

# SUPERINTENDENT PREPARATION CERTIFICATE

Carbon Lehigh Intermediate Unit 21 in Partnership with King's College  
PK-12 Superintendent Letter of Eligibility Program



## PROGRAM COURSE REQUIREMENTS

Course Number	Course Name	Credits
EDUC 950	District Leadership in the 21st Century	3
EDUC 951	District Strategic Leadership	3
EDUC 952	District Instructional Leadership	3
EDUC 953	Organizational Leadership	3
EDUC 954	District Leadership Field Experience	3
EDUC 955	Summer District Leadership Field Experience	3
<b>TOTAL CREDITS</b>		<b>18</b>

Carbon Lehigh Intermediate Unit 21 in Partnership with King's College Superintendent Letter of Eligibility Preparation Program is designed for working education administrators who aspire to district level leadership. This program is founded on the commitment of continual and ongoing quality improvement and professional growth opportunities for aspiring district leaders. All graduate courses are designed to enhance and inspire your professional competencies as a leader and promote purposeful learning. Hosted entirely online, this flexible and competitively priced program:

- Employs customization with asynchronous and synchronous online sessions
- Involves and embraces personalized academic support
- Engages leaders in professional learning networks and communities
- Implements a practitioner-focused approach

### Program Qualifications

For admission to the Superintendent Letter of Eligibility Program, you must hold a current Pennsylvania teaching certification and provide verification of five (5) years of satisfactory school experience of which three (3) years must be completed as a practicing administrator or supervisor before taking your assessment and applying for your Letter of Eligibility.



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## Course Description:

### **EDUC 950 District Leadership in the 21st Century (3 credits)**

The course will begin with a learning expectations survey and an inventory of technology integration readiness to determine current practices, strengths, and weaknesses. Throughout the course, the use of inquiry, quizzes, discussion, and checkpoints will ensure learning expectations are on track. At the conclusion of the course, participants will complete a course evaluation to allow for analysis, reflection, and revision of course content. Beyond the completion of the course, participants will be able to collaborate with instructors and other participants via social networks, email, and videoconferencing. Participants will also be surveyed annually to determine if their collaboration and professional development plans have been producing improved student achievement.

### **EDUC 951 District Strategic Leadership (3 credits)**

This course is designed to maximize management concepts into educational context and provide an in-depth focus on decision-making in various leadership functions. Through case studies, this course examines models, tools, practical application techniques, and theory of data-driven decision-making that can improve the quality of leadership decisions through case studies. Learning activities in the course will examine how decisions and strategies are developed and how tacit or explicit knowledge can be identified, captured, structured, valued, and shared for effective use.

### **EDUC 952 District Instructional Leadership (3 credits)**

This course addresses the knowledge, skills, roles, behaviors, and beliefs necessary for superintendents and assistant superintendents as they provide instructional leadership in their districts. A primary focus is placed on the relationship among curriculum, instruction, and assessment of student learning; the use of data for instructional decision-making and encouraging educator's reflection on their practice; and the development of student achievement through a systemic process of planning, designing, implementing, and evaluating curriculum, instruction, and assessment.

### **EDUC 953 Organizational Leadership (3 credits)**

This course provides a conceptual and technical background in the resources (human and facilities) allocation and management in K-12 districts. This course will examine the human resources available to districts and leadership where students research and analyze human resource policies as practice for recruiting, selecting, hiring, inducting, developing, evaluating, and retaining or dismissing district personnel. Also, the course will address the important and necessary knowledge and skills to plan for educational facility needs, financing those requirements, and managing facilities that provide educational programs as needed.

### **EDUC 954 District Leadership Field Experience, EDUC 955 Summer District Leadership Field Experience (3 credits each)**

Candidates will enroll in two field experience courses worth a total of 360 hours: one to be completed during the academic year and another in the summer. Throughout the program, sessions and activities are practiced under the supervision of a qualified Mentor Superintendent or Administrator working in collaboration with CLIU Coaches.

The purpose is to provide candidates with experiential learning activities and provide them with on-the-job methods and practices of successful district leadership. Candidates will be able to demonstrate integrated experiential, empirical, and theoretical knowledge of district administration and leadership. Artifacts will be collected in a portfolio.

For questions about the program, please contact  
Eric Lech, *Certification Director* at [leche@cliu.org](mailto:leche@cliu.org) or 610-769-4111 ext 1013.

For questions about applying to the program at King's, please contact Judie Burrige,  
*Graduate Operations Specialist* at 570-208-5850 or [Judieburrige@kings.edu](mailto:Judieburrige@kings.edu)