2019-2020 GRADUATE SCHOOL HANDBOOK

Administration Program

WESTMINSTER COLLEGE
Westminster does not discriminate, and will not tolerate discrimination, on the basis of race, color, national origin, ethnic origin, sex, sexual orientation, age, or handicap or disability as those terms are defined under applicable law, in the administration of any of its educational programs, activities, or with respect to admissions and employment. In its employment practices, the College may consider the individual’s support of the philosophy and purposes of Westminster as stated in the Graduate Catalog. Otherwise, Westminster does not discriminate, and will not tolerate discrimination, on the basis of religion or creed. Inquiries may be directed to the equal opportunity officer, Westminster College, New Wilmington, PA 16172-0001, 724-946-7247.

This Graduate Catalog is for information only and cannot be considered binding on the College. Westminster College reserves the right and authority to change any and all requirements, regulations, policies, and academic curricula, and it is the student’s responsibility to remain informed about these and any changes made thereto. Questions should be directed to the program coordinator or the director of the Graduate School. Changes in state requirements for certification take precedence over information in this catalog.

GRADUATE SCHOOL MISSION STATEMENT

The Graduate School seeks to create a community of learners in which stimulating and challenging expectations are addressed in a positive, caring, and encouraging environment that is respectful of all individuals. The faculty seeks to model the personal attributes, professional habits, and pedagogical practices which distinguish the administrative, teaching, and counseling professions at their best. Meaningful classroom experiences, opportunities with children, adolescents, and/or adults, and mentors, and partnerships with schools and agencies will enable the students to make connections between academic work and the fields of education and mental community health counseling.

It is the goal of the Graduate School to facilitate the professional development of teachers, reading specialists, administrators, school counselors, and clinical mental health counseling. This is a journey in which students continue to develop the knowledge, demonstrate the skills, and assume the attitudes of professional educators and clinical mental health counselors.

The nobility and significance of the preparation of professional educators and clinical mental health counselors is acknowledged as the demands for service to an ever-changing, diverse, global, and technological world increase.
Dear Titans,

Welcome to the Graduate School at Westminster College! You have begun walking in the steps of a proud tradition that includes many distinguished alumni.

We are one of the earliest coeducational institutions of higher learning in the country. Westminster is also the home of the area’s oldest graduate school, founded in 1944.

Honesty and personal integrity are cornerstones of our programs. Our culture is framed by a strong sense of service to others, a positive spirit, an emphasis on ethics, a commitment and respect for truth and knowledge, and engagement in civil discourse.

High standards are woven through the content of our courses. Each program is designed to balance theory and research with relevant professional and educational practices.

Our instructors demonstrate leadership in their respective fields and provide engaging, practical learning experiences for our students. They are committed to providing one-on-one student support throughout your time here. Our student-centered approach is geared to the working professional — respectful of your unique needs.

I encourage you to fully engage in all we have to offer. Your energy, time, and hard work help to make Westminster a special place to be. We are committed to producing resourceful and informed graduates that become the future change-makers in their organizations.

Thank you for choosing to be a part of something real!

Alison L. DuBois, Ph.D.
Director, The Graduate School
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WESTMINSTER COLLEGE
GENERAL INFORMATION

HISTORY OF THE COLLEGE
Westminster College was founded in 1852 by two presbyteries of the Associate Presbyterian Church. The first catalog stated that “no person will be refused admission on account of color, caste, or sex.” By admitting women and granting them degrees on the same basis as men, Westminster became one of the earliest coeducational colleges in the United States. The College has maintained a Presbyterian affiliation through two denominational mergers and is now related to the Presbyterian Church (U.S.A.) through the Synod of the Trinity. Westminster is governed by a board of trustees.

PHILOSOPHY AND PURPOSES
The mission of Westminster College is to help men and women develop competencies, commitments, and characteristics which have distinguished human beings at their best. The liberal arts tradition is the foundation of the curriculum continually designed to serve this mission in a rapidly changing world. The College sees the well-educated person as one whose skills are complemented by ever-developing values and ideals identified in the Judeo-Christian tradition. Westminster’s quest for excellence is a recognition that stewardship of life mandates the maximum possible development of each person’s capabilities.
The College thus realizes its mission in men and women who as students:

■ Develop intellectual curiosity and the competencies to reason logically, evaluate critically, communicate effectively, imagine creatively, and appreciate aesthetic and creative expressions of humanity;
■ Acquire a knowledge and appreciation of self, society, human cultures, the natural world, and human relationships to God;
■ Develop and demonstrate moral and ethical commitments to neighbor, society, and the natural world consistent with an understanding of self;
■ Commit themselves to lifelong learning and the acquisition of skills for careers and responsible service as world citizens.

The curriculum is designed as a means by which the College endeavors to fulfill its mission.

ACCREDITATION
The College is accredited by Middle States Commission on Higher Education and is a charter member of the Association. Its education certification programs have the approval of the Pennsylvania Department of Education and are designed to meet the standards of the Ohio Department of Education. Additionally, the Master of Arts in Clinical Mental Health Counseling is designed to meet/exceed curricular and practical requirements for license eligibility in Pennsylvania. The College is a member of the American Council on Education, the Association of American Colleges and the National Association of Independent Colleges and Universities.

Middle States Commission on Higher Education
3624 Market Street
Philadelphia, PA 19104
Telephone: 267-284-5000

Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126
Telephone: 717-783-6788
HISTORY OF THE GRADUATE SCHOOL
The Graduate School was established at Westminster College in 1944. The first classes were offered during the summer of 1945, and the first degree was awarded in 1946. The program was instituted as a service to public school teachers within convenient driving distance of the College. At that time, no educational institution between Pittsburgh and Cleveland offered graduate work. There proved to be a demand, and by 1950 more than 100 graduate students were enrolled in a well-organized program approved by the Pennsylvania Department of Public Instruction. Courses leading to the certification of guidance counselors were later approved. In 1959, the State Council of Education approved extending the Graduate School to include courses leading to provisional elementary and secondary principal certificates. Subsequent approval was granted to prepare superintendents.

Westminster provides the opportunity for a number of selected students to do advanced study and research leading to the degree of master of education, during both the regular academic year and the summer session. Programs are offered for the preparation of principals, superintendents, guidance counselors, and reading specialists K-12 combined with special education specialist PreK-8. A master’s degree in education is offered for elementary and secondary teachers.

OBJECTIVES OF THE GRADUATE SCHOOL
The general purpose of the Graduate School in education and for clinical mental health counseling at Westminster College is to increase the competence of teachers and to develop those competencies appropriate for school program administrators, reading specialists, and school counselors, and to prepare them to assume greater responsibility and more vigorous leadership in the educational enterprise.

Within the context of the liberal arts and in accordance with the stated purposes of the College, the Graduate School ensures the acquisition of specific competencies required in the several certification programs by developing the spirit of scientific inquiry, stimulating original and independent thought, enlarging understanding of the processes involved in human development, deepening perceptions of social and cultural phenomena, building a sound educational philosophy, and identifying and responding to major educational issues.

Each area of certification in the Graduate School includes components in philosophy, psychology, research, and enrichment. Specific standards related to each program have been developed by the faculty and meet requirements for program approval by the Pennsylvania Department of Education and are also designed to meet the standards of the Ohio Department of Education.

PROGRAMS OF STUDY
Westminster offers curricula leading to the master of education degree and certification of an elementary-secondary counselor, principal, reading specialist, superintendent, special education, and special education with reading. A general education master’s degree is also available. Additionally, a master of arts in clinical mental health counseling is offered that includes three distinct areas of focus: youth, school, and adult counseling.

ADMISSION REQUIREMENTS FOR GRADUATE STUDY
Applicants must possess academic, personal, and professional qualities deemed acceptable by the Graduate Committee.

All applicants admitted to graduate study must have a bachelor's degree from an accredited college or university and a minimum undergraduate grade point average of 3.0. Students with an undergraduate GPA of less than 3.0 may be considered by the director on the basis of post-baccalaureate course work. Requirements for admission include submitting a completed application for graduate study, PAPA series examination scores (if applicable), professional references and a writing sample. An advanced graduate degree supersedes the undergraduate 3.0 GPA requirement.

An applicant who has a master's degree or doctorate in education or in a teaching related field from an accredited college or university will be admitted on the basis of the advanced degree by filing the application for graduate study, and copies of all previous college or university transcripts.

The applicant is responsible for filing official undergraduate/graduate transcripts from all colleges/universities attended and an application for admission along with all other required documentation with The Graduate School, Westminster College, Thompson-Clark Hall, Room 208, 319 S. Market St., New Wilmington, PA 16172, no later than two weeks before registration.

CONDITIONALLY ACCEPTED STUDENT
From time to time, students are accepted to the program conditionally. Generally, this occurs when awaiting official transcripts, letters of reference or other documentation required to complete the application process and gain full acceptance to the Graduate
School. Students accepted conditionally must meet all requirements for full admission to continue coursework.

PROVISIONAL GRADUATE STUDENT
Provisional graduate students are those who desire to become degree candidates, but do not have the minimum grade point average of 3.0. These students’ progress will be reviewed after the completion of two Westminster graduate courses. This review may result in a change of enrollment status to regular graduate student if the student earns a grade of “B” or higher in both graduate courses.

SPECIAL GRADUATE STUDENT
Special students are students who disclaim any intention of becoming degree or certification candidates. An applicant for this type of admission must have a bachelor’s degree from an accredited institution of higher education. Unsuccessful applicants for admission as regular graduate students cannot be considered.

Special students may earn such graduate credit as their qualifications and performance warrant. A special student not maintaining good academic standing automatically forfeits rights to take any additional graduate courses.

Special students may take no more than four courses, and credit earned as a special student cannot be applied toward a degree or certification either at the time the work is taken or at a later date. Special student status will be noted on the official transcript.

ADMISSION OF UNDERGRADUATES TO GRADUATE COURSES
A Westminster College senior with a superior academic record who at the beginning of his or her last semester needs additional credits to complete a schedule of classes may, with the permission of the academic adviser and the approval of the director of the Graduate School, take graduate courses. Students desiring graduate credit on this basis must apply for admission to graduate study and be accepted prior to registering for graduate courses. No course may be counted for credit toward more than one degree.

MAINTAINING DEGREE CANDIDACY
To maintain degree candidacy in Westminster’s Graduate School, students must earn grades of “B” or higher in all graduate courses. The student also must have removed any entrance deficiencies.

To change a program of a study, the student should contact the director of the Graduate School to develop a new plan of completion/program.

The director of the Graduate School will review the student’s academic record, instructor evaluations, entrance assessments, and other relevant materials. Based on this review, a recommendation will be made to the Graduate Committee. The review also will be utilized in the advising process to enhance the student’s knowledge and skills.

ACADEMIC STATUS AND GRADUATION REQUIREMENTS
For the Master of Education and Master of Arts degrees, in addition to submitting a Practitioner Research Report at the end of all coursework, the M Ed students must complete at least 10 courses on the graduate level and the MA students must complete at least 20 courses on the graduate level with an average of “B” (3.0) or better, including no more than two courses with a grade of “C” or less. At any time these standards are not maintained, the student will be placed on probationary status. A probationary student is required to pass an examination before permission to register for additional courses is granted. Failure to pass the examination results in suspension. A suspended student may petition the Graduate Committee for re-admission. Dismissal may occur after the petition is considered.

A candidate for the degree of Master in Education is required to have at least three foundation courses and one graduate enrichment course in a course with a non-education preface.

PRACTITIONER RESEARCH REPORT
A capstone requirement for graduation with a Master in Education or Master of Arts in Clinical Mental Health Counseling is the successful completion of a Practitioner Research Report. This academic report shall consist of a review of relevant literature and research on a selected topic relevant to the graduate student’s major field of graduate study and employment. Said report must be submitted to the coordinator of the program in which the student is enrolled during the last semester prior to graduation. The research report must be approved by the program coordinator prior to the student’s application for graduation. Said Practitioner Research Report must utilize the APA academic standards and format.
GRADING SYSTEM

A Excellent.
A- C+ Credit. Not more than two courses
B+ C with a grade of “C” or under can be counted.
B Good.
B- C-
F Failure.

I - Incomplete this may be given in lieu of the letter grades. It is a temporary grade given when a student is unavoidably delayed in completing an academic course. Such academic work must be completed by the end of the next semester if the student remains in college. Students who are temporarily separated from the College must remove the incomplete within one year after the close of the semester in which the grade was given unless special permission is granted by the dean of the College. All incomplete grades not properly removed are changed to “F.”

W - Withdrawn. This grade may be recorded for withdrawal from a course by deadlines established by the Registrar, or later if the course record to date is passing and if withdrawal is necessitated by illness or other legitimate reasons. Granting of the “W” grade requires approval by the instructor, the adviser, the director of the Graduate School, and dean of the College.

WF - Withdrawn Failing. When the student withdraws under circumstances that do not warrant the “W” grade, “WF” is recorded.

M - Students who take a leave of absence for military related reasons will be readmitted with the same academic status as he or she had when last attending. The grade transcript will show an “M” or Military to indicate that the military member or his/her spouse was unable to complete the course(s) because of military service. A grade of “M” is not counted in a student’s GPA.

ACADEMIC INTEGRITY
Central to the purpose and pursuit of any academic community is academic integrity. All members of the Westminster community, including students, faculty, staff, and administrators, are expected to maintain the highest standards of honesty and integrity, in keeping with the philosophy and mission of the College. Academic dishonesty is a profound violation of this code of behavior. Outlined below are examples of and specific consequences for academic dishonesty at Westminster. The list of examples is not meant to be exhaustive, but rather to provide an overview of the community’s common concerns. Students who are unsure as to whether specific behavior not listed here will constitute academic dishonesty should consult with their individual course instructors.

VIOLATIONS
Violations of the Westminster College Academic Integrity Policy (AIP) include, but are not limited to, the following:

Cheating
1. Copying answers from another student’s paper during a quiz, test, or examination
2. Divulging answers or information to another student during a quiz, test, or examination, or accepting such aid
3. Using unauthorized aids (e.g., notes or books) during a quiz, test, or examination
4. Collaborating improperly with another student on an open-book or take-home quiz, test, or examination
5. Exceeding the time limit, when one exists, on an open-book or take-home quiz, test, or examination
6. Aiding another student improperly on in- or out-of-class assignments
7. Leaving a testing area to obtain answers or aid
8. Handing in another’s work or ideas as one’s own
9. Taking a quiz, test, or examination with prior knowledge of its contents, when that knowledge has not been authorized or consented to by the instructor
10. Engaging in any activity which may give an unfair academic advantage to oneself or another.

Misconduct
1. Engaging, during a class or testing session, in conduct that is so disruptive as to infringe upon the rights of the instructor or fellow students
2. Submitting the same work, including oral presentations, for different courses without the explicit consent of the instructors
3. Stealing or intentionally damaging or destroying notes, research data, laboratory projects, library materials, computer software (including the intentional passing of a computer virus), or any other work of another member of the Westminster community
4. Acting as or using a substitute in any academic evaluation procedures
5. Depriving others of necessary academic resources
6. Sabotaging the work of another member of the Westminster community
7. Unethically obtaining answers or other information about a quiz, test, or examination before it is administered, even if not a member of the class in which the quiz, test, or examination is given
8. Violating copyright restrictions, i.e., stealing the intellectual property of another.

Plagiarism
“Derived from the Latin word for kidnapping, plagiarism is the theft of someone else's 'brainchild' — that person's language, ideas, or research — and the origin of the word conveys the seriousness of such offenses in the view of college teachers and administrators. The reason is that words, ideas, and research are the main forms of currency in academic life.” – Keith Hjortshoj, The Transition to College Writing (Boston: Bedford/St. Martin's, 2001), 172.
1. Quoting or paraphrasing, without proper citation and acknowledgment, the published words, ideas, or work of another (including anonymous publications and online publications)
2. Submitting, as one's own work, a paper, an oral presentation, or a visual presentation authored wholly or partially by someone else (including commercial services)
3. Borrowing and appropriating, without proper citation and acknowledgement, facts that are not matters of general knowledge, including all statistics, and translations, and/or the general idea or logic of another's argument.

