



Doctor of Education in Educational Leadership 51 Credits

This program is approved by the New Jersey Department of Education to grant School Administrator Certification if you have the appropriate certification.

The Doctor of Education in Educational Leadership program is a 51 credit program. The ever changing landscape of P-20 education is creating a demand for educational leaders with a wide breadth of experience and education. Centenary University strives to develop leaders who will successfully guide educational institutions into an uncertain future. By understanding and appreciating the multiple constituencies and stakeholders that form communities, Centenary graduates will lead in a transformational style- not just to guide in a linear fashion, but to completely envelop the larger community into their mission. Mindful of the many resources under their care and direction, Centenary leaders will embrace challenges, build positive coalitions, craft and sustain positive change and create safe and stable environments for staffs, community, and public.

Program Goals:

- Possess outstanding knowledge of curriculum, instruction and assessment for all students
- Cherish each and every student & employee under their care and direction as a valued person, able to learn
- Demonstrate an unsurpassed ability to identify challenges, solutions and build consensus
- Unique ability to elucidate solutions that are creative and make best use of diminishing resources
- Value human capital and resources as the primary ingredient for successful organizations
- Understand and apply the value of network knowledge, with an understanding that learning and growing is a team effort
- Serve as an ethical and moral role model and inspiration for all constituents within the organization
- Understand larger global, economic and social trends and demands to meet new and unprecedented



Admission Requirements:

- Completed Application
- Master's Degree
- Official Transcripts from all colleges and universities attended
- Minimum cumulative Masters GPA 3.0 or better
- Three professional letters of recommendation, including one from a College faculty member attesting to your ability to pursue doctoral level studies.
- In a well-constructed essay of no more than 750 words, describe your personal philosophy.

Program Requirements:

- Students are required to take 51 credits and all courses that are listed.
- Students must achieve a grade of "B" or higher in each course. Students who do not achieve a "B" or higher in each course shall be dropped from the program.

Additional Program Requirements if you hold a NJ Teaching Certificate or Educational Services certificates:

- Students in the program without their principal certificate will need to apply to the state for their school administrator certificate on their own.
- In order to qualify for a certificate of eligibility as a School Administrator, candidates must have at least 30 credits of coursework encompassing the specialty area generally framed by the New Jersey Professional School Leader Standards.
- 150 hours of field experience

- **For Candidates who currently hold a New Jersey Principal Certificate:**

Experience Requirement - SCHOOL ADMINISTRATOR CERTIFICATE OF ELIGIBILITY
(ENDORSEMENT CODE: 0101) from the New Jersey Department of Education

You must complete five years of successful educational experience in a public or nonpublic school, a public or nonpublic school district, or a regionally accredited higher educational setting in New Jersey or out-of-State. Please send in an original letter documenting 5 years of fulltime educational experience from a school official. The letter should include information about full or part-time status, specific assignment and dates of employment.

Course Requirements- 51 Credits

GED 700	Communications and Public Relations
GED 710	Conflict Management
GED 720	Special Populations
GED 730	Ethics
GED 735	Technology
GED 740	Innovation
GED 745	Continuous Improvement
GED 750	Human Resources / Law Seminar
GED 755	Space
GED 760	Bargaining and Negotiating
GED 765	Comparative Systems
GED 770 *	School Administrator Internship
GED 780	Data Driven Decision Making
GED 785	Finance
GED 795 ** / #	Special Topics
GED 800	Dissertation Seminar
GED 810	Dissertation Advisement I
GED 820	Dissertation Advisement II

*Candidates who DO NOT currently hold the certificate for NJ School Administrator (Standard or CE or CEAS) are required to take GED 770 Administrative Internship.

**Candidates who currently hold the certificate for NJ School Administrator (Standard or CE or CEAS) are required to take GED 795 in lieu of GED 770 Administrative Internship.

Candidates who DO NOT wish to pursue or are not eligible for the NJ School Administrator certification you are required to take GED 795 and NOT GED 770.

