

**Faculty Senate Planning & Budget (as of 12/10/2025)**  
**Review of Proposed new M.Ed. degree in Educational Administration by CEHD**

**A. Overview (from Submitted M.Ed. Proposal & Budget Spreadsheet):**

The proposed M.Ed. degree in Educational Administration (EA) is a 30-credit-hour On-Line Synchronous graduate degree program that provides the professional educator with a pathway to pursue certification in Level II principalship. This program is designed as a stackable degree so that the 18 credits earned through the graduate certificate can be applied to the requirements for the Master of Education (M.Ed.) in Educational Administration. Thus, candidates can earn the M.Ed. in EA with only an additional 12-credit hours for a total of 30-credit hours, qualifying them for the M.Ed. and Level II principalship certification. The goal of the M.Ed. program is to provide field experience, clinical practice, and conceptual and theoretical knowledge necessary for roles in instructional leadership. The proposed Graduate Certificate and M.Ed. in Educational Administration will accomplish a goal of the P-12 Education Administration programs within the Department of Educational Leadership, Evaluation, and Organizational Development, specifically, to develop a post-baccalaureate degree program in response to policy changes in the minimum requirements for principal certification in the Commonwealth of Kentucky.

The immediate service area for the University of Louisville's EAL Program consists of 15 public school districts (urban, suburban, and rural), as well as the Archdiocese of Louisville. According to information on the Kentucky Department of Education website ([www.education.ky.gov](http://www.education.ky.gov)) there are currently 172 public school districts in Kentucky with 1,478 public schools across the Commonwealth. Student population is ~646,000 with over 175,000 of those public-school students residing within the UofL service area. The market and employer need will remain consistent with the need to replace retiring administrators and add administrators as new schools are built within the 15 counties in the UofL service area. The current rate of replacement is consistent at 10% annually.

This proposed program will leverage 10 existing graduate courses that have excess capacity at present. This program does not anticipate addition of any new full-time faculty with part-time faculty or lecturers added when multiple sections are needed for higher enrollments. General support including advising will be provided as reallocated resources currently available in the College. Thus, there will be no new expenses for addition of this program in the College.

**B. Financial Aspects:**

The proposed program description anticipates 10 new part-time graduate students (6 courses for 18 credit hours) to complete the certificate in the first year with (4 courses for 12 credit hours) to complete the M.Ed. in EA degree in the second year. The projections are 10 starting students in year 1, 12 new students in year 2, and 15 new students in year 3 and thereafter.

Tuition-Share revenues (proposed budget #9) are projected as 75% of \$500 per credit hour to give new College revenues of \$375 per student credit hour.

Expenses are projected only as \$41,000-47,000 per year for existing faculty so there are no new Net College expenses in adding this new degree program.

There is little perceived financial risk to UofL or the College in launching this new M.Ed. degree in the College of Education, provided the enrollment projects of NEW students (not reducing other current EdS enrollments) are accurate.

**C. Questions: (Red marks are response by program proposer in APC session of 12/8/25)**

Q#1: Is there any specific systematic student-demand evidence such as surveys, sampling data, or documented interest from prospective candidates to support the projected enrollments? **Currently, the EdS program requires an MS for admittance to limit the available pool of applicants. The proposed MS does not have that requirement to open the new MS to a larger applicant pool. The EdS will sunset after the new programs are operating.**

Q#2: This is a 100% online synchronous program, with 8-week course rotations and major advising and practicum obligations. No new faculty are projected since existing faculty will meet this new degree load. Adding students to a face-to-face currently taught class always increases the out-of-class questions, tutoring, and advising. On-line students require more “out-of-class” support. What will existing full-time faculty stop doing in their current annual work plan to meet the demands of this new On-line program? **This is an on-line synchronous (evenings) with student cohorts; these have been taught since the change with COVID and are now being continued. So, there is excess capacity with current faculty and courses. Existing faculty will not be doing anything more or different than they do now.**

Q#3: Third, the program depends heavily on clinical placements in every course, plus a substantial practicum. While the proposal mentions partnerships with local districts, it does not provide firm commitments or capacity estimates. Clinical bottlenecks are a major risk area for educational leadership programs. **The clinical placement is with a primary or secondary education system (JCPS for example) for the practicum (100 hours) that is co-mentored by a co-mentor in the educational organization and a co-mentor at UofL CEHD. There are substantially more “requests” from the partner educational systems than the current or even most optimistic enrollment projections. So, this is not seen as any sort of risk to our educational leadership programs.**

Q#4: Seven of the ten courses will combine M.Ed. students with Ed.S. students. That creates potential concerns around pedagogical differentiation and ensuring consistent standards between pre-master’s and post-master’s cohorts in a compressed 8-week format. **The EdS program will sunset after the new M.Ed program begins. Thus, there are not pedagogical or standards issues since only the M.Ed will be offered.**

Q#5: The proposal lists no new administrative, advising, or support costs. For a new graduate program with significant clinical supervision, that seems to be a potential issue. Some background about the existing department/unit would help support that the added advising, SLO reporting, practicum coordination, and technology support can be absorbed with existing staffing. **There is excess capacity in our synchronous on-line EdS program which will be replaced by the new M.Ed degree program. So, there is no need for additional faculty or for future faculty overload.**

#### **D. P&BC Recommendation:**

P&BC sees little financial risk to UofL or the College in launching this new M.Ed. degree and the associated new Certificate programs in the College of Education and Human Development and recommends approval of these two new proposals.

Pat  
Patrick D. Harris, PhD  
Chair of the FS Planning & Budget Committee

#### **Faculty Senate Planning & Budget Committee**

Tomas Edison, Languages (Spanish), College of Arts & Sciences

Patrick Harris, Physiology, School of Medicine

James Harrison, Comprehensive Dentistry, School of Dentistry

Jelani Kerr, Health Promotion & Behavioral Science, School of Public Health & Information Sciences

Adrian Lauf, Compute Science & Engineering, Speed School of Engineering

Erica McClure, Special Education, College of Education & Human Development

Natalie Polzer, Comparative Humanities, College of Arts & Sciences  
Andrew Winters, Faculty Senate Chair, Ex Officio  
Christopher Tillquist, Faculty Senate Vice Chair, Ex Officio  
Cherie Dawson, Vice Provost, Office of Provost, Ex Officio  
Jill Mullaney, Office of Vice President for Finance, Ex Officio  
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