Providing False Information
1. Furnishing false information to the college for the purpose of obtaining special consideration or privilege (e.g., postponement of an examination or a deadline)
2. Misrepresenting source material or information or participating in the falsification or misrepresentation of citations
3. Falsifying laboratory data, notes, or results, or research data of any type, and presenting it as one's work.

Process and Consequences
If a course instructor suspects that a student has violated this policy, the instructor will speak with the student, review appropriate materials, and reach a conclusion. If the instructor determines that a violation has occurred, the following process will apply:
1. The instructor will inform the student that he or she has violated the AIP and that the director of the Graduate School (DGS) and the vice president for academic affairs (VPAA) will be notified.
2. The instructor will impose an academic penalty at his or her discretion (e.g., 0 for the assignment without possibility of revisions, failing grade for the course, or other appropriate academic sanctions).
3. The instructor will send the DGS a concise written explanation of the violation and the penalty.
4. After reviewing the instructor’s explanation of the violation and penalty, as well as the student’s record of previous offenses, the DGS and/or VPAA will take the following additional action:
   a. for a first offense, the DGS and/or VPAA may supplement the instructor’s penalty with further action, up to and including suspension and permanent dismissal, after consultation with the instructor and the Academic Standards Committee. The DGS and/or VPAA may also meet with the student.
   b. for a second offense, the DGS and/or VPAA will impose a one-semester suspension. The DGS and/or VPAA may take further action, up to and including permanent dismissal, after consultation with the instructor and the Academic Standards Committee.
   c. for a third offense, the DGS and/or VPAA will impose a penalty of permanent dismissal from the College.
5. The DGS and/or VPAA will send the student official notification of the penalty for the violation (even if the penalty is solely that imposed by the instructor). The VPAA will send copies of this notification to the instructor and the student’s academic adviser.
6. A copy of the DGS and/or VPAA’s official notification to the student will be kept in the student’s academic file. If there is no second offense, this letter will be removed upon the student’s graduation. If there is a second offense, the letter will become part of the student’s permanent academic record.
7. Within 15 calendar days of the DGS and/or VPAA’s sending official notification of the penalty for the violation, the student may decide to appeal either the finding of a violation or the penalty for the violation.
Appeals Process

1. The student will send the DGS and/or VPAA written notification that he or she intends to appeal either the finding of a violation or the penalty for the violation.
2. The VPAA will ask the chair of the Academic Standards Committee to convene an Academic Integrity Review Board (AIRB), made up of the following:
   a. two members of the Academic Standards Committee, chosen by the committee
   b. the chair of the department or program in which the violation took place
   c. one other faculty member nominated by the student
   d. the VPAA, in cases in which his or her decision is not being appealed.
3. One of the two participating members of the Academic Standards Committee will chair the AIRB.
4. When appearing before the AIRB, the student may bring an adviser who is a member of the campus community but who is not a member of the student’s family. The adviser may consult with the student during questioning by the AIRB, but the adviser may not participate in that questioning herself or himself.
5. The AIRB’s decision will be reached by majority (3/4 or 3/5) vote, using the standard of “more likely than not.”
6. Within 48 hours of the student’s appearance before the AIRB, the chair will send the student and the instructor official notification of the board’s decision.
7. If the student wishes to appeal the decision of the AIRB, he or she must do so within seven calendar days of the AIRB’s sending official notification of its decision. This appeal must be made in writing to the president of the College, whose decision will be final.

Additional Stipulations

A student may not withdraw from a class in which he or she has been charged with violating the College’s Academic Integrity Policy, unless he or she successfully appeals the finding that a violation has occurred. Charges of violating this policy may be brought by an instructor against a student who is not enrolled in the class affected by the violation.

Any member of the Westminster community, including students, staff members, faculty members, and administrators, may bring a charge for a violation of the College’s Academic Integrity Policy. If someone other than a course instructor wishes to bring a charge, he or she can initiate the process by contacting the course instructor, a department chair, or the VPAA.

Copies of all materials pertaining to violations, penalties, and appeals will be kept in the Office of Academic Affairs. The VPAA will send to the Academic Standards Committee a monthly report on the number and nature of violations of the policy.

TIME LIMITATIONS

All work for the master’s degree, including credits accepted by transfer, must be completed within a period of seven calendar years unless a student takes a leave of absence. Written appeals for extension of the time limit will be considered by the Director of the Graduate School.

WITHDRAWAL OR TRANSFER

A student wishing to withdraw or transfer from the College should start the process by making an appointment to see the vice president for student affairs for an exit interview. The purpose of the interview is to assess the student’s present status, to ascertain the reason for withdrawal or transfer, and to direct the student to the next steps to complete the process.

VOLUNTARY LEAVE OF ABSENCE

Students may, upon approval of the vice president for student affairs, elect to take a voluntary leave of absence from their studies at Westminster College. Students who are granted a leave of absence will be permitted to resume their studies subject to the same graduation and program requirements to which they were subject at the time they began their leave, and do not need to re-enter the admissions process if they meet the stipulated conditions for their return.

Any petition for such a leave of absence must be made in writing, and must include reasons to justify the leave. A Leave of Absence form is located in the Office of Student Affairs. A leave of absence will normally be granted only if the circumstances which warrant it are beyond the student’s control, and is not to exceed one semester (fall or spring).
MEDICAL LEAVE OF ABSENCE OR WITHDRAWAL (VOLUNTARY OR INVOLUNTARY)
When illness, injury, or a psychiatric disability occurs, a student or guardian may request, or the College may require, a medical withdrawal or medical leave of absence (MLOA) from the College. All medical withdrawals or leaves must be approved by the vice president for student affairs. Specific conditions to receive an MLOA or Medical Withdrawal, including the conditions for future re-admittance, are stipulated at the time of the withdrawal or granting of a leave of absence. These conditions may specify what professional medical documentation is required for the withdrawal to be granted, and/or a period of time for a leave. Before the student will be permitted to return to campus, the College may require a professional evaluation or assessment (at the student’s expense) stating the professional expert’s opinion that the student is now capable of meeting the academic and the social standards of the College (which are stated in the Westminster Student Code of Conduct). Students who are granted an MLOA or Medical Withdrawal will be given a “W” (withdrawal) for all courses in which the student was enrolled at the time of the MLOA or Medical Withdrawal.

Grievance Procedures for Involuntary Withdrawal
Refer to the information on “Involuntary Administrative Withdrawal” in the Student Handbook for additional information and grievance procedures related to a withdrawal that is not voluntarily initiated or accepted by the student.

RETURN TO CAMPUS PROCEDURES FOR LEAVE OF ABSENCE OR WITHDRAWAL
Students who have taken a leave of absence and desire to return to campus must complete a Return from Leave of Absence form, providing all required documentation. The form is available on the Student Affairs web page or in the Student Affairs office.

Students who wish to apply for readmission after Withdrawal or Suspension from the College must complete an Application for Readmission form. This form is available on the Office of the Registrar web page or in the Office of the Registrar, where the completed form must be returned along with a $200 registration deposit.

READMISSION FOR US ARMED FORCES MEMBERS
Students who take a leave of absence for service-related reasons will be readmitted with the same academic status as he or she had when last attending or being admitted to Westminster College.

State law requires college or university to grant a member of the Pennsylvania National Guard or other reserve component of the armed forces or the member's spouse a military leave of absence from their education if he or she is called to active duty (other than active duty for training). The grade transcript for all classes shall show an “M” or “Military” to indicate that the military member or his/her spouse was unable to complete courses because of military service. A grade of “M” is not counted in a student’s GPA.

TRANSFER OF CREDITS FOR A MASTER'S DEGREE/CERTIFICATION
Graduate credit earned at other approved institutions may be accepted for transfer to Westminster College provided the credit has been completed within the six-year period established for the completion of all degree requirements. Acceptance of transfer credit either before or subsequent to admission to Westminster must have written approval by the director of the Graduate School. There must be prior approval to take transfer work while enrolled at Westminster. Work with a grade lower than a “B” will not be accepted. While transfer credits are accepted, more than half of coursework must be taken at Westminster.

Since each institution determines the conditions under which credits may be accepted, graduate students desiring to transfer Westminster credits to another institution should make previous arrangements with the institution concerned. Westminster cannot guarantee that its courses will be accepted for credit toward the master’s degree by any other college or university.

AdvISING
The director of the Graduate School and the program coordinator for each curriculum will function as advisers and will assist in the planning of a program of studies. Each student is responsible for planning a program in keeping with all requirements for graduation and certification. It is the student’s responsibility to contact and confer with the adviser concerning questions regarding the program. Regular advising emails and notices are distributed.

Students matriculated in the program as listed in previous catalogs will follow, as far as possible, the new program as described herein. However, in individual cases where it would present a hardship, students may be permitted to continue under their former program. It should be noted that changes in state certification requirements take precedence over information in this catalog.

MAXIMUM COURSE LOAD
A graduate student who carries three or more courses per semester is considered a full-time student. Four courses are the maximum load which any graduate student will be permitted to carry. The normal load for a graduate student working full time is one or two courses. Students should allow ample time for library research, project work, and cooperative assignments when planning their schedules.
AUDITING
A limited number of auditors may be permitted in certain courses. Before auditing is permitted, approval of the director of the Graduate Program and the instructor of the course must be obtained.

Individuals holding a baccalaureate degree who wish to audit graduate courses but who have not previously taken work at Westminster College must make application for such auditing through the Office of Graduate School and Adult Studies. No credit or grades will be given to a student auditing a course. The fee for auditing is $150 per course.

REGISTRATION
Late registration for a course must be completed before the class meets for a second time. A graduate student who temporarily discontinues study must notify the director of the Graduate Program prior to registration in order to resume study. Graduate students will self-register for courses each term. Directions will be sent via email to students each term.

WITHDRAWALS
Withdrawing from a course, or from the program entirely, may have financial implications. The official withdrawal date is the key to determining the status of a withdrawal, and the impact on charges and financial aid. The official withdrawal date is determined and approved by the Graduate Program Office. It is the responsibility of the student to notify the Graduate Program Office of any intention to withdraw.

WITHDRAWING FROM CLASS
If a student withdraws from a class, but is still enrolled for the semester, the following chart indicates the financial implications. The student is responsible for notifying the Graduate Program Office in writing of their intention to continue.

100% On-Line Course or Blended Course That is Primarily Online

<table>
<thead>
<tr>
<th>Action</th>
<th>Timing</th>
<th>Financial Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Add/Drop</td>
<td>Prior to the completion of the fifth calendar day after the official start date of the course as determined by the College's academic calendar and/or schedule of classes.</td>
<td>No fee</td>
</tr>
<tr>
<td>Withdraw</td>
<td>After the completion of the fifth calendar day after the official start date of the course as determined by the College's academic calendar and/or schedule of classes.</td>
<td>100% course charges</td>
</tr>
</tbody>
</table>

If a student does not log in to an online class at all, or does not participate academically in the course (see below), the course would be considered dropped within the add/drop period, and there would be no fee for the course. Conversely, if it is demonstrated that the student academically participated in the course after the add/drop period, they would be responsible for the full course charges.

Rules for documenting academic participation are consistent with those prescribed under federal regulations for determining withdrawal from a course for federal financial aid purposes. Examples of academic participation are: submission of an assignment, submission of an exam, posting to an online study group or discussion forum, or contact with a faculty member to ask a question about the academic subject of the course.

Important Note Regarding Potential Impact on Financial Aid:
There may be financial aid implications when dropping or withdrawing from a course if you are no longer enrolled half time. Please contact the Financial Aid Office prior to withdrawing.
WITHDRAWING FROM THE PROGRAM
The following is Westminster College’s policy regarding withdrawal from the program:

**Tuition and Mandatory Fees:**
College fees are usually not returnable to students unless they withdraw from the College because of illness or reasons beyond their control. The date that the withdrawal is approved by the applicable College administrative office is considered the official date of withdrawal. Refunds, when allowed, will be calculated as follows:

**Session Classes (Including Summer and Online):**
A student taking a session course is considered to be withdrawn from the College under the following circumstances:

1. Withdrawal from a first session course occurs after the drop/add date, and the student does not provide written confirmation that he/she will attend the second session course in the same semester.
2. Withdrawal occurs after the drop/add date of the second session course.

In the first instance, tuition and mandatory fees will be prorated based on the number of calendar days prior to the official withdrawal date related to the first session course, divided by the total number of calendar days for the first session course.

In the second instance, tuition and mandatory fees will be prorated based on the number of calendar days prior to the official withdrawal date divided by the total number of calendar days for the semester. No refunds will be given once the semester is 60% completed.

Students who withdraw from the first session course after the drop/add period, and provide written confirmation that they will attend the second session course, are considered to still be enrolled at the College. In this case, the student will be charged full tuition and mandatory fees for the first session course and no proration will be performed on Federal Title IV Financial Aid.

Other College fees, generally, are not prorated. An administrative fee of 5% of actual charges (up to $100) will be assessed against the student’s account. Generally, no refund will be made where the withdrawal is required because of misconduct.

**Federal Title IV Financial Aid:**
If the withdrawing student has Federal Title IV Financial Aid, the Financial Aid Office is required by federal statute to recalculate eligibility for this aid.

If a student withdraws from a first session course after the drop/add date, and the student does not provide written confirmation that he/she will attend the second session course in the same semester, earned Federal Title IV Financial Aid will be calculated as follows: The number of calendar days prior to the official withdrawal date related to the first session course, divided by the total number of calendar days for the first session course.

If withdrawal occurs after the drop/add date of the second session course, earned Federal Title IV Financial Aid will be calculated as follows: The number of calendar days prior to the official withdrawal date related to both courses in the semester, divided by the total number of calendar days for both courses in the semester. If the withdrawal occurs after the semester is 60% completed, the student is deemed to have earned 100% of the Title IV Aid.

Students who withdraw from the first session course after the drop/add period, and provide written confirmation that they will attend the second session course, are considered to still be enrolled at the College. In this case, the student will be charged full tuition and mandatory fees for the first session course and no proration will be performed on Federal Title IV Financial Aid.

The percentage of unearned aid (100% - the percentage of earned aid determined in the applicable formula above) is applied to the total amount of the Title IV aid that could have been disbursed for the semester to determine that amount of aid that must be returned to the federal financial aid programs.

From time to time, the full amount of Title IV aid for which the student is eligible has not been fully disbursed when the withdrawal calculation is being performed. In such a case, if the student earned less than the amount of Title IV aid that was disbursed, both the institution and the student would be required to return a portion of the funds. If the student earned more than the amount of Title IV aid that was disbursed, the institution would owe the student a post-withdrawal disbursement of aid within 120 days of the student’s withdrawal.

Unearned aid is allocated to the appropriate federal aid program in the following order and must be returned by the institution within 30 days after the determination of the date of the student’s withdrawal:
Unsubsidized Stafford Loans
Subsidized Stafford Loans
Federal Perkins Loans
Federal Parent Plus Loans
Federal Pell Grants
Federal Supplemental Opportunity Grants

**Westminster College and Other Financial Aid:**
The formula that is used to calculate tuition will also be applied to Westminster College and other financial aid unless the source of
the financial aid indicates another method of calculation is required.

**ADD/DROP POLICY**
Add/drop deadlines are published each semester by the registrar’s office and are enforced. Students are urged to keep these
important dates in mind.