*Upon completion of all course work, but prior to successful of the doctoral dissertation, all students in the doctoral program must remain actively enrolled in the University: **Course #GED 990 Dissertation Continuance***

Course Descriptions:

GED 700 Communications and Public Relations: 3 Credits
This course will help current and future organizational leaders understand and develop the skills required for effective communication with their various constituencies within the and outside of their organization. Participants will be able to develop effective communication plans and protocols. Various communication modalities will be analyzed including written, oral and electronic. Audience concerns and identification will be emphasized. The effective use of web based communication, newsletters, correspondence, and emergency notification protocols will be discussed. Students will gain practical experience as they develop communication plans and samples for their organizations that are shared and critiqued by the class.

GED 710 Conflict Management: 3 Credits
This course will examine and build the skills of conflict management for an organizational leader. Students will develop the ability to interpret, analyze, and evaluate ideas and arguments related to conflict which is inherent in organizations. The issues that will be examined centered ethical practices in an organization. Students will discuss and provide analyses of case studies and provide rationale which is congruent with current thought and practice in the field.

- GED 720** **Special Populations:** 3 Credits
Since the number of individuals with disabilities placed in the general population increases every year, this course is essential for any professional planning to be an organizational leader. This course will explore the federal and state rules and regulations that govern special education and supports for individuals with disabilities, financial considerations, and the need to establish which include occupational therapy, physical therapy, speech-language services, behavior plans, counseling, transportation responsibilities, nursing services, paraprofessionals, and workplace accommodations. Other topics will include understanding the mandates of the Federal IDEA legislation, English as a Second Language programs, and the supervision of a diverse group of learners and employees.
- GED 730** **Ethics:** 3 Credits
This course will examine and build the skills of critical thinking. Students will be strengthening the ability to interpret, analyze, and evaluate ideas and arguments. The issues that will be examined center on academic, organizational and social proposals and practices. Students will discuss and provide analyses of some of the current value conflicts and moral dilemmas in organizations using a case study approach.
- GED 735** **Technology:** 3 Credits
This course prepares technology leaders. The organization, design, and evaluation of technology systems for learning environments settings will be presented. An analysis of needs, personnel roles, and services will be conducted through the use of case studies. Budgets, physical facilities, and in-service activities will be examined and the problems of implementing technology systems will be explored. In addition, students will study a wide range of software packages to determine instructional and administrative efficacy and will be required to write documentation and evaluation reports on the packages studied. The administration of learning technology programs in urban school districts will be emphasized. This course will develop learners who know how to access resources to maintain emergent technological literacy. Each student will design a project as part of this class.
- GED 740** **Innovation:** 3 Credits
This course develops an awareness and understanding of the dynamics of planned change. Theoretical frameworks from social psychology are utilized to aid learners in improving their ability to understand leadership responsibility. Various concepts of managing change and the process of change are considered. Managerial methods such as continuous quality management, site-based management, total quality management, and strategies for adapting principles from them to the schools and the classroom are discussed. In addition, an analysis is made of teacher and supervisory roles in creating instructional change. Techniques for evaluating instructional change are discussed along with strategies for improving human relations and communications in the change process. This course incorporates, where appropriate, the Common Core Curriculum Content Standards and the New Jersey Professional Standards for School Leaders and other best practices.

