

CERTIFICATE in SUPERINTENDENT'S LETTER OF ELIGIBILITY

2025-2026

B.A. or B.F.A.

In: _____

From: _____

Student's Name: _____

ID Number: _____

MAJOR REQUIREMENTS

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EDUC	570	Art & Science of Authenticity in Leadership	3
EDUC	571	Art & Science of Visionary Leadership	3
EDUC	572	Art & Science of Cultural/Relational Leadership	3
EDUC	573	Art & Science of Quality/Capacity Leadership	3
EDUC	574	Art & Science of Systems and Service Leadership	3
EDUC	575	Art & Science of Communication in Leadership	3

NOTE TO STUDENTS

To be eligible to apply for the Letter of Eligibility through the Pennsylvania Department of Education (PDE) Teacher Information Management System (TIMS), the following criteria are required by PDE:

- Holds a baccalaureate degree from a regionally or nationally accredited college/university.
- Satisfies the requirements set forth in 24 P.S. § 12-1209 relating to good moral character.
- Provides verification of six years of satisfactory school experience, of which at least three must be in a supervisory or administrative capacity.
- Completes a Pennsylvania-approved, graduate-level superintendent certification program that includes an internship/practicum or an equivalent out-of-state program. A 3.0 Grade Point Average (GPA) is required.
- Provides evidence of satisfactory achievement on the Pennsylvania-required test (PDE Test Requirements, <https://www.pa.gov/agencies/education/programs-and-services/educators/certification/certification-testing.html>)

Program Objectives

Certificate in Superintendent's Letter of Eligibility

Upon successful completion of the program, students will be able to:

1. Apply and implement the six performance domains of leadership in order to lead and to effect positive change in the schools.
2. Provide professional educators with a thorough understanding of leadership theories, while emphasizing collaborative hands-on learning which utilizes appropriate technologies.
3. Demonstrate the knowledge and skills to think and plan strategically to create an organizational vision around personalized student success.
4. Apply leadership theories to enable the educator to transfer that knowledge to the leader's job as an architect of standards-based reform.
5. Access and to use appropriate data to inform decision making at all levels of the school system.