**TUITION AND FEES (2018-2019) – M.ED. & CERTIFICATION STUDENTS**
Degree seeking students are charged $1,650 per course.

Students seeking certification only are charged $1,440 per course.

Auditing fees are $150 per course.

Late Fees of $100 per occurrence will be assessed on any account with an outstanding balance on the following dates:

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>LATE FEE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer</td>
<td>July 15</td>
</tr>
<tr>
<td>Fall</td>
<td>Friday before the first day of class</td>
</tr>
<tr>
<td>Spring</td>
<td>February 15</td>
</tr>
</tbody>
</table>

A carrying charge for late payment may be assessed.

**TERMS OF PAYMENT**

**Statements and Payment Due Dates:**
Monthly statements will only be made available to students online through CASHNet. Students are able to provide online access
to student account information for parents and others through this service. CASHNet may also be used to make payments on a
student account as described below. Information about CASHNet can be obtained from the Office of Business Affairs.

Payment due dates on student account billings are as follows:
Fall Semester Bill: Friday before the first day of class
Spring Semester Bill: January 10
Summer Semester Bill: June 30

**Late Fees/Interest:**
The College permits some additional time for loan proceeds, scholarships and payments to be posted before assessing late fees on
student accounts. The application of the $100 late fee is assessed based on the following criteria:

Balance > $0 as of September 15 for fall
Balance > $0 as of February 15 for spring
Balance > $0 as of July 15 for summer

A late fee will not be assessed when there are scheduled travel course payments due after the “as of” date that determines assessment
of late fees. However, a $100 late fee will be assessed if the payments are not made according to the payment schedule for the trip.
Interest at a rate of 12% per annum (1% per month) will be assessed on account balances outstanding at the end of the finals period, or upon the student’s separation from the College (graduation, withdrawal, leave of absence, suspension, expulsion, etc.), whichever is applicable. A courtesy letter will be sent approximately one week after the Business Office receiving notification of the separating event. Interest will then be assessed on the outstanding balance in the next billing period, approximately one month after the courtesy notification.

**Payment Methods:**
The Business Office accepts payments via cash, check, money order, and bank check at the window. All checks or money orders should be made payable to Westminster College. Credit card and ACH payments are accepted through CASHNet only. A teleprocessing fee will be charged on all credit card payments based on the amount charged. Wire transfer payments will be accepted on a limited basis on student accounts as approved by the Controller.

For those who wish to pay their accounts in installments, arrangements are available through an outside payment plan company. The company authorized by the College to offer such plans will be in contact with students and parents directly. Alternatively, information is available by contacting the Business Affairs, Admissions or Financial Aid Offices.

The Business Office reserves the right to require payment on certain student accounts via cash, bank check or money order only.

**Pre-Registration/Registration:**
Student account balances that are not paid in full by the late fee date, or throughout the semester as additional charges are incurred, will be placed on financial hold. While on hold, the student will not be permitted to register.

The Business Office will notify those students whose balance is greater than zero of the consequences with respect to pre-registration. This notification will be sent via U.S. mail, e-mail and/or another method deemed appropriate.

Check payments >$1,000 that are presented within two weeks prior to a pre-registration or registration period may be subject to verification with the bank for sufficiency of funds. Payments on accounts where there have been previous returned items will be verified for sufficiency of funds. Holds will not be released on the latter accounts until such verification takes place.

The Business Office will make every effort to release students from financial hold in a timely manner once payment in full is received on an account and verified when applicable. The student, once released from hold, would be able to register at times determined by the Registrar’s Office.

**Registered Students Attending Summer Classes:**
A student who was permitted to register for the fall semester may choose to attend summer classes at Westminster. The due date to pay summer charges is June 30. If the summer charges (along with any other charges related to previous semester(s) are not paid in full by July 31, the fall registration will be cancelled and the student will be unable to return to the College until the account balance is paid in full.

The Business Office will notify those students whose balance is greater than zero at June 30 of the consequences of non-payment for the summer (and/or previous) term. This notification will be sent via U.S. mail, e-mail and/or another method deemed appropriate.

**Grade/Transcript and Diploma Hold:**
If a student account has a balance greater than zero on the late fee date, or throughout the semester as additional charges are incurred, a financial hold will be placed on the account which prevents the student from receiving their grades, transcripts and if graduating, their diploma. These holds will remain on the student account until the balance is paid in full. Notification of the student account balance and the consequences with respect to grades, transcripts and diploma will be sent to those students whose balance is greater than zero. This notification will be sent via U.S. mail, e-mail and/or another method deemed appropriate.

Check payments that are presented to release a grade or transcript hold may be subject to verification with the bank for sufficiency of funds. Payments on accounts where there have been previous returned items will be verified for sufficiency of funds. Holds will not be released on the accounts until such verification takes place, and in the case of a transcript hold, the check clears the bank (which can take up to 14 days).

The Business Office will make every effort to release students from financial hold in a timely manner once payment in full is received on an account and verified or cleared, whichever is appropriate.
Additional Consequences of Outstanding Prior Semester Balances:
In addition to the above, students who are not registered and have unpaid prior balances will be unable to return to the dorms, participate in College activities, nor attend classes until the account balance is paid in full and the student is registered for classes. Please note that future financial aid cannot be used to cover balances from the previous semesters.

Payments returned by Bank:
Payments of any type (check, ACH, credit card, wire) that are returned by the bank for any reason will be subject to a $15 fee. The fee will be applied to the student account, when possible, upon notification by the bank (on-line or otherwise) of the returned item. The Business Office will attempt to make contact with the issuer of the check to resolve the returned item.

If the returned item permitted the release of a hold on a student account, the hold will be reinstated and additional holds may be added as deemed appropriate under the circumstances. If a payment permitted the student to pre-register, the student will be notified of the returned payment and given 7 days to resolve the unpaid item. If there is no resolution, the registration will be cancelled.

If the payment permitted registration for the semester currently underway, the student will be notified of the returned payment as soon as practicable and will no longer be permitted to attend class, nor participate in College related activities. A maximum of 7 days will be given to resolve the returned payment during the regular academic year, and a maximum of 3 days during the summer semester. The student will also be notified by the appropriate College offices of their status and next steps in accordance with procedures specified in the Handbook for Students, College catalogue and other institutional policies.

Pre-Payment Hold:
A prepayment hold requires that arrangements for full payment for a semester be in place prior to registration for that same semester. The following accounts will qualify for prepayment holds:

1. Account previously sent to a collection agency.
2. Accounts previously in the College’s internal collections process.
3. Accounts currently classified as delinquent that are in internal collections.
4. Accounts with habitual returned payments (3 or more).
5. Accounts for students whose registration was cancelled in any semester for financial reasons.
6. Foreign student accounts.

Internal and External Collections:
Outstanding balances remaining on a student account as of the last day of the finals period (subsidiary code “OB”), and/or upon separation from the College (subsidiary code “DL”), are subject to the following collection procedures. Students on a leave of absence or stop-out will be classified as “OB”. At the end of each semester thereafter, the status will be reviewed to determine if the subsidiary code should be changed. In any case, the status will be changed to “DL” after one year from the delinquency date if a balance remains unpaid and no payment arrangements have been made. All applicable holds will remain on the student account during the pre-collections and collections process:

Internal Collections:
1. A courtesy letter will be sent approximately one week after the last day of finals or approximately one week after the Business Office receives notification of separation from the College. The delinquency date will correspond to the last day of finals in the case of students expected to return, and to the separation date for students not returning. Charges that occur after the delinquency date for the period of attendance (printing, student affairs fines, etc.) will have the same delinquency date as other charges for that period.
2. Interest will be assessed on the outstanding balance as described above, approximately one month after the courtesy notification is sent to the student.
3. Three monthly statements will be sent to the address on file, along with a letter.
4. If there is no response from sending the statements, up to three additional monthly letters will be sent to the address on file in an effort to collect the outstanding balance and/or to make payment arrangements with the debtor prior to sending the account to an external collections agency. The third letter will contain a deadline for response to avoid the account going to a collections agency.
5. If the College is successful in obtaining a response from the debtor, payment arrangements may be discussed for the
account. All agreements on payment arrangements will be documented on a promissory note which is signed by the debtor.

6. If a payment arrangement is not followed as agreed, the pre-collections process will be reactivated at the point it left off prior to the arrangement being made. If the account reached the point of being sent to external collections prior to the arrangement, the College will make one last effort to contact the debtor prior to sending the account to external collections.

7. Students who wish to return will not be permitted to move into the dorms, participate in College activities, nor attend classes until the account balance is paid in full. If the previous balance is paid by the Friday before classes resume for the new semester, the account will be taken out of internal collections and the student will be permitted to register (assuming that there are no additional holds). Payments received within ten days of the start of the new semester must be made via certified check, money order or via CASHNet (credit card and ACH).

External Collections:
If the internal collections process is unsuccessful, external collections agencies will be utilized to assist in collecting the outstanding balance. All collections fees will be added to the outstanding balance on the student account and will be the responsibility of the debtor. Generally, the account will be placed in first collections for approximately one year. If the effort is unsuccessful, the account will be returned to the College. The Business Office will make one attempt to reach the debtor prior to the account being entered into second collections. If that effort is unsuccessful, the account will be turned over to second and then to third collections for approximately one year each. The College reserves the right to continue collections efforts beyond third collections.

STUDENT FINANCIAL ASSISTANCE
There are several sources of financial aid available to graduate students in the M. Ed. program.

Joseph R. Henderson Scholarship
The Joseph R. Henderson Scholarship, sponsored by Phi Delta Kappa, is available to a first-year graduate student. The scholarship, which is non-renewable, is $500 and is applicable to tuition only. Application forms and further information are available from the Office of Adult and Graduate Studies.

M. Elaine Willson Memorial Scholarship Fund
The M. Elaine Willson Memorial Scholarship is available to a graduate student who has earned at least 15 credits toward a graduate degree and maintained a GPA of 3.5 in graduate study. Preference is given to graduate students with nursing backgrounds who have an interest in teaching, counseling or education related fields and have demonstrated financial need. Application forms and further information are available from the Graduate School office.

LOAN PROGRAMS
A number of educational loan programs are available to assist students in meeting their costs of attendance. A Free Application for Federal Student Aid (FAFSA) and a Westminster College Application for Financial Aid must be on file before a student will be certified for a student loan. Only those students enrolled at least a half-time basis in a degree-granting program are eligible for educational student loans. “Provisional” or “Conditional” graduate students are not eligible for the Federal Direct Stafford Loan. Half-time enrollment is generally defined as taking a minimum of two graduate courses per semester. Contact the Office of Financial Aid for more complete details of minimum enrollment criteria for loan recipients for summer session. Students who already earned a master’s degree and are enrolled in courses for guidance counselor, principal or superintendent certification are not eligible for Federal Direct Stafford loans.

Federal Direct Stafford Loan
The Federal Direct Stafford Loan provides the potential for graduate students to borrow up to $20,500 in unsubsidized Stafford loans per academic year.

Private, Nonprofit Loans
There are a number of privately funded loan programs that provide funds to credit worthy students. Although the interest rates and terms are not as generous as the Federal Direct Stafford Loan, some students may be interested in this type of borrowing opportunity.

For more information contact:
Financial Aid Office
Westminster College
319 S. Market St.
New Wilmington, PA 16172
(724) 946-7102
SUMMER SESSION
Westminster’s Graduate School offers two Summer Sessions which generally run from mid May to mid-July.

LIBRARY
A wide range of information resources and technologies are offered through Library and Information Services. RALPH McGILL MEMORIAL LIBRARY provides access to online and traditional print academic resources that are carefully selected based on Westminster’s unique curriculum. All of the library’s online resources are available from off-campus locations with a valid Westminster username and password. If you need print resources and/or DVDs from the library’s collection, email mcgillill@westminster.edu with the full citation information and/or links to the WISE page. The Library is also home of the LIS HELP DESK, which provides both library and technology support to the campus. If you need assistance with your Westminster account or any other technological issues, email us at lishelp@westminster.edu.

TRANSCRIPTS OF CREDITS
Students desiring transcripts of credits for courses completed at Westminster College may write to the Registrar, Westminster College, 319 S. Market St., New Wilmington, PA 16172-0001, (and include the following) or make such a request online.

1. Full name (including maiden name)
2. Address
3. Dates of attendance (inclusive)
4. Date of graduation/program completion
5. Name and address to whom transcript should be mailed
6. Signature

Requests may be made online at www.westminster.edu. Click on the Academics tab, then Registrar and click on Requesting Transcript.

CERTIFICATION REQUIREMENTS FOR M. ED. STUDENTS
Westminster College Graduate School is standards-based. A student must demonstrate the competencies developed by the program area to be recommended for certification. The practicum and internship courses provide the student with opportunities to demonstrate these competencies. A grade of less than a “B” in a practicum course indicates the student has not demonstrated the program competencies at a level necessary to be recommended for certification. When recommendation for certification is denied, appeals should be directed to the Graduate Committee. Denial on the basis of a letter grade is not subject to appeal.

All candidates for certification below the level of assistant superintendent must pass the comprehensive examination at either the degree level or the certification level. The College reserves the right to require examination at both levels.

It is the student’s responsibility to make application for certification. Applications for certification in Pennsylvania must be made using the PA Department of Education Teacher Information Management System (TIMS). Instructions can be found online at http://www.westminster.edu/admissions/graduate/pdf/tims_instructions.pdf and more information at the PDE website under Teachers and Teacher Certifications. Applications for certification in Ohio may be obtained by calling (614) 466-3593 or inquiring through the Ohio Department of Education website.

CERTIFICATION/LICENSURE
The College establishes requirements for the master’s degree but the Commonwealth of Pennsylvania and the State of Ohio establish requirements for certification. Therefore, in matters of certification, commonwealth or state analysis, decisions, or changes take precedence over the information in this catalog.

PROFESSIONAL DEVELOPMENT CENTER
The purpose of the Professional Development Center is to provide resources and counsel to assist Westminster students and alumni in making career choices and employment searches. The PDC is located on the second floor of McKelvey Campus Center. For more information, visit http://www.westminster.edu/campus/services/professional-development-center.

ALUMNI ASSOCIATION
The Westminster College Alumni Association was chartered and registered by the Commonwealth of Pennsylvania in October 1931. The object of the association, as stated in the charter, is threefold: to establish relations between Westminster and her alumni, former students and other friends; to promote systematic giving for College purposes by members of the association; and to advance the interests of the College in whatever ways possible. The Alumni Association offices are located in the Wiley Alumni House. For more information, visit www.westminster.edu/alumni.
PHI DELTA KAPPA
A continuing interest in its graduates is shown by Westminster through its campus chapter of Phi Delta Kappa, an international professional fraternity in education. Initiation is by invitation only. Only individuals showing unusual promise of success in educational careers are elected to membership. Phi Delta Kappa aims at promotion and improvement of free public education through a continuing interpretation of the ideals of research, service, and leadership. The Westminster College Chapter provides several meetings a year for professional enrichment and fellowship and sponsors conferences to which educators in the surrounding area are invited. Phi Delta Kappa also funds the Joseph R. Henderson Scholarship.

ENRICHMENT COURSES
To address the concern for the broad general academic background for educators, Westminster College includes enrichment studies in its program which are designed to introduce the student to areas which may not have been included in undergraduate work. Enrichment courses taken would be in addition to all other course/program requirements.

Enrichment courses are available in several disciplines; they may be taken at any time in the student’s program:
- Computer Science
- English 910 - 929
- History
- Sociology

Enrichment courses are included in these disciplines but not exclusive of other disciplines.

ONLINE COURSES
Westminster College Graduate School has gained approval from Middle States Commission on Higher Education to offer online courses leading to a Master of Education degree and/or certification as an elementary-secondary school counselor, special education specialist, school principal K-12, and special education with reading (dual certification), and a general education master's degree.

