

# SUPERINTENDENT ALTERNATIVE CERTIFICATION

## UNIVERSITY OF SIOUX FALLS

**Coursework requirements must include courses from each Strand totaling 21 or more credits**

Strand 1	Leadership and District Culture						
Strand 2	Organizational Management						
Strand 3	Values of Ethics of Leadership						
Strand 4	Educational Policy and Law						
Strand 5	Communication						
Strand 6	Community Relations						
Strand 7	Curriculum Planning and Development						
Strand 8	School Finance						
Strand 9	Instructional Management						
SDIS	South Dakota Indian Studies						
Courses Meeting the Requirement	EDU 533 (3 Credits)	EDU 600 (3 Credits)	EDU 620 (3 Credits)	EDU 625 (3 Credits)	EDU 630 (3 Credits)	EDU 640 (3 Credits)	EDU 645 (3 Credits)
Strand 1		X			X		
Strand 2			X	X	X		
Strand 3		X			X		
Strand 4		X	X	X	X		X
Strand 5		X	X		X	X	
Strand 6		X		X	X		
Strand 7					X	X	
Strand 8			X		X		
Strand 9		X			X	X	
SDIS	X						

**Total Required Credits through University: 21**

<b>Course Number</b>	<b>Course Name</b>	<b>University Course Description</b>	<b>Method</b>	<b>Sessions Offered</b>	<b>Total Credits</b>
<b>EDU 533</b>	<b>Native American Studies</b>	This course focuses on the study of methods and techniques to enhance the learning opportunities for Native American children in the K-12 classroom. Students will gain understanding of the backgrounds and ways of life of Native American peoples. This course fulfills the requirement for South Dakota teacher certification.	Hybrid	Every Fall	3
<b>EDU 600</b>	<b>Intro to District-Level Leadership</b>	This course provides an overview of the knowledge and skills required for effective district-level administration. Students will identify the qualities of effective leaders, explore the principals of ethical leadership, understand the process of creating/implementing a vision, and understand the role of the superintendent as educational leader.	Hybrid	Summer Even Years	3
<b>EDU 620</b>	<b>School Finance</b>	This course introduces district-level leaders to the principles of fiscal planning, budgeting, allocating, and monitoring resources according to district priorities and governmental regulations. Course instruction focuses on collective bargaining, allocating resources to schools, negotiation, decision-making, and conflict resolution.	Hybrid	Summer Odd Years	3
<b>EDU 625</b>	<b>Intergovernmental Relations</b>	This course is designed to enhance the knowledge, skills, and dispositions necessary to establish and maintain effective working relationships with the local governing board, state and federal legislators, and government agencies. Strategies are studied and practiced to influence and relate public policy initiatives to student welfare and the district's vision, mission and priorities in the larger contexts of education.	Hybrid	Spring Odd Years	3
<b>EDU 630</b>	<b>Internship/Field Experience</b>	This course provides practical and authentic district-level leadership experiences to students as they complete 180 internship hours under the supervision of a qualified district mentor and university instructor.	Hybrid	Fall Odd Years	3
<b>EDU 640</b>	<b>Curriculum and Assessment for School Districts</b>	This course builds leadership knowledge, skills, and dispositions in PK-12 curricula development and assessment including strategic planning, writing school board policies and regulations, applying decision-making skills to curricular issues, budgeting for curricula relevance and change, managing staff development, and assessing curricula effectiveness.	Hybrid	Spring Odd Years	3
<b>EDU 645</b>	<b>Administration of Special Education</b>	This course includes a study of federal and state laws and regulations mandating the provision of special education and related services to children with disabilities. Candidates will gain knowledge, skills, and dispositions necessary for complying with Section 504, ADA, and other significant state and federal laws addressing student rights to a free and appropriate public education.	Hybrid	Spring Even Years	3