policy Studies**

**Fall**
- Doctoral applicants
- Doctoral applicants
- Doctoral applicants

**Spring**
- Doctoral applicants
- Doctoral applicants
- Doctoral applicants

**Summer**
- Doctoral applicants
- Doctoral applicants
- Doctoral applicants

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**Educational Administration**

*This program is offered in a blended format and in an online format.*

**Blended Format**

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. Students enter the program as a cohort group and attend six consecutive semesters over a two-year period beginning in June. Two courses are scheduled in 16-week formats during each fall and spring semester. In the summer, courses are scheduled into two four-week blocks. Course work in each term is sequenced to build upon the skills and knowledge acquired in the previous terms.

**Blended Format**

The blended online/face-to-face class sessions are scheduled as follows:

- All summer courses (one in June and one in July) are blended, meeting face-to-face two or three sessions per course. These face-to-face class sessions meet as a cohort on the scheduled day, 10:00 a.m. to 2:00 p.m. with students responsible for their own lunch. All other coursework is online.
- All fall and spring semester courses are blended, meeting face-to-face the first and last Saturdays of the semester, with additional face-to-face meetings every four to six weeks for a total of only four face-to-face meetings per course per semester. Each of these face-to-face sessions are held on the same Saturday, with the first class meeting from 9:00 a.m. to Noon, followed by the second class of the semester beginning at 1:00 p.m. and ending by 4:00 p.m. All other coursework is online.
- The online portion of each course will be completed at the student’s convenience within timeline requirements as determined by the instructor.
- The final comprehensive exams will be held during early April of year two of the program, face-to-face, 8:00 a.m. to 4:00 p.m. on the Lawrence campus.

**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**

<table>
<thead>
<tr>
<th>Term</th>
<th>Course Code</th>
<th>Hours Fall</th>
<th>Hours Spring</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer</td>
<td>ELPS 750</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(June)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>EPSY 715</td>
<td>3</td>
<td>3</td>
<td>6</td>
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<tr>
<td></td>
<td></td>
<td>3 ELPS 756</td>
<td>3 ELPS 752</td>
<td>3</td>
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<td>3 ELPS 757</td>
<td>3 ELPS 755</td>
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<td>6</td>
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**Year 2**

<table>
<thead>
<tr>
<th>Term</th>
<th>Course Code</th>
<th>Hours Fall</th>
<th>Hours Spring</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>Summer</td>
<td>ELPS 852</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(June)</td>
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<tr>
<td></td>
<td>ELPS 854</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(July)</td>
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<tr>
<td></td>
<td>SPED 756</td>
<td>3</td>
<td>3</td>
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<tr>
<td></td>
<td>ELPS 895</td>
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<td></td>
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<td>6</td>
<td>6</td>
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</tbody>
</table>

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 K-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:

**Master's: 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.

**Master's: 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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</thead>
<tbody>
<tr>
<td>ELPS 750</td>
<td>Principalship</td>
<td>3</td>
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<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>
</tr>
<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 C&amp;T 803.)</td>
<td>3</td>
</tr>
</tbody>
</table>