COMPLAINTS/CONCERNS
Westminster College Graduate School believes concerns and/or complaints should be addressed and/or resolved at the lowest possible level and that there should be a clearly defined procedure for said purposes. Further, that said procedure be published in the Graduate Catalog and given to all incoming graduate students.

Said procedure:
1. Discuss the matter with the faculty member of the course,
2. Discuss matter with the program coordinator of the program in which the course is located,
3. If the matter is still not resolved, seek redress with the Director of the Graduate School.
EDUCATIONAL LEADERSHIP MISSION STATEMENT

The graduate program in educational leadership at Westminster College is designed to develop the requisite knowledge, applicable skills, and appropriate attitudes in aspiring school leaders.

The expected outcome of the program is not a credential or collection of courses, but rather professionals who desire to be effective leaders...people whose actions, words, and beliefs demonstrate leadership at its finest.

The Pennsylvania Inspired Leadership (PIL) and the Interstate School Leaders Licensure Consortium (ISLLC) Standards are woven through the coursework, the related field experiences, and the culminating internship which seeks to integrate theory and practice. The integration of practical fieldwork, technological applications, simulations, and problem-solving activities, and ethical considerations within the academic coursework is central to the program which focuses on responsibility, accountability, student achievement, and school improvement.

There exists a cognizance that the understanding of self is critical to the understanding of others; thus opportunities for personal growth and professional development are important.

The program is undergirded by:
• A sense of service
• A positive spirit
• An emphasis on an ethical foundation
• The promotion of the highest professional standards

The goal of the program is to develop servant leaders who pursue a call rather than a job; who maintain a focus on the vision of better schools for our children; who manage themselves, their personnel, and their students with strength and gentleness, expertise and understanding, fairness and firmness, respect and truth, and goodness and grace.

PA INSPIRED LEADERSHIP STANDARDS

Core Standards
1. Knowledge and skills to think and plan strategically creating an organizational vision around personalized student success.
2. An understanding of standard-based systems theory and design and the ability to transfer that knowledge to the leader’s job as an architect of standards based reform in the school.
3. The ability to access and use appropriate data to inform decision-making at all levels of the system.

Corollary Standards
1. Creating a culture of teaching and learning with an emphasis on learning.
2. Managing resources for effective results.
3. Collaborating, communicating, engaging, and empowering others insides and outside the organization to pursue excellence in learning.
4. Operating in a fair and equitable manner with personal and professional integrity.
5. Advocating for children and public education in the larger political, social, economic, legal, and cultural context.

Special Education Competencies
1. Over-representation of diverse students in special education.
3. Effective instructional strategies for students with disabilities in inclusive settings.
CORE STANDARD ONE:
The Leader has knowledge and skills to think and plan strategically, creating an organizational vision around personalized student success.

Core 1A Understand and address major challenges that schools face as they enable students to reach high standards to be successful adults in the new world economy.

Core 1B Lead and motivate a school or district in creating a vision and strategic plan focused on higher student achievement.

Core 1C Create a process of change in order to improve student achievement.

Core 1D Develop a vision, mission, and strategies for school improvement.

Core 1E Understand the conceptual framework for thinking strategically.

CORE STANDARD TWO:
The Leader is grounded in standard-based systems theory and design and is able to transfer knowledge to his/her job as an architect of standard-based reform in the school.

Core 2A Understand historical and contemporary issues in the development of national, state and local PK-12 academic standards.

Core 2B Understand current Federal, state and district standards and requirements for demonstrating and reporting student performance data.

Core 2C Understand standard-based systems theory and design, including the elements of a standards-based school system, which are aligned and focused on strong results for students.

Core 2D Understand the implications of communicating assessment results to students, teachers, parents, government and the community-at-large.

Core 2E Understand current research and strategies on school reform and school design models.

Core 2F Understand the importance of a coherent curriculum and effective instruction as key strategies for improving student performance.

CORE STANDARD THREE:
The Leader knows how to access and use appropriate data to inform decision-making at all levels of the system.

Core 3A Understand the critical role of data in informing decisions, setting, targets, and interpreting results for learning.

Core 3B Understand available technologies that can be used to gather and maintain data systems.

Core 3C Understand how to access data needed to address the long-term and strategic planning needs of the school in the areas of personnel, fiscal operations, facilities, technology and other leadership initiatives.

Core 3D Understand how student achievement data are used in decisions on curriculum and instruction and how to access data from national, state and local sources.

Core 3E Understand how to use data from many sources reported in multiple formats to improve student achievement, such as demographics, student achievement and learning, school process, perceptions data.

COROLLARY STANDARD ONE:
The Leader creates a culture of teaching and learning with an emphasis on learning.

Corollary 1A Develop a deep understanding of current research in teaching and learning.

Corollary 1B Model the attributes of a continuous learner and create high expectations for others.

Corollary 1C Engage families in developing a learning culture.

Corollary 1D Develop leadership skills in teachers.

COROLLARY STANDARD TWO:
The Leader effectively manages resources for effective results.

Corollary 2A Effectively employ available resources to maximize benefits.

Corollary 2B Plan and implement an effective learning environment.
Corollary 2C  Develop and maintain an effective staffing plan.

**COROLLARY STANDARD THREE:**
The Leader collaborates, communicates, engages, and empowers others inside and outside the organization to pursue excellence in learning.
Corollary 3A  Engage stakeholders in effective improvement efforts.
Corollary 3B  Communicate effectively with all stakeholders
Corollary 3C  Effectively engage stakeholders in the school governance process.

**COROLLARY STANDARD FOUR:**
The Leader operates in a fair and equitable manner with personal and professional integrity.
Corollary 4A  Practice impartial, reasoned and ethical judgment in all decisions and actions.
Corollary 4B  Understand and demonstrate the professional code of ethics.
Corollary 4C  Respect and engage diverse stakeholders to improve performance and learning.

**COROLLARY STANDARD FIVE:**
The Leader and advocates for children and public education in the larger political, social, economic, legal, and cultural context.
Corollary 5A  Accurately interpret and apply laws, policies and regulations to promote the success of students.
Corollary 5B  Effectively educate and engage governmental and community leaders in issues regarding children and their education.
Corollary 5C  Promote a continuous focus on children and their learning.

**COROLLARY STANDARD SIX:**
The Leader supports professional growth of self and others through practice and inquiry.
Corollary 6A  Understand the process of aligning professional development activities with student performance goals.
Corollary 6B  Understand the importance of continuous learning within the context of a learning organization.
Corollary 6C  Understand the importance of motivating, mentoring and modeling to improve professional practice.

**SPECIAL EDUCATION ONE:**
Over-representation of diverse students in Special Education.
SED 1A  Identify factors contributing to the over-representation of culturally and linguistically diverse students in programs for individuals with disabilities and implement strategies for the reduction of the over-representation.
SED 1B  Demonstrate an understanding of over-representation of minorities in special education so as to not misinterpret behaviors that represent cultural, linguistic differences as indicative of learning problems.
SED 1C  Demonstrate the ability to interact and meet effectively with families.
SED 1D  Distinguish between the culture of the family and the economic situation of the family and how poverty affects families.
SED 1E  Identify how the family’s culture and values affect how they view disabilities.
SED 1F  Celebrate heritages and vultures and their link to learning.
SED 1G  Incorporate stories and resources from many cultural and ethnic traditions.
SED 1H  Build on students’ strengths when teaching literacy skills to language minority students.
SED 1I  Use best, evidence-based practices for teaching student from diverse backgrounds.
SED 1J  Implement processes that successfully prevent inappropriate placement and ensure that the opportunities for educational achievement to minority students equal those offered to the majority group.

**SPECIAL EDUCATION TWO:**
Prevention and Early Intervention.
SED 2A  Connect general education curriculum, compensatory and special education in providing high quality standard-based instruction/intervention that is matched to students’ academic, social, emotional, and behavioral needs.
SED 2B  Demonstrate high-quality instruction for all students, through scientific research and evidence-based practice to produce high rates for learning for all students.
SED 2C  Implement universal screening of all students with periodic monitoring of students' progress in the curriculum.
SED 2D  Provide interventions for struggling learners at increasing levels of intensity and matched to individual student need.
SED 2E  Implement an integrated system of assessment and data collection for identification of students struggling to meet academic and behavioral expectations.
SED 2F  Monitor students' learning rates and levels of performance and use that information in ongoing problem solving and decision-making.
SED 2G  Determine which students need additional help regarding the intensity and likely duration of interventions, based on each student's response to instruction across multiple tiers of intervention.
SED 2H  Participate in school-wide approaches to intervention and effective instruction.
SED 2I  Demonstrate evidence-based practices for use in both the special and regular education settings in the school.

SPECIAL EDUCATION THREE:
Effective Instructional Strategies for students with Disabilities in Inclusive Settings.
SED 3A  Identify effective instructional strategies to address areas of need.
SED 3B  Scaffold instruction to maximize instructional access to all students.
SED 3C  Monitor student progress to provide mediated scaffolding and increase academic rigor when appropriate.
SED 3D  Provide feedback to students at all levels to increase awareness in areas of strengths, as well as areas of concern.
SED 3E  Strategically align standard-based curriculum with effective instructional practices.
SED 3F  Identify and implement instructional adaptations based on evidence-based practices to provide curriculum content in a variety of ways without compromising curriculum intent.
SED 3G  Analyze performance of all learners and make appropriate modifications.
SED 3H  Design and implement programs that reflect knowledge, awareness and responsiveness to diverse needs of students with disabilities.
SED 3I  Use research-supported methods for academic and non-academic instruction for students with disabilities.
SED 3J  Develop and implement universally designed instruction.
SED 3K  Demonstrate and understanding of the range and the appropriate use of assistive technology (i.e., no tech, low tech, high tech).
SED 3L  Demonstrate efficient differentiated instruction and an understanding of efficient planning, coordination, and delivery for effective instruction required for inclusive settings.
ALIGNMENT TO PA INSPIRED LEADERSHIP STANDARDS
PRINCIPAL PROGRAM

Note: Alignment is coded to PDE Principal Certification Program Rubric (revision date 7-2-2009) and to The Framework and Guidelines for Principal Preparation Programs.

<table>
<thead>
<tr>
<th>Core Standard One: The leader has knowledge and skills to think and plan strategically, creating an organizational vision around personalized student success.</th>
<th>EAD 810 Relations</th>
<th>EAD 826 Curriculum</th>
<th>EAD 830 Principals</th>
<th>EAD 840 Supervision</th>
<th>EAD 850 School Law</th>
<th>EAD 860 Finance</th>
<th>EAD 980 Internship</th>
<th>EAD 810 Assessment</th>
<th>EAD 820 Special Ed</th>
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</table>

Corollary Standard One: The leader creates a culture of teaching and learning with an emphasis on learning.

| Corollary Standard Two: The leader manages resources for effective results. | 2C | 2B | 2A |

Core Standard Three: The leader knows how to access and use appropriate data to inform decision-making at all levels of the system.

| Corollary Standard Four: The leader operates in a fair and equitable manner with personal and professional dignity. | 4C | 4A | 4B |

Core Standard Two: The leader is grounded in standards-based systems theory and design and is able to transfer knowledge to his/her job as an architect of standards-based reform in the school.

| Corollary Standard Five: The leader advocates for children and public education in the larger political, social, economic, legal and cultural context. | 5B | 5C | 5A |

Core Standard Six: The leader supports professional growth of self and others through practice and inquiry.

| Special Ed Standard One: Over representation of diverse students in special education | 1C | 1F | 1J |

Special Ed Standard Two: Prevention and early intervention

| Special Ed Standard Three: Effective instructional strategies for students with disabilities in inclusive settings | 3A 3B | 3E 3J 3F 3L 3I | SED 3A SED 3G | 3D 3G | 3A to 3K |
# Alignment with PA Inspired Leadership Standards

## Principal Program

Note: Alignment is coded to PDE Principal Certification Program Rubric (revision date 7-27-2009) and to The Framework and Guidelines for Principal Preparation Programs.

<table>
<thead>
<tr>
<th>Core 1</th>
<th>Core 2</th>
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<th>Corollary 3</th>
<th>Corollary 4</th>
<th>Corollary 5</th>
<th>Corollary 6</th>
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<th>Special Ed. 2</th>
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OHIO PRINCIPAL COMPETENCIES

AREA 1 - STRATEGIC LEADERSHIP
The knowledge, skills and attributes to identify contexts, development with others vision and purpose, utilize information, frame problems, exercise leadership processes to achieve common goals, and to act ethically for educational communities.

IA. Professional and Ethical Leadership – The institution’s program prepares school leaders who understand and demonstrate the ability to:

I.A.1 Facilitate the development and implementation of a shared vision and strategic plan for the school or district that focuses on teaching and learning.
I.A.2 Understand and create conditions that motivate staff, students and families to achieve the school’s vision.
I.A.3 Frame, analyze, and resolve problems using appropriate problem solving techniques and decision making skills.
I.A.4 Initiate, manage and evaluate the change process.
I.A.5 Identify and critique several theories of leadership and their application to various school environments.
I.A.6 Act with a reasoned understanding of major historical, philosophical, ethical, social and economic influences affecting education in a democratic society.
I.A.7 Manifest a professional code of ethics and values.

IB. Information Management and Evaluation – The institution’s program prepares school leaders who understand and demonstrate the ability to:

I.B.1 Conduct needs assessments by collecting information on students, on staff, and the school environment; on family and community values, expectations and priorities; and on national and global conditions affecting schools.
I.B.2 Use qualitative and quantitate data to make informed decisions, to plan and assess school programs, to design accountability systems, to plan for school improvement, and to develop and conduct research.
I.B.3 Engage staff in an ongoing study of current best practices and relevant research and demographic data, and analyze their implications for school improvement.
I.B.4 Analyze and interpret educational data, issues, and trends for boards, committees, and other groups, outlining possible actions and their implications.

AREA II. INSTRUCTIONAL LEADERSHIP
The knowledge, skills and attributes to design with others appropriate curricula and instructional programs, to develop student personnel services, and to plan with faculty professional development activities aimed at improving instruction.

IIA. Curriculum, Instruction, Supervision, and the Learning Environment – The institution’s program prepares school leaders who understand and demonstrate the ability to:

II.A.1 Create with teachers, parents and students a positive school culture that promotes learning.
II.A.2 Develop collaboratively a learning organization that supports instructional improvement, builds an appropriate curriculum, and incorporates best practices.
II.A.3 Base curricular decisions on research, applied theory, informed practice, the recommendations of the learned societies, and state and federal policies and mandates.
II.A.4 Design curricula with consideration for philosophical, sociological, and historical foundations, democratic values, and the community’s values, goals, social needs, and changing conditions.
II.A.5 Align curricular goals and objectives with instructional goals and objectives and desired outcomes when developing scope, sequence, balance, etc.
II.A.6 Develop with others curriculum and instruction appropriate for varied teaching and learning styles and specific student needs based on gender, ethnicity, culture, social class and exceptionalities.
II.A.7 Utilize a variety of supervisory models to improve teaching and learning;
II.A.8 Use various staffing patterns, student grouping plans, class scheduling forms, school organizational structures, and facilities design process, to support various teaching strategies and desired student outcomes.
II.A.9 Assess student progress using a variety of appropriate techniques.
IIB. Professional Development and Human Resources – The institution’s program prepares school leaders who understand and demonstrate the ability to:

IIB.1 Work with faculty and other stakeholders to identify needs for professional development, to organize, facilitate, and evaluate professional development programs, to integrate district and school priorities, to build faculty as a resource, and to ensure that professional development activities focus on improving student outcomes.

IIB.2 Apply adult learning strategies to professional development, focusing on authentic problems and tasks, and utilizing mentoring, coaching, conferencing and other techniques to ensure that the new knowledge and skills are practiced in the workplace.

