



Doctor of Education in Educational Leadership Specialization in Special Education 51 Credits

The Doctor of Education in Educational Leadership with a Specialization in Special Education 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, especially with regards to special 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, especially those with special needs
- 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 equity trends and demands to meet new and unprecedented conditions



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. This is an additional three credit course (GED770).
- 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 with Special Education Concentration

GED 700	Communications and Public Relations
GED 710	Conflict Management
GED 720	Special Populations
GED 730	Ethics
GED 735	Technology
GED 792	Special Education Programming and Planning
GED 745	Continuous Improvement
GED790	Special Education Law
GED 755	Space
GED 760	Bargaining and Negotiating
GED 765	Comparative Systems
GED 793	Assessment and Evaluation of Special Education Programs
GED 780	Data Driven Decision Making
GED 791	Autism and ABA Theory
GED 800	Dissertation Seminar
GED 810	Dissertation Advisement I
GED 820	Dissertation Advisement II

*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 792** **Special Education Programming and Planning:** 3 Credits
This course is designed to help special education administrators drive the programs and services provided by their school districts. This course will cover a range of topics, including development of annual benchmarks, testing and compliance goals, opening and closing classes, program development, enrollment forecasting and compliance issues. Focus on the budget and monitors costs associated with programs, compensatory education, and contract services. Focus on the role to support individual principals and teachers at a single school or group of schools. Discuss roles and responsibilities of Child Study Team, Therapists and Special Education Teachers in consideration of best practices and research based interventions.
- GED 790** **Special Education Law:** 3 Credits
This course is designed to help special education administrators drive the programs and services provided by their school districts. The focus of this course is to provide students with information about legal issues in special education with an emphasis on developing legally sound and educationally useful policies and procedures. This course will cover a range of topics, including the key aspects of the Individuals with Disabilities Education Act (IDEA) and how they apply at the federal, state and local level. This course will provide the specialized training necessary to become a collaborative partner in the complex process of implementing federal and state mandates to appropriately educate students with disabilities and special needs. Students will become familiar with federal statutes and regulations concerning assessment and evaluation procedures, due process and mediation, discipline, individual education plans (IEPs), free appropriate education (FAPE), and least restrictive environment (LRE).

- 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 793** **Assessment and Evaluation of Special Education Programs:** 3 Credits
This course is designed to help special education administrators through an analysis of assessment, instrumentation, and evaluation of special education research. A primary focus is on data-driven decision making, evaluation research methods, analyzing results, and examining evidence-based practices. This course provides candidates with the skills to systematically collect, analyze, and synthesize special education data in districts. Additionally, students will review empirical based research to identify and evaluate evidence-based practice and align best practices to Individualized Education Programs.

- 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 791** **Autism and ABA Theory:** 3 Credits
This course is designed to help special education administrators develop familiarity with a variety of topics that relate to the Autism Spectrum Disorder (ASDs). Connections made to diagnosis, etiologies, and characteristics of Autism and supports and services provided in school districts will be reviewed to enhance understanding and practices. The methodology of Applied Behavior Analysis/Verbal Behavior will be reviewed to increase understanding. Also review of Functional Behavior Analysis to determine function(s) of behaviors and implement behavior plan.
- 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.