- GED 745** **Continuous Improvement:** 3 Credits
This course will explain the importance of continuous organizational improvement using data-driven information to make accurate decisions. Specifically, decision-making theory and reflective practice, data-driven assessment models and tools, organizational culture, and leadership styles will be examined to understand their interrelated relationships and effect on learning, productivity, teaching, and overall organizational and individual growth.
- GED 750** **Human Resources / Law seminar:** 3 Credits
With today's diverse workforce it is important for all organizational leaders to be actively involved in key human resource decisions and have knowledge of federal and state laws affecting the rights, privileges, and duties of all within an organization. This course will focus on the processes of acquiring highly qualified personnel, their development, performance management, career development, and how this impacts the success of the organization, as well as the structural organization of a government body.
- GED 755** **Space:** 3 Credits
This course is about the interaction of facilities and learning in a variety of systems. Facilities issues at the building level as well as enterprise-wide issues related to facilities development, planning, and participant learning will be covered. Facilities management concepts and processes for organizations, grounds and other buildings as well as how to plan for major capital projects will be part of this course. Emphasis will be placed on creating environments that produce results.
- GED 760** **Bargaining and Negotiations:** 3 Credits
This course will familiarize leaders with the basic tenets of bargaining and the applicable laws that govern the process. Special emphasis will be placed on appropriate statute and code which guides this process. An overview of the historic development of public bargaining along with the legal casework will be presented. Organizational leaders will become familiar with unit bargaining, contract development and enforcement, arbitration rules, fact finding, mediation, comparability and other devices. Emphasis will be placed on the social/legislative framework which guides this process. Alternative strategies such as privatization will also be explored. Distinctions between monetary wages benefits and other benefits will be examined. Leaders will become familiar with the steps involved in developing a strategy to maximize diminished resources while also addressing overall organizational improvement and achievement objectives.
- GED 765** **Comparative Systems:** 3 Credits
In this course, students will analyze conceptual questions underlying comparative and international organizations including education. Emphasis will be placed on the interrelationships between organizations, culture and society from a multi-national perspective. Gender, race, class, socio-political and economic structures will be examined in the context of the particular organizations. Special attention will be focused on the globalization of economies and the impact they have on the innovation movements throughout the world. Various national systems will be compared from a historical perspective.
- GED 770** **School Administrator Internship:** 3 Credits
This seminar course is designed to provide students with field-based learning opportunities. Using the clinical approach, students engage in studies of the theoretical context of supervisory practice, methodological techniques, sociology of supervision, and supervision as leadership within the context of a school district leader. 150 hours of field experience accompany this course. This course is only for those students who aspire to secure certification in NJ as a School Administrator. Other students will take a Special Topics class that is more closely related to their career and personal goals.

- GED 780 Data Driven Decision Making:** 3 Credits
This course is about the theoretical and applied analysis of the procedures and techniques involved in designing and implementing assessment and evaluation studies of all organizational programs. Specific attention will be paid to legal and professional accreditation procedures, federal and various legislative requirements, assessment of organizational outcomes.
- GED 785 Finance:** 3 Credits
This course is about the procedures and problems relating to financing organizations, theory of taxation, types of taxes, revenues, expenditures, capital projects and fund raising. Budget procedures and timelines, financial accounting, purchasing, shared services, insurance, inventories, and generally accepted accounting practices related to finance will be studied. The course will also address mandated reporting and audit procedures for organizations such as schools, non-profit agencies and others.
- GED 795 Special Topics** 3 Credits
(May be substituted for another course with departmental approval.)
This is a learner designed course intended to substitute for another program requirement which the student has already met. Students will be paired with an department advisor to develop a plan to address a unique problem of practice of their selection. Required elements will include identification strategies, assessment, resource allocation, plan time lines and staffing implications, community engagement and sustainability.
- GED 800 Dissertation Seminar:** 3 Credits
This course is designed to provide candidates an opportunity to identify and prepare an original research topic and to prepare the first draft of a proposal for department approval. Students will select a faculty mentor and start the process of inviting committee members to participate in the review of their original research. Emphasis will be placed on appropriate research strategies and protocols with specific application to the student's area of interest.
- GED 810 Dissertation Advisement I:** 3 Credits
These two courses are designed for independent student work on their chosen topics, with constant assistance and help from their advisors. It is anticipated that most students will complete the dissertation within the scope of these two classes, but extensions can be granted with departmental approval. The courses will culminate in the oral defense of the dissertation, per departmental guidelines.
- GED 820 Dissertation Advisement II:** 3 Credits
These two courses are designed for independent student work on their chosen topics, with constant assistance and help from their advisors. It is anticipated that most students will complete the dissertation within the scope of these two classes, but extensions can be granted with departmental approval. The courses will culminate in the oral defense of the dissertation, per departmental guidelines.
- GED 990 Dissertation Continuance** 1 Credit
Upon completion of all course work, but prior to successful of the doctoral dissertation, all students in the doctoral program must remain actively enrolled in the University. Registering for Dissertation Continuance allows those students to continue in their program in good standing with full access to all University resources. Course may be repeated as needed, with approval of the Program Director. Consult the Doctoral handbook for additional information regarding continuance.