IIB.3 Apply effective job analysis procedures, supervisory techniques and performance appraisal for instructional and non-instructional staff.

IIB.5 Formulate and implement a self-development plan, endorsing the value of career-long growth, and utilizing a variety of resources for continuing professional develop.

IIB.6 Identify and apply appropriate policies, criteria and processes for the recruitment, selection, induction, compensation and separation of personnel, with attention to issues of equity and diversity.

IIB.7 Negotiate and manage effectively collective bargaining or written agreements.

II.C. Student Personnel Services – The institution’s program prepares school leaders who understand and demonstrate the ability to:

II.C.1 Apply the principles of student growth and development to the learning environment and the educational program.

II.C.2 Develop with the counseling and teaching staff a full program of student advisement, counseling, and guidance services.

II.C.3 Develop and administer policies that provide a safe school environment and promote student health and welfare.

II.C.4 Address student and family conditions affecting learning by collaborating with community agencies to integrate health, social and other services for students.

II.C.5 Plan and manage activity programs to fulfill student developmental, social cultural, athletic, leadership and scholastic needs; working with staff, students, families, and community.

AREA III. ORGANIZATIONAL LEADERSHIP:
The knowledge, skills and attributes to understand and improve the organization, implement operational plans, manage financial resources, and apply decentralized management processes and procedures.

IIIA. Organizational Management – The institution's program prepares school leaders who understand and demonstrate the ability to:

IIIA.1 Establish operational plans and process to accomplish strategic goals, utilizing practical applications of organizational theories.

IIIA.2 Apply a systems perspective, viewing schools as interactive internal systems operating within external environments.

IIIA.3 Implement appropriate management techniques and group process to define roles, assign functions, delegate effectively, and determine accountability for attaining goals.

IIIA.4 Monitor and assess the program of activities; making adjustments and formulating new action steps as necessary.

IIIB. Interpersonal Relationships – The institution's program prepares school leaders who understand and demonstrate the ability to:

IIIB.1 Use appropriate interpersonal skills, e.g., exhibiting sensitivity, showing respect and interest, perceiving needs and concerns, showing tact, exhibiting consistency and trustworthiness.

IIIB.2 Use appropriate written, verbal, and non-verbal communications in a variety of situations.

IIIB.3 Apply appropriate communication strategies, e.g., identifying audiences, determining messages, selecting transmission mediums, identifying reaction of receivers, soliciting responses.

IIIB.4 Promote multi-cultural awareness, gender sensitivity, and racial and ethnic appreciation.

IIIB.5 Apply counseling and mentoring skills, and utilize stress management and conflict management techniques.

IIIC. Financial Management and Resource Allocation – The Institution’s program prepares school leaders who understand and demonstrate the ability to:

IIIC.1 Identify and analyze the major sources of fiscal and non-fiscal resources for schools and school districts.

IIIC.2 Acquire and manage financial and material assets, and capital goods and services allocating resources according to
district or school priority, e.g., property, plant, equipment, transportation, and food services.

III.C.3 Develop an efficient budget planning process that is driven by district and school priorities and involves staff and community.

III.C.4 Performs budget management functions including financial planning, monitoring, cost control, expenditures accounting, and cash flow management.

IIID. Technology and Information Systems – The institution’s program prepares school leaders who understand and demonstrate the ability to:

III.D.1 Use technology, telecommunications and information systems to enrich curriculum and instruction, e.g., CAI systems, CD ROM retrieval systems, in-line networks, distance learning, interactive video.

III.D.2 Apply and assess current technologies for school management and business procedures.

III.D.3 Develop and monitor long range plans for school and district technology and information systems, making informed decisions about computer hardware and software, and about staff development, keeping in mind the impact of technologies on student outcomes.

AREA IV. POLITICAL AND COMMUNITY LEADERSHIP

The knowledge, skills and attributes to act in accordance with legal provisions and statutory requirements, to apply regulatory standards, to develop and apply appropriate policies, to be conscious of ethical implications of policy initiatives and political actions, to relate public policy initiatives to student welfare, to understand schools as political systems to involve citizens and service agencies, and to develop effective staff communications and public relations programs.

IVA. Community and Media Relations – The institution’s program prepares school leaders who understand and demonstrate the ability to:

IVA.1 Analyze community and district power structures, and identify major opinion leaders and their relationships to school goals and programs.

IVA.2 Articulate the district’s or school’s vision, mission and priorities to the community and media, and build community support for district or school priorities and programs, e.g., form collaborative relationships with businesses, citizen groups, neighborhood associations, social service agencies, parent organizations, advocacy groups, universities, and religious institutions.

IVA.3 Communicate effectively with various cultural, ethnic, racial, and special interest groups in the community.

IVA.4 Involve family and community in appropriate policy development, program planning, and assessment process.

IVA.5 Develop an effective and interactive staff communications plan and public relations program.

IVA.6 Utilize and respond effectively to electronic and printed news media.

IVB. Educational Law, Public Policy, and Political Systems – The institution’s program prepares school leaders who understand and demonstrate the ability to:

IVB.1 Apply knowledge of federal and state constitutional, statutory and regulatory provisions and judicial decisions governing education.

IVB.2 Apply knowledge of common law and contractual requirements and procedures in an educational setting, e.g., tort liability, contract administration, formal hearings.

IVB.3 Define and relate the general characteristics of internal and external political systems as they apply to school settings.

IVB.4 Describe the processes by which federal, state, district, and school-site policies are formulated, enacted, implemented and evaluated, and develop strategies for influencing policy development.

IVB.5 Make decisions based on the moral and ethical implications of policy options and political strategies.

IVB.6 Analyze the major philosophical tenets of contemporary intellectual movements and analyze their effect on school contexts, e.g., critical theory, feminism, fundamentalism, etc.

IVB.7 Develop appropriate procedures and relationships for working with local governing boards.

AREA V. INTERNSHIP

The internship is defined as the process and product that result from the application in a workplace environment of the strategic, instructional, organizational, and contextual leadership guidelines. When coupled with integrating experiences through related clinics or report seminars, the outcome should be a powerful synthesis of knowledge and skills useful to practicing school leaders. The internship includes a variety of substantial concurrent or capstone experiences in diverse settings planned and guided cooperatively by university and school district personnel for credit hours and conducted in schools and school districts over an expanded period of time. The experiences should reflect increasing complexity and responsibility, and include some work in
private, community, or social service organizations. An optimum internship would be a year-long, full-time experience. Part-time internships involving limited periods of time are insufficient. Participating school districts should be committed to the value of internships and supportive of these Guidelines for the internship.

VA. Internship – The internship provides significant opportunities in the workplace to synthesize and apply the knowledge, and to practice and develop skills, identified in the eleven Guideline areas. Therefore, the preparation program:

V.A.1 Requires a variety of substantial in-school/district experiences over and extended period of time in diverse settings, planned cooperatively and supervised by university and school district personnel.

V.A.2 Established relationships with school leaders acting as trained mentors/clinical professors who guide individual preparing for school leadership in appropriate in-school/district experiences.

V.A.3 Includes experiences in social service, private and/or community organizations.
## Programs for Administrative Leadership - Principal K-12

<table>
<thead>
<tr>
<th>M.Ed. - Principal K-12 Without Certification</th>
<th>M.Ed. with PA Certification for Principal K-12</th>
<th>Post-Masters PA Certification for Principal K-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Successful completion of 30 semester hours selected from the following courses:</td>
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<td>A completed Master’s degree in Education plus the courses listed below:</td>
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<tr>
<td>ED710 History &amp; Philosophy of Education</td>
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<td><strong>7 courses out of these 8 courses:</strong></td>
<td>EAD810 Community and Staff Relations</td>
<td><strong>7 courses:</strong></td>
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<td>EAD826 Curriculum and Instruction</td>
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<td>EAD810 Community and Staff Relations</td>
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<td>EAD830 Principles of Educational Leadership</td>
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<td>SED 711 Legal Issues in Special Education</td>
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<tr>
<td><strong>Completion of Westminster’s Graduate Practitioner Research Report</strong></td>
<td>EAD 980 Practicum in School Administration &amp; Supervision</td>
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<td><strong>Passage of Westminster’s Graduate Practitioner Research Report</strong></td>
<td><strong>Passage of School Leaders Licensure Assessment(SLLA) Praxis Test-Test Code SLLA6011</strong></td>
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This program meets certification requirements in PA. The program is designed to meet Ohio Licensure requirements, but licensure is subject to changing Ohio standards, ODE transcript analysis and testing requirements. In some cases additional coursework may be required to meet state standards.
COURSES OF INSTRUCTION
IN THE GRADUATE PROGRAM
All courses are three semester hours.

EDUCATION

ED 710 History and Philosophy of Education. A study of the historical and philosophical background of current educational thought, including a review of selected trends and problems.

ED 940 Research. Current research and trends in education. The course is designed to involve the student, through independent research and seminar-type discussion, in an analysis of significant contemporary issues in education.

EDUCATIONAL ADMINISTRATION

EAD 810 Community and Staff Relations. A study will be made of current techniques and methods designed to provide superior leadership in the area of group action. Problems of organization, coordination, motivation, evaluation, community relations and staff relations will receive major consideration.

EAD 820 Elementary and Middle School Curriculum. A study of curriculum theory, the forces that influence curriculum, and the current curriculum patterns in the elementary and middle school. Areas of controversy in curriculum, programmed learning, team teaching, and the role of the faculty in curriculum evaluation and program development are studied.

EAD 825 Middle and Secondary School Curriculum. A course designed to strengthen instructional/curricular skills and develop basic competencies in curriculum design, instructional sequencing, and student/program evaluation. Curriculum theory and program development are considered.

EAD 826 Curriculum and Instruction. A comprehensive course in curriculum theory and design which addresses pertinent curricular matters.

EAD 830 Principles of Educational Leadership. A study of the principles of elementary, middle and secondary school organization, leadership and management. Course content includes the role of the principal in the following areas: curriculum development, professional development, instructional leadership, conflict resolution, collective bargaining, school budgeting, class scheduling, use of plant and facilities, and program evaluation. A field experience component is included in this course.

EAD 840 Supervision of Curriculum. A course designed to develop competencies necessary for effective teacher supervision and evaluation by implementing the clinical supervision model and a variety of teacher appraisal techniques, as well as providing strategies to improve classroom instruction. A field experience component is included in this course.

EAD 850 School Law. An overview of the legal aspects of education. Consideration is given to legal terms, the use of books of law, and the general principles of laws which affect teachers, administrators, school boards and parents. Topics include political structures, religion and public education, rights and responsibilities of students and teachers, equal opportunity, and tort liability. A field experience component is included in this course.

EAD 860 Public School Finance and Economics. A general analysis of typical problems in the areas of school finance and economics. Encouraging and developing local support, acquiring federal funds, other sources of school funding, budgeting, accounting, financial long-range planning, and the nurturing of financial resources are among the topics studied. A field experience component is included in this course.

EAD 900 Superintendency. An introduction to the world of school district management. The focus is on the superintendent’s role as a leader. The course is designed to explore the responsibilities and challenges of the position. The course includes a study of school board-superintendent relations, administrative theory and practice, conflict resolution, interpersonal relations, policy planning, goal setting and similar topics.

EAD 901 Business Affairs and Resource Management. This course leads to the development of an understanding of the evolution and practice of business affairs and resource management and basic education. Students acquire knowledge of concepts and language of the field and use same to articulate, formulate and solve problems, identify major issues and recognize that efficient business affairs practices promote effective learning.

EAD 902 Strategic Planning: Environment for Student Achievement. A study of theoretical and practical problems in planning, designing, building and maintaining educational facilities. Experiences also include legal, demographic, and political factors involved in the management of educational facilities.
**EAD 903 Collective Bargaining and Human Resources.** A study of the collective bargaining process and the management of human resources in public education. Focus is on development and implementation of contracts for non-professional, professional and administrative personnel. Bargaining issues, techniques, strategies and tactics are examined.

**EAD 970-979 Topics in School Leadership.** A study of topics such as special education, elementary education, secondary education, vocational education, community education, declining enrollments, financing schools, local control, and management-employee relations. The impact upon the school administrator is the focal point.

**EAD 980 Internship in School Administration and Supervision.** An opportunity will be provided to learn about school administration by actually working with a school administrator. Seminars and individual conferences will be arranged during this experience.

**EAD 990 Internship - Superintendent.** This clinical experience is designed to facilitate the development of central office administrative skills. Emphasis will be upon school board-administrative relations, community and public relations, curriculum and instruction, financial management, staff personnel, and facilities. Seminars and individual conferences will be arranged for study and analysis of the learning activities.

**EAD 991 Advanced Internship in School Administration.**

**EDUCATIONAL PSYCHOLOGY**

**EP 740 Human Development.** A course in advanced educational psychology designed to develop deeper understanding of human development and learning. The course examines the contributions of major developmental theorists. A life course perspective is employed.

**EP 810 Assessment and Data Analysis.** A study in the basic understanding of the approaches and purposes of assessment including the legal, ethical and statistical considerations of measurement. The course will focus on district testing programs, analysis of teacher-made tests and alternative assessment procedures.

**EP 820 Special Education for School Leaders.** The psychological implications for teaching gifted and/or cognitively and disabled children. Problems of the blind, the deaf, those defective in speech, and those with behavior problems are considered.

**SPECIAL EDUCATION**

**SED 711 Legal Issues in Special Education.** The focus of the course is on the analysis of legislation, litigation, and administrative rulings related to special education. The course will emphasize the development of legally sound policies and procedures to ensure an appropriate education for students with disabilities.
WESTMINSTER COLLEGE

M.ED. - SCHOOL PRINCIPAL K-12 WITH CERTIFICATION

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Preferred Phone_________ Email_________

Requirements for the Master of Education Degree in School Principal K-12 with Certification

33 Semester Hours

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**Practitioner Research Report** – Successful completion of WC Practitioner Research Report

**State Exam**

PA students: SLLA 6011; OH students: OAE

The program meets certification requirements in Pennsylvania. The program is designed to meet Ohio licensure requirements, but licensure is subject to changing Ohio standards, ODE transcript analysis, and testing requirements. In some cases, additional coursework may be required to meet state standards.

*For the most current information on PA or OH PRAXIS requirements, go to http://www.ets.org/praxis/pa/requirements or http://www.ets.org/praxis/oh/requirements.*

Form A-1 Revised July 2019
WESTMINSTER COLLEGE
M.ED. - SCHOOL PRINCIPAL K-12 WITHOUT CERTIFICATION

Name______________________________________ Date__________________

Address_____________________________________________________
(Street)   (City)    (State)   (Zip)

Preferred Phone ____________________________ Email____________________

Requirements for the Master of Education Degree in School Principal K-12

30 Semester Hours

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Practitioner Research Report – Successful completion of WC Practitioner Research Report

The program meets certification requirements in Pennsylvania. The program is designed to meet Ohio licensure requirements, but licensure is subject to changing Ohio standards, ODE transcript analysis, and testing requirements. In some cases, additional coursework may be required to meet state standards.

*For the most current information on PA or OH PRAXIS requirements, go to http://www.ets.org/praxis/pa/requirements or http://www.ets.org/praxis/oh/requirements.
Requirements for Certification only in School Principal K-12

For those already holding a master’s degree in education

24 Semester Hours

<table>
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SUGGESTED COURSE-RELATED FIELD EXPERIENCES
PRINCIPAL CERTIFICATION PROGRAM

These examples of possible field experiences, practicum, problem based tasks, and hands-on skill building assignment are offered to reinforce the belief that learning is enhanced when theory and practice are linked. This list is not intended to be complete. Professors/instructors are encouraged to identify other experiences appropriate to content area and course of study.

EAD 810: COMMUNITY AND STAFF RELATIONS
1. Develop a news release on a topic of general educational interest to be disseminated to the news media.
2. Prepare a presentation on an appropriate educational topic for delivery to community groups.
3. Prepare an orientation program for parents of new students.
4. Identify potential community resources for school staff.
5. Plan and organize one social activity or event for faculty.

EAD 826: CURRICULUM AND INSTRUCTION
1. Participate in a textbook selection committee.
2. Participate in planned course study review and revision.
3. Write a policy for pupil field trips.
4. Complete a study of drop-outs in cooperation with guidance counselors.
5. Complete a study of failures by subject for a three-year period.
6. Review State curriculum regulations and assist principal in identifying local needs.

EAD 830: PRINCIPLES OF EDUCATIONAL LEADERSHIP
1. Assess the process and guidelines for managing school fund raisers and other student activities (gate receipts, ticket sales, fees). Make other recommendations as needed.
2. Assist the principal in the collection of data or information needed in the preparation of the district’s annual budget.
3. Participate in the development of strategic or improvement plans.
4. Participate in program evaluation activities.
5. Analyze an existing policy manual and identify needed revisions.
6. Shadow a principal for an entire day and complete a report of activities including a personal reflection.
7. Review job descriptions for coaches and activity sponsors and recommend revisions as needed.

EAD 840: SUPERVISION OF CURRICULUM
1. Plan a system of pre-conferences, peer observations, and post-conferences to improve instructional practices in your school.
2. In cooperation with members of your subject area department, conduct a needs assessment to facilitate planning of staff development activities.
3. Identify and plan a staff development activity based on a needs assessment.
4. Develop a handbook for substitute teachers.

EAD 850: SCHOOL LAW
1. Review guidelines for administration of discipline for special students.
2. Evaluate a student handbook and make recommendations to correct unlawful practices.
3. Write a school law booklet identifying key court cases affecting education and the standards that were established for today’s use.

EAD 860: PUBLIC SCHOOL FINANCE AND ECONOMICS
1. As a member of a team, construct a school budget for the fictional Eastminster School District.
2. Using the current budget of your employing school district, identify costs related to all personnel employed by the district.
3. Using data from the personnel cost study, calculate average salaries and fringe benefits for each class of employee.
4. Reviewing the current budget in your school district, calculate the total costs for selected school programs, e.g., athletics, music, mathematics, English, etc.
5. Assist the building administrator in the collection and tabulating of data needed for budget planning.
6. Complete an inventory of equipment, supplies, textbooks, and other instructional materials which will be useful in identifying budgetary needs.
EAD 980: INTERNSHIP IN SCHOOL ADMINISTRATION & SUPERVISION
An opportunity will be provided to learn about school administration by actually working with a school administrator. Seminars and individual conferences will be arranged during this experience.

EAD 990: INTERNSHIP SUPERINTENDENT
This clinical experience is designed to facilitate the development of central office administrative skills. Emphasis will be upon school board-administrative relations, community and public relations, curriculum and instruction, financial management, staff personnel, and facilities. Seminars and individual conferences will be arranged for study and analysis of the learning activities.
INTRODUCTION:
The internship is defined as the process and product that result from the application in a workplace environment of the strategic, instructional, organizational, and contextual guidelines as identified in state (PA and OH) standards of administrator certification. When coupled with other field experiences and reflective seminars, the outcome should be a powerful synthesis of knowledge and skills useful to practicing school leaders.

COURSE RATIONALE:
We believe that collaboration between the public schools and colleges/universities is essential in administrator preparation programs. This partnership provides a rich blend of the theoretical and “real world” experience. The internship is a capstone experience upon completion of courses in the administrative specialization areas for the purpose of introducing students to the practical demands of the principalship. Opportunities will be provided to experience the tasks, attitudes, and skills for effective administration by working closely with a school administrator in the mentoring relationship.

INTERNSHIP OBJECTIVES:
1. To provide broad-based administrative and supervisory experience in and “on-the-job” setting.
2. To provide clinical experience designed cooperatively by the student, mentoring administrator, and college faculty in a central office setting.
3. To complete systematic documentation of clinical experiences including reflections of the prospective superintendent in order to assess growth and development.
4. To provide the student an opportunity to assess his/her commitment to a career in educational leadership.

APPROVAL FOR PARTICIPATION:
1. Completion of an application form must be submitted to the School Administration Program Coordinator.
2. Permission will be granted, generally, after completion of a minimum of three (3) courses from the administration specialization area.
3. Working in conjunction with the college supervisor, the intern is responsible for identifying and securing an agreement with a practicing school administrator to serve as a mentor.

REQUIREMENTS:
1. Interns will complete a professional development plan approved by the mentor and college supervisor.
2. Interns will maintain a log of activities for review during supervisory visits and discussion during reflective seminar sessions. The log will be required for inclusion in the professional portfolio.
3. The intern will be available for attendance at board meetings and other school-related activities as determined by the mentor.
4. The intern will become familiar with the contents of the district’s policy manual, student and teacher handbooks, collective bargaining agreements, and other pertinent material as required by the mentor.
5. Reflective seminar sessions are a vital part of the internship experience and, generally, will be scheduled on campus at least once per month.

ADDITIONAL TASK EXPECTATIONS
1. Completion of a major project which will be of value to the school and also contributes to the growth of the intern.
2. An oral report on the project will be made at a seminar session attended by other cohort interns. It is expected that the project report will be included as an artifact in the professional portfolio.
3. An interview will be conducted with two (2) certified principals other than the person serving as mentor. The focus of discussion should be on leadership style, competencies needed for success as a principal, and emerging issues, trends, and problems as they impact on performance. A written summary shall be submitted.
4. Interviews will be conducted with two (2) classified employees (custodial/maintenance, secretarial/clerical, food service, business officials) to discuss roles and the impact each makes on principal effectiveness. A brief written summary is expected.

SCHEDULING THE INTERNSHIP:
The optimum internship would consist of two consecutive school terms, and, in some cases, the internship could be extended into the summer. The specific dates for each student will be agreed upon at a planning session attended by the student, mentor, and college supervisor. Because of variation in state standards, scheduling options will vary for Pennsylvania and Ohio interns.
Commonwealth of Pennsylvania standards require a minimum of 180 hours of internship with an additional 180 hours of field experiences throughout the principal’s program of study. Ohio standards require one year of internship experience.

Pennsylvania option: two consecutive school terms as follows:
   A. Fall and Winter
   B. Winter and Summer
   C. Summer and Fall

Ohio option: one full year:
   A. Summer, Fall, and Winter
   B. Fall, Winter, and Summer
   C. Winter, Summer, and Fall
MENTOR SELECTION:
1. Mentors may be suggested by a district.
2. Mentors may be suggested by the College.
3. Mentors may be suggested by an intern.
4. To be considered, a mentor must meet the following criteria in addition to the above items:
   a. Hold a valid, current Pennsylvania or Ohio principal's license
   b. Have a minimum of three years of successful experience as a school principal
   c. Be approved by the school district and College
5. In collaboration, the district and College will agree upon selected qualified mentors.

MENTOR ROLE AND RESPONSIBILITIES:
The role of the mentor is pivotal to a meaningful experience for the administrative intern. The mentor agrees to assume and perform the mentor responsibilities:
1. Confirm appropriate district level approval to serve as a mentor for a structured experience for a candidate in the Westminster College educational administrative program.
2. Assist the intern in the development of activities, as per examples cited in this brochure so that the intern gains a realistic appreciation of school administrative work.
3. Review the plan of activities with the intern and approve it if agreeable, or recommend changes that would make it acceptable.
4. Provide the intern with selected opportunities to observe administrative activities before or after school with the understanding that such opportunities are in addition to the planned field experiences.
5. Meet with the intern periodically to discuss the intern’s progress and provide feedback about field experiences already undertaken or to give advice regarding field activities yet to be undertaken. Between such meetings, provide guidance or respond to questions in brief exchanges as circumstances permit or as opportunities provide.
6. Complete a brief assessment of the intern's performance and meet with the College supervisor and intern near the end of the term to debrief the experience with intern and College supervisor.
7. Optional, but highly desirable if possible, afford the intern the opportunity to shadow an administrator thru the day and/or thru key duties during the day.

The next pages contain examples of field experiences which may prove helpful to the mentor. While the list is not complete, it is designed to identify some potential field experiences. Questions may be addressed to the Graduate Office or to Ali DuBois (724-946-6039 or email: duboisal@westminster.edu)
WESTMINSTER COLLEGE GRADUATE SCHOOL
INTERNSHIP APPLICATION
EAD 980 INTERNSHIP – PRINCIPAL

Name:______________________    School:______________________
Home Address:___________________   Position:_____________________
________________________________   Address:_____________________
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Cell:____________________________   Phone:_______________________
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Courses Completed:
EAD 810   EAD 850
EAD 826   EAD 860
EAD 830   EP 810
EAD 840   EP 820

Signatures

A) __________________________    ________________
   Student Signature      Date

B) __________________________    ________________
   Mentor Signature      Date

___________________________
Name/Title

School District:___________________________________________________
Address:________________________________________________________
Phone:_________________________    Email:______________________

C) ____________________________    ______________________
   College Supervisor     Date
The purpose of this partnership between Westminster College and the designated school district is to collaboratively prepare school leaders within the spirit of the mission statement of the Educational Leadership Program. The particular emphasis of the collaboration is the improvement of student achievement. The College and the School District will collaborate in:

- Candidate selection
- Program curriculum
- Field experiences
- Internships
- Candidate evaluation
- Post-certification support

### School District Responsibilities
- Select qualified candidates
- Provide qualified mentors
- Enable field experience/internship
- Assist with district-specific activities
- Provide feedback
- Support, supervise, and assess interns
- Ensure state-required hours of internship experience are met

### College Responsibilities
- Admit qualified candidates
- Train mentors
- Provide college liaison
- Coordinate mentor/liaison/student meeting
- Facilitate internship design
- Provide feedback
- Support, supervise, and assess interns
- Ensure state-required hours of internship experience are met

This is not a legal document but rather an understanding of cooperation.

Westminster College ________________________________

School District

______________________________  ________________________________
College Representative Signature  District Representative Signature

______________________________  ________________________________
College Representative Name and Title  District Representative Name and Title

______________________________
Date  School

**Note 1:** School District mentors who supervise a principal candidate must have a minimum of three years of service as a principal.

**Note 2:** A School District mentor who supervises a superintendent candidate must have a minimum of three years of service as a superintendent.
INTERNSHIP PROJECT

The project requirement is designed to provide the aspiring school principal the opportunity to take major responsibility for a complex undertaking. Generally, the project will require working with other staff members from all levels. The project will demonstrate the prospective principal’s ability to identify, plan, and complete an activity that will not only have personal benefit but also will also have meaning and benefit to the school. The proposed project must have the approval of the administrator mentor.

Project Development Questions
1. Is the project manageable in terms of time to complete and the availability of resources?
2. Does the project focus on an area that will receive support from all stakeholders?
3. Does the project have the potential to contribute to the mission of the district, school, department, or grade level?
4. Has consideration been given to potential problems, political, or ethical issues?

The Proposal
The intern will complete a project proposal that is endorsed by the mentor and should contain the following elements:

1. Topic
2. Specific objective
3. Importance/significance
4. The major question and sub-question to be answered
6. Target date for completion

The project requirement will be discussed at the initial mentor/intern orientation meeting. A project submission date will be established at the time.
INTERNSHIP DEVELOPMENT PLAN

There is a natural progression to follow when completing the graduate school program in school administration. The college-based program which includes courses in Community and Staff Relations, Curriculum, Principals of School Administration, Supervision, School Law and Finance. The culminating step includes an internship which lists specific activities assessment followed by a clinical plan.

NEEDS ASSESSMENT

1. Task Area: EAD 810 – Community and Staff Relations Specific knowledge skills and attitudes you wish to learn more about:

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2. Task Area: EAD 826 – Curriculum & Instruction Specific knowledge skills and attitudes you wish to learn more about:

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3. Task Area: EAD 830 – Principles of Educational Leadership Specific knowledge skills and attitudes you wish to learn more about:

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4. Task Area: EAD 840 – Supervision of Curriculum Specific knowledge skills and attitudes you wish to learn more about:

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5. Task Area: EAD 850 – School Law Specific knowledge skills and attitudes you wish to learn more about:

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6. Task Area: EAD 860 – Public School Finance & Economics Specific knowledge skills and attitudes you wish to learn more about:

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Now that specific knowledge skills and attitudes have been identified, critical decisions about them will be made. The student needs to decide on some procedures that can be followed to learn how to do what you have identified as most critical for success as a school administrator.

In the space below, describe the six most important skills to acquire during the internship. After each skill, indicate one or more ways in which you might acquire competence in the identified area:

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PENNSYLVANIA SUPERINTENDENT CANDIDATE COMPETENCIES
(KNOWLEDGE AND UNDERSTANDING)

CORE STANDARD ONE:
The leader has knowledge and skills to think and plan strategically, creating an organizational vision around personalized student success.

Core 1 A: Work with the Board of Education to accomplish strategic goals and objectives.
Core 1 B: Facilitate the development of a shared vision for personalized student success.
Core 1 C: Apply strategic thinking and change strategies to address student achievement challenges at the district level.
Core 1 D: Work with a team to create and implement strategic, operational, and tactical plans that demonstrate desired results.
Core 1 E: Lead a team through a district-level problem solving process resulting in a plausible solution.
Core 1 F: Apply a range of leadership styles appropriate to a variety of coil texts.

CORE STANDARD TWO:
The leader is grounded in standards-based systems theory and design and is able to transfer knowledge to his/her job as an architect of standards-based reform in the school.

Core 2 A: Implement a district-wide standards-based reform initiative.
Core 2 B: Apply systems thinking in decision-making situations.
Core 2 C: Focus adequate resources on reform efforts.
Core 2 D: Demonstrate the ability to align reform efforts with federal, state, and district requirements.

CORE STANDARD THREE:
The leader knows how to access and use appropriate data to inform decision-making at all levels of the system.

Core 3 A: Lead decision-making processes appropriate to the situation.
Core 3 B: Structure problems for solution and frame issues for resolution.
Core 3 C: Use assessment and evaluation information for continuous improvement efforts.
Core 3 D: Use data and information to inform decisions.

COROLLARY STANDARD ONE:
The leader creates a culture of teaching and learning with an emphasis on learning.

Corollary 1 A: Apply research-based best practices to solve school reform problems and challenges.
Corollary 1 B: Apply best practices to establish and improve the organizational climate across the educational community.
Corollary 1 C: Model the attributes of a continuous learner and demonstrate that expectation for others.
Corollary 1 D: Plan and execute plans to ensure the safest and most secure environment across the district.

COROLLARY STANDARD TWO:
The leader manages resources for effective results.

Corollary 2 A: Develop a budget plan that is aligned to district goals and priorities.
Corollary 2 B: Ensure that technology is appropriately implemented throughout the district.
Corollary 2 C: Know how to manage human resources effectively.
Corollary 2 D: Increase and allocate available resources.
Corollary 2 E: Assess the way resources are utilized and the results produced.
Corollary 2 F: Know regulations and policies and how to interpret them accurately and apply them appropriately.
Corollary 2 G: Provide consistent and effective management practice through written policies and procedures.

COROLLARY STANDARD THREE:
The leader collaborates, communicates, engages, and empowers others inside and outside the organization to pursue excellence in learning.

Corollary 3 A: Establish and improve the culture of learning throughout the district.
Corollary 3 B: Communicate effectively.
Corollary 3 C: Involve key community, district, and school stakeholders in reform efforts.
Corollary 3 D: Model appropriate leadership behavior and develop leadership skills in others through mentoring and coaching.
Corollary 3 E: Assemble appropriate stakeholders into effective teams for problem solving.

COROLLARY STANDARD FOUR:
The leader operates in a fair and equitable manner with personal and professional integrity.

Corollary 4 A: Demonstrate impeccable personal and professional ethics at all times.
Corollary 4 B: Embrace and utilize diversity to improve performance and learning.
Corollary 4 C: Use data and information from multiple sources to improve decision-making across the district.
Corollary 4 D: Address conflict and resolve differences to achieve effective results.

COROLLARY STANDARD FIVE:
The leader advocates for children and public education in the larger political, social, economic, legal, and cultural context.
Corollary 5 A: Identify and interpret external influences and how they impact local educational decisions.
Corollary 5 B: Exhibit continuous focus on all children and their individual learning needs.
Corollary 5 C: Exhibit sound judgment in operational and educational decisions to maximize learning opportunities for all children.
Corollary 5 D: Engage with governmental and political leaders to effectively address the developmental and educational needs of all children.
Corollary 5 E: Demonstrate knowledge of the law.

COROLLARY STANDARD SIX:
The leader supports professional growth of self and others through practice and inquiry.
Corollary 6 A: Use professional development as a way to increase individual and institutional capability.
Corollary 6 B: Engage staff and Board members in relevant professional development activities.
Corollary 6 C: Develop professional development plans that create challenging opportunities for all staff.
Corollary 6 D: Demonstrate the ability to identify and nurture individual strengths and leverage the human resources to benefit the district.
Corollary 6 E: Design professional development plans that lead to improved student learning.

SPECIAL EDUCATION ONE:
Over-representation of diverse students in Special Education
SED 1 A: Identify factors contributing to the over-representation of culturally and linguistically diverse students in programs for individuals with disabilities and implement strategies for the reduction of the over-representation.
SED 1 B: Demonstrate an understanding of over-representation of minorities in special education so as to not misinterpret behaviors that represent cultural, linguistic differences as indicative of learning problems.
SED 1 C: Interact and meet effectively with families.
SED 1 D: Distinguish between the culture and the family and the economic situation of the family and how poverty affects families.
SED 1 E: Identify how the family’s culture and values affect how they view disabilities.
SED 1 F: Celebrate heritages and cultures and their link to learning.
SED 1 G: Incorporate stories and resources from many cultural and ethnic traditions.
SED 1 H: Build on students’ strengths when teaching literacy skills to language minority students.
SED 1 I: Directly use best, evidenced-based practices for teaching students from diverse backgrounds.
SED 1 J: Implement processes that successfully prevent inappropriate placement and ensure that the opportunities for educational achievement to minority students equal those offered to majority group.

SPECIAL EDUCATION TWO:
Prevention and Early Intervention
SED 2 A: Connect general education curriculum, compensatory, and special education in providing high quality standards-based instruction/intervention that is matched to students’ academic, social, emotional, and behavioral needs.
SED 2 B: Demonstrates high-quality instruction for all students, through scientific research and evidenced-based practice to produce high rates of learning for all students.
SED 2 C: Implement universal screening of all students with periodic monitoring of students’ progress in the curriculum.
SED 2 D: Provide interventions for struggling learners at increasing levels of intensity and matched to individual student need.
SED 2 E: Implement an integrated system of assessment and data collection for identification of students struggling to meet academic and behavioral expectations.
SED 2 F: Monitor students’ learning rates and levels of performance and use that information in ongoing problem solving and decision-making.
SED 2 G: Determine which students need additional help regarding the intensity and likely duration of interventions, based on each student’s response to instruction across multiple tiers of intervention.
SED 2 H: Know how to implement school-wide approaches to intervention and effective instruction.
SED 2 I: Demonstrate evidenced-based practices for use in both the special and regular education settings in the school.
SPECIAL EDUCATION THREE:  
Effective instructional strategies for students with disabilities in Inclusive Settings.

SED 3 A: Identify effective instructional strategies to address areas of need.
SED 3 B: Scaffold instruction to maximize instructional access to all students.
SED 3 C: Monitor student progress to provide mediated scaffolding and increase academic rigor when appropriate.
SED 3 D: Provide feedback to students at all levels to increase awareness in areas of strengths, as well as areas of concern.
SED 3 E: Strategically aligns standards-based curriculum with effective instructional practices.
SED 3 F: Identify and implement instructional adaptations based on evidenced-based practices to provide curriculum content in a variety of ways without compromising curriculum intent.
SED 3 G: Analyze performance of all learners and make appropriate modifications.
SED 3 H: Design and implement programs that reflect knowledge, awareness and responsiveness, to diverse needs of students with disabilities.
SED 3 I: Use research-supported methods for academic and non-academic instruction for students with disabilities.
SED 3 J: Develop and implement universally designed instruction.
SED 3 K: Demonstrate an understanding of the range and the appropriate use of assistive technology (i.e. no tech, low tech, high tech).
SED 3 L: Demonstrate efficient differentiated instruction and an understanding of efficient planning, coordination, and delivery for effective instruction required for inclusive settings.
# Alignment with PA Inspired Leadership Standards

**Superintendent Program**

Note: Alignment is coded to PDE Superintendent Certification Program Rubric (revision date 8/14/2009) and to The Framework and Guidelines for Superintendent Preparation Programs

| Core Standard One: The leader has knowledge and skills to think and plan strategically, creating an organizational vision around personalized student success. | 1A 1C 1D 1E 1F | 1E 1F | 1A 1B 1D 1E 1F | 1B 4D 4C 6A | 2A | X |
| Core Standard Two: The leader is grounded in standards-based systems theory and design and is able to transfer knowledge to his/her job as an architect of standards-based reform in the school. | 2A 2B 2C 2D | 2B 2C 2D | 2A 2B 2D 2F | 2A | X |
| Core Standard Three: The leader knows how to access and use appropriate data to inform decision-making at all levels of the system. | 3A 3B 3D | 3A 3B | 3A 3B | 3A 3C 3D | X |
| Corollary Standard One: The leader creates a culture of teaching and learning with an emphasis on learning. | 1A 1B 1C 1D | 1A 1B 1C 1D | X |
| Corollary Standard Three: The leader collaborates, communicates, engages and empowers others inside and outside of the organization to pursue excellence in learning. | 3A 3B 3C 3D | 3A 3B 3C 3E | X |
| Corollary Standard Four: The leader operates in a fair and equitable manner with personal and professional dignity. | 4A 4B 4C 4D | 4A 4B 4C 4D | 4A | X |
| Corollary Standard Five: The leader advocates for children and public education in the larger political, social, economic, legal and cultural context. | 5A 5B 5C 5D 5E | 5A 5B 5C 5E | X |
| Corollary Standard Six: The leader supports professional growth of self and others through practice and inquiry. | 6A 6B 6C 6D 6E | 6A 6B 6C 6D 6E | X |

**Special Ed Standards**

- **Special Ed Standard One:** Over representation of diverse students in special education  
  See EP820

- **Special Ed Standard Two:** Prevention and early intervention  
  See EP820

- **Special Ed Standard Three:** Effective instructional strategies for students with disabilities in inclusive settings  
  See EP820
### ALIGNMENT WITH PA INSPIRED LEADERSHIP STANDARDS
#### SUPERINTENDENT PROGRAM

Note: Alignment is coded to PDE Superintendent Certification Program Rubric (revision date 8-14-2009) and to The Framework and Guidelines for Superintendent Preparation Programs.

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OHIO SUPERINTENDENT COMPETENCIES

AREA I. STRATEGIC LEADERSHIP
The knowledge, skills and attributes to identify contexts, development with others vision and purpose, utilize information, frame problems, exercise leadership processes to achieve common goals, and to act ethically for educational communities.

IA. Professional and Ethical Leadership – The institution’s program prepares school leaders who understand and demonstrate the ability to:

LA.1 Facilitate the development and implementation of a shared vision and strategic plan for the school or district that focuses on teaching and learning.
LA.2 Understand and create conditions that motivate staff, students and families to achieve the school’s vision.
LA.3 Frame, analyze, and resolve problems using appropriate problem solving techniques and decision making skills.
LA.4 Initiate, manage and evaluate the change process.
LA.5 Identify and critique several theories of leadership and their application to various school environments.
LA.6 Act with a reasoned understanding of major historical, philosophical, ethical, social and economic influences affecting education in a democratic society.
LA.7 Manifest a professional code of ethics and values.

IB. Information Management and Evaluation – The institution’s program prepares school leaders who understand and demonstrate the ability to:

LB.1 Conduct needs assessments by collecting information on students, on staff, and the school environment; on family and community values, expectations and priorities; and on national and global conditions affecting schools.
LB.2 Use qualitative and quantitative data to make informed decisions, to plan and assess school programs, to design accountability systems, to plan for school improvement, and to develop and conduct research.
LB.3 Engage staff in an ongoing study of current best practices and relevant research and demographic data, and analyze their implications for school improvement.
LB.4 Analyze and interpret educational data, issues, and trends for boards, committees and other groups, outlining possible actions and their implications.

AREA II. INSTRUCTIONAL LEADERSHIP
The knowledge, skills and attributes to design with others appropriate curricula and instructional programs, to develop student personnel services, and to plan with faculty professional development activities aimed at improving instruction.

IIA. Curriculum, Instruction, Supervision and the Learning Environment – The institution’s program prepares school leaders who understand and demonstrate the ability to:

II.A.1 Create with teachers, parents and students a positive school culture that promotes learning.
II.A.2 Develop collaboratively a learning organization that supports instructional improvement, builds an appropriate curriculum, and incorporates best practices.
II.A.3 Base curricular decisions on research, applied theory, informed practice, the recommendations of the learned societies, and state and federal policies and mandates.
II.A.4 Design curricula with consideration for philosophical, sociological, and historic foundations, democratic values, and the community’s values, goals, social needs, and changing conditions.
II.A.5 Align curricular goals and objectives with instructional goals and objectives and desired outcomes when developing scope, sequence, balance, etc.
II.A.6 Develop with other curriculum and instruction appropriate for varied teaching and learning styles and specific student needs based on gender, ethnicity, culture, social class and exceptionalities.
II.A.7 Utilize a variety of supervisory models to improve teaching and learning.
II.A.8 Use various staffing patterns, student grouping plans, class scheduling forms, school organizational structures, and facilities design process, to support various teaching strategies and desired student outcomes.
II.A.9 Assess student progress using a variety of appropriate techniques.

IIB. Professional Development and Human Resources – The institution’s program prepares school leaders who understand and demonstrate the ability to:

II.B.1 Work with faculty and other stakeholders to identify needs for professional development, to organize, facilitate, and evaluate professional development programs, to integrate district and school priorities, to build faculty as a resource, and to ensure that professional development activities focus on improving student outcomes.
II.B.2 Apply adult learning strategies to professional development, focusing on authentic problems and tasks, and utilizing
mentoring, coaching, conferencing and other techniques to ensure that the new knowledge and skills are practiced in the workplace.

II.B.3 Apply effective job analysis procedures, supervisory techniques and performance appraisal for instructional and non-instructional staff.

II.B.4 Formulate and implement a self-development plan, endorsing the value of career-long growth, and utilizing a variety of resources for continuing professional development.

II.B.5 Identify and apply appropriate policies, criteria and processes for the recruitment, selection, induction, compensation and separation of personnel, with attention to issues of equity and diversity.

II.B.6 Negotiate and manage effectively collective bargaining or written agreements.

II C. Student Personnel Services – The institution’s program prepares school leaders who understand and demonstrate the ability to:

II.C.1 Apply the principles of student growth and development to the learning environment and the educational program.

II.C.2 Develop with the counseling and teaching staff a full program of student advisement, counseling and guidance services.

II.C.3 Develop and administer policies that provide a safe school environment and promote student health and welfare.

II.C.4 Address student and family conditions affecting learning by collaborating with community agencies to integrate health, social, and other service for students.

II.C.5 Plan and manage activity programs to fulfill student developmental, social, cultural, athletic, leadership and scholastic needs; working with staff, students, families, and community.

AREA III. ORGANIZATIONAL LEADERSHIP

The knowledge, skills and attributes to understand and improve the organization, implement operational plans, manage financial resources, and apply decentralized management processes and procedures.

III.A. Organizational Management – The institution’s program prepares school leaders who understand and demonstrate the ability to:

III.A.1 Establish operational plans and processes to accomplish strategic goals, utilizing practical applications of organizational theories.

III.A.2 Apply a systems perspective, viewing schools as interactive internal systems operating within external environments.

III.A.3 Implement appropriate management techniques and group processes to define roles, assign functions, delegate effectively, and determine accountability for attaining goals.

III.A.4 Monitor and assess the program of activities; making adjustments and formulating new action steps as necessary.

III.B. Interpersonal Relationships – The institution’s program prepares school leaders who understand and demonstrate the ability to:

III.B.1 Use appropriate interpersonal skills, e.g., exhibiting sensitivity, showing respect and interest, perceiving needs and concerns, showing tact, exhibiting consistency and trustworthiness.

III.B.2 Use appropriate written, verbal, and non-verbal communications in a variety of situations.

III.B.3 Apply appropriate communications strategies, e.g., identifying audiences, determining messages, selecting transmission mediums, identifying reaction of receivers, soliciting responses.

III.B.4 Promote multi-cultural awareness, gender sensitivity, and racial and ethnic appreciation.

III.B.5 Apply counseling and mentoring skills, and utilize stress management and conflict management techniques.

III.C. Financial Management and Resource Allocation – The institution’s program prepares school leaders who understand and demonstrate the ability to:

III.C.1 Identify and analyze the major sources of fiscal and non-fiscal resources for schools and school districts.

III.C.2 Acquire and manage financial and material assets, and capital goods and services, allocating resources according to district or school priority, e.g., property, plant, equipment, transportation and food services.

III.C.3 Develop an efficient budget planning process that is driven by district and school priorities and involves staff and community.

III.C.4 Performs budget management functions including financial planning, monitoring, cost control, expenditures accounting, and cash flow management.

III.D. Technology and Information Systems – The institution’s program prepares school leaders who understand and demonstrate the ability to:

III.D.1 Use technology, telecommunications and information systems to enrich curriculum and instruction, e.g., CD ROM retrieval systems, in-line networks, distance learning, interactive video.

III.D.2 Apply and assess current technologies for school management and business procedures.

III.D.3 Develop and monitor long range plans for school and district technology and information systems, making informed...
decisions about computer hardware and software, and about staff development, keeping in mind the impact of technologies on student outcomes.

**AREA IV. POLITICAL AND COMMUNITY LEADERSHIP**

The knowledge, skills and attributes to act in accordance with legal provisions and statutory requirements, to apply regulatory standards, to develop and apply appropriate policies, to be conscious of ethical implications of policy initiatives and political actions, to relate public policy initiatives to student welfare, to understand schools as political systems, to involve citizens and service agencies, and to develop effective staff communications and public relations programs.

IVA. Community and Media Relations – The institution’s program prepares school leaders who understand and demonstrate the ability to:

IVA.1 Analyze community and district power structures, and identify major opinion leaders and their relationships to school goals and programs.
IVA.2 Articulate the district’s or school’s vision, mission and priorities to the community and media, and build community support for district or school priorities and programs, e.g., form collaborative relationships with businesses, citizen groups, neighborhood associations, social service agencies, parent organizations, advocacy groups, universities, and religious institutions.
IVA.3 Communicate effectively with various cultural, ethnic, racial, and special interest groups in the community.
IVA.4 Involve family and community in appropriate policy development, program planning, and assessment processes.
IVA.5 Develop an effective and interactive staff communications plan and public relations program.
IVA.6 Utilize and respond effectively to electronic and printed news media.

IVB. Educational Law, Public Policy and Political Systems – The institution’s program prepares school leaders who understand and demonstrate the ability to:

IVB.1 Apply knowledge of federal and state constitutional, statutory and regulatory provisions and judicial decisions governing education.
IVB.2 Apply knowledge of common law and contractual requirements and procedures in an educational setting, e.g., tort liability, contract administration, formal hearings.
IVB.3 Define and relate the general characteristics of internal and external political systems as they apply to school settings.
IVB.4 Describe the processes by which federal, state, district and school-site policies are formulated, enacted, implemented and evaluated, and develop strategies for influencing policy development.
IVB.5 Make decisions based on the moral and ethical implications of policy options and political strategies.
IVB.6 Analyze the major philosophical tenets of contemporary intellectual movements and analyze their effect on school contexts, e.g., critical theory, feminism, fundamentalism, etc.
IVB.7 Develop appropriate procedures and relationships for working with local governing boards.

**AREA V. INTERNSHIP**

The internship is defined as the process and product that result from the application in a workplace environment of the strategic, instructional, organizational and contextual leadership guidelines. When coupled with integrating experiences through related clinics or report seminars, the outcome should be a powerful synthesis of knowledge and skills useful to practicing school leaders.

The internship includes a variety of substantial concurrent or capstone experiences in diverse settings planned and guided cooperatively by university and school district personnel for credit hours and conducted in schools and school districts over an expanded period of time. The experiences should reflect increasing complexity and responsibility, and include some work in private, community, or social service organizations. An optimum internship would be a year-long, full time experience. Part time internships involving limited periods of time are insufficient. Participating school districts should be committed to the value of internships and supportive of the Guidelines for the internship.

VA. Internship – The internship provides significant opportunities in the workplace to synthesize and apply the knowledge, and to practice and develop skills, identified in the eleven Guideline areas. Therefore, the preparation program:

VA.1 Requires a variety of substantial in-school/district experiences over an extended period of time in diverse settings, planned cooperatively and supervised by university and school district personnel.
VA.2 Establishes relationships with school leaders acting as trained mentors/clinical professors who guide individuals preparing for school leadership in appropriate in-school/district experiences.
VA.3 Includes experiences in social service, private and/or community organizations.
COURSES OF INSTRUCTION
IN THE GRADUATE PROGRAM
All courses are three semester hours.

EDUCATIONAL ADMINISTRATION

EAD 900 Superintendency. An introduction to the world of school district management. The focus is on the superintendent’s role as a leader. The course is designed to explore the responsibilities and challenges of the position. The course includes a study of school board-superintendent relations, administrative theory and practice, conflict resolution, interpersonal relations, policy planning, goal setting and similar topics.

EAD 901 Business Affairs and Resource Management. This course leads to the development of an understanding of the evolution and practice of business affairs and resource management and basic education. Students acquire knowledge of concepts and language of the field and use same to articulate, formulate and solve problems, identify major issues and recognize that efficient business affairs practices promote effective learning.

EAD 902 Strategic Planning: Environment for Student Achievement. A study of theoretical and practical problems in planning, designing, building and maintaining educational facilities. Experiences also include legal, demographic, and political factors involved in the management of educational facilities.

EAD 903 Collective Bargaining and Human Resources. A study of the collective bargaining process and the management of human resources in public education. Focus is on development and implementation of contracts for non-professional, professional and administrative personnel. Bargaining issues, techniques, strategies and tactics are examined.

EAD 970-979 Topics in School Leadership. A study of topics such as special education, elementary education, secondary education, vocational education, community education, declining enrollments, financing schools, local control, and management-employee relations. The impact upon the school administrator is the focal point.

EAD 980 Internship in School Administration and Supervision. An opportunity will be provided to learn about school administration by actually working with a school administrator. Seminars and individual conferences will be arranged during this experience.

EAD 990 Internship – Superintendent. This clinical experience is designed to facilitate the development of central office administrative skills. Emphasis will be upon school board-administrative relations, community and public relations, curriculum and instruction, financial management, staff personnel, and facilities. Seminars and individual conferences will be arranged for study and analysis of the learning activities.

EAD 991 Advanced Internship in School Administration.
WESTMINSTER COLLEGE
SUPERINTENDENT/IU DIRECTOR REVIEW SHEET

Name___________________________________________________Date______________________________
(Last)  (First)  (Middle)

Address__________________________________________________________________________________
(Street)                  (City)    (State)   (Zip)

Preferred Phone ___________________________________Email___________________________________

Requirements for PA/OH School Superintendent Post-Masters
18 Semester Hours

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Planned</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>EAD 900</td>
<td>Superintendency</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EAD 901</td>
<td>Business Affairs and Resource Management</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| EAD 902  | Strategic Planning:
|          | Environment for Student Achievement                  |         |           |
| EAD 903  | Collective Bargaining and Human Resources            |         |           |
| EAD 970  | Topics in School Leadership                         |         |           |
| EAD 990  | Internship: Superintendent                          |         |           |

A holder of the letter of eligibility for school superintendent may serve as an IU director detailed in CSPG 96 under certificate assignment. If the candidate wishes to obtain an IU director certificate, then he/she must complete an IU director program to become certified meeting all program requirements set by PDE which include: holding a letter of eligibility for school superintendent and the completion of thirty (30) post-master’s semester hours which include the six three courses of the district superintendent program and 12 semester hours post-master’s in electives from the graduate school of education.

Requirements for PA IU Executive Director
PA Chapter 49.182 requires 40 Semester Hours of post-masters graduate study. Student must provide documentation of post-master’s graduate credit courses taken at colleges/universities other than Westminster College.

☐ Receipt of additional graduate study hours required for PA IU Executive Director

PA students should apply online for letters of eligibility to the Pennsylvania Department of Education at www.pde.state.pa.us and then click on Certification, then click on TIMS, then click on Certificates for Administration, Supervisory and Superintendent. Note: PA students must take and pass the PA state SSA 6021 test prior to applying for Letter of Eligibility for School Superintendent.

OH students should apply online to the Ohio Department of Education at www.ode.state.pa.us and then click on Educator Licensure, and then click on Apply for a new license. Note: OH students must take and pass the Ohio state Pearson test prior to applying for state license.

Form A-4
Revised July 2019
<table>
<thead>
<tr>
<th>Standard</th>
<th>Knowledge or Skill</th>
<th>Competence</th>
<th>Performance/Demonstration</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| Core 1A  | Understands role and knows how to engage with Boards of Education                 | Demonstrates how to work with a Board of Education to accomplish a strategic goal or objective | - Practical exercise  
- Job-embedded experience  
- Internship under mentorship of Superintendent  
- Scenarios and Simulations  |
| Core 1C  | Knows and understands organizational change theories and strategies                | Demonstrates how to apply strategic thinking and change strategies to address student achievement challenges at the district level | - Practical exercise  
- Job-embedded experience  
- Internship under mentorship of Superintendent  
- Scenarios and Simulations  |
| Core 1D  | Knows and understands the difference between strategic, operational, and tactical planning | Demonstrates how to work with a team to create and implement strategic, operational, and tactical plans that demonstrate desired results | - Practical exercise  
- Job-embedded experience  
- Internship under mentorship of Superintendent  
- Scenarios and Simulations  |
| Core 1E  | Understands problemsolving and critical/creative/ strategic thinking               | Demonstrates how to lead a team through district-level problemsolving process resulting in a plausible solution | - Practical exercise  
- Job-embedded experience  
- Internship under mentorship of Superintendent  
- Scenarios and Simulations  |
| Core 1F  | Understands and exercises appropriate leadership styles and strategies              | Demonstrates how to apply a range of leadership styles appropriate to a variety of contexts | - Practical exercise  
- Job-embedded experience  
- Internship under mentorship of Superintendent  
- Scenarios and Simulations  |
| Core 2A  | Understands standards based systems theory and how to implement, support, and lead successful standards based reform across the district | Demonstrates the ability to implement a district-wide standards-based reform initiative | - Internship under mentorship of Superintendent  
- Scenarios and simulations  |
| Core 3D  | Understands how to interpret, report, and act on data-informed conclusions (e.g., student test data and other data related to student achievement) | Demonstrates how to use data and information to inform decisions  | - Scenario response  
- Practical exercises in course  |

Assessment:  
A-bRP  
PDE-TP  
CP  
DP  
CS
<table>
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</table>
| Corollary 1B | Knows how to assess the organizational culture and to engage the school community in improving the culture | Applies best practices to establish and improve the organizational climate across the educational community | - Scenario response  
- Practical exercises in course | A-bRP  
CP  
CS |
| Corollary 1C | Understands how to model the behaviors of “Lead learner & teacher” and encourages others to apply those behaviors | Models the attributes of a continuous learner and the expectation for others | - Job embedded experience  
- Internship under mentorship of Superintendent | A-bRP  
CP |
| Corollary 1D | Understands how to ensure a safe and secure climate for learning throughout the district | Ability to plan and execute plans to ensure the safest and most secure environment across the district | - Job-embedded experience  
- Internship under mentorship of Superintendent | A-bRP  
CP  
CS |
| Corollary 2B | Understands how to use technology effectively and efficiently | Exhibits the ability to ensure that technology is appropriately implemented throughout the district | - Scenario response  
- Practical exercises in course | CP  
PDE-TP  
CS |
| Corollary 3B | Knows how to communicate effectively orally and in writing | Demonstrates effective communication abilities | - Scenario response  
- Practical exercise in course | A-bRP  
CP |
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<tbody>
<tr>
<td>Core 2B</td>
<td>Understands systems thinking and how to integrate into the decisionmaking process</td>
<td>Demonstrates how to apply systems thinking in decision-making situations</td>
<td>- Job embedded experience - Internship under mentorship of Superintendent - Scenarios and simulations</td>
<td>CP PDE-TP DP CS</td>
</tr>
<tr>
<td>Core 2C</td>
<td>Understands how to align resources with reform strategies</td>
<td>Demonstrates ability to focus adequate resources on reform efforts</td>
<td>- Practical exercise in course - Case studies - Job-embedded experience - Internship under mentorship of Superintendent - Scenarios and simulations</td>
<td>CP CS</td>
</tr>
<tr>
<td>Core 2D</td>
<td>Understands current federal, state, and district standards and requirements</td>
<td>Demonstrates ability to align reform efforts with federal, state and district requirements</td>
<td>- Job-embedded experience - Internship under mentorship of Superintendent - Scenarios and simulations</td>
<td>A-bRP CP CS</td>
</tr>
<tr>
<td>Corollary 2A</td>
<td>Knows and understands effective fiscal planning and management</td>
<td>Knows how to develop a budget plan that is aligned to district goals and priorities</td>
<td>- Practical exercises in course - Internship under mentorship of Superintendent - Scenarios and simulations</td>
<td>A-bRP CP CS</td>
</tr>
<tr>
<td>Corollary 2B</td>
<td>Understands how to use technology effectively and efficiently</td>
<td>Exhibits the ability to ensure that technology is appropriately implemented throughout the district</td>
<td>- Scenario response - Practical exercises in course</td>
<td>CP PDE-TP CS</td>
</tr>
<tr>
<td>Corollary 2D</td>
<td>Understands sources of funding and how to acquire resources</td>
<td>Demonstrates how to increase and allocate the available resources</td>
<td>- Internship under mentorship of Superintendent</td>
<td>A-bRP CP CS</td>
</tr>
<tr>
<td>Corollary 2E</td>
<td>Understands how to assess/evaluate the effectiveness of resource allocation to achieve desired results</td>
<td>Demonstrates how to assess the way resources are utilized and the results produced</td>
<td>- Scenario response - Practical exercise in course</td>
<td>A-bRP PDE-TP CS</td>
</tr>
<tr>
<td>Corollary 2F</td>
<td>Understands how legal requirements impact local decisions (e.g., federal and state regulations and labor relations)</td>
<td>Demonstrates knowledge of regulations and policies and how to interpret them accurately and apply them appropriately</td>
<td>- Practical exercise - Job-embedded experience - Internship under mentorship of Superintendent - Scenarios and simulations</td>
<td>CP CS</td>
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</tbody>
</table>
| Corollary 2G | Knows and understands how to create, revise and implement policies and procedures | Demonstrates how to provide consistent and effective management practice through written policies and procedures | - Scenario response  
- Practical exercises in course | A-bRP  
CP  
CS |
| Corollary 3D | Understands how to develop and encourage leadership in others | Models appropriate leadership behavior and develops leadership skills in other through mentoring and coaching | - Practical exercise  
- Internship under mentorship of Superintendent  
- Scenarios and simulations | CP  
CS |
| Corollary 4A | Understands professional and personal ethics and exemplifies a professional code of conduct | Demonstrates impeccable personal and professional ethics at all times | - Internship under mentorship of Superintendent | CP  
CS |
| Corollary 5C | Understands how all district operational and educational decisions affect student learning | Exhibits sounds judgment in operational and educational decisions to maximize learning opportunities for children | - Practical exercises in course  
- Internship under mentorship of Superintendent | A-bRP  
CP  
CS |
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</table>
| Core 1A  | Understands role and knows how to engage with Boards of Education                 | Demonstrates how to work with a Board of Education to accomplish a strategic goal or objective                                                  | - Practical exercise  
- Job-embedded experience  
- Internship under mentorship of Superintendent  
- Scenarios and Simulations                                                                                   | A-bRP CP  |
| Core 1B  | Understands how to lead a school district to a shared vision of student success    | Demonstrates how to facilitate the development of a shared vision for personalized student success                                              | - Practical exercise  
- Job-embedded experience  
- Internship under mentorship of Superintendent  
- Scenarios and Simulations                                                                                   | A-bRP CP  
PDE-TP DP |
| Core 1D  | Knows and understands the difference between strategic, operational, and tactical planning | Demonstrates how to work with a team to create and implement strategic, operational, and tactical plans that demonstrate desired results | - Practical exercise  
- Job-embedded experience  
- Internship under mentorship of Superintendent  
- Scenarios and Simulations                                                                                   | CP  
PDE-TP CS |
| Core 1E  | Understands problem-solving and critical/creative/strategic thinking              | Demonstrates how to lead a team through district-level problemsolving process resulting in a plausible solution                                  | - Practical exercise  
- Job-embedded experience  
- Internship under mentorship of Superintendent  
- Scenarios and Simulations                                                                                   | A-bRP CP  
CS |
| Core 1F  | Understands and exercises appropriate leadership styles and strategies            | Demonstrates how to apply a range of leadership styles appropriate to a variety of contexts                                                   | - Practical exercise  
- Job-embedded experience  
- Internship under mentorship of Superintendent  
- Scenarios and Simulations                                                                                   | A-bRP CP  
CS |
| Core 3A  | Understands multiple decision-making processes and knows how and when to use the appropriate processes | Demonstrates the ability to lead decision-making processes appropriate to the situation                                                        | - Practical exercise  
- Job-embedded experience  
- Internship under mentorship of Superintendent  
- Scenarios and Simulations                                                                                   | CP  
PDE-TP CS |
| Core 3B  | Understands inquiry-based problems solving and how to frame issues and acquire relevant data | Demonstrates how to structure problems for solution and frame issues for resolution                                                            | - Scenario response  
- Practical exercises in course  
- Case studies                                                                                                     | A-bRP CP  
DP CS |
<table>
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<th>Performance/Demonstration</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| Corollary 1A | Knows and understands how to apply research, theory, design, and strategies that result in a district-wide focus on teaching and learning | Demonstrates the ability to apply research-based best practices to solve school reform problems and challenges | - Scenario response  
- Practical exercises in course  
- Case studies  
- Job-embedded experience  
- Internship under mentorship of Superintendent  
- Scenarios and simulations | A-bRP  
CP  
CS |
| Corollary 1B | Knows how to assess the organizational culture and to engage the school community in improving the culture | Applies best practices to establish and improve the organizational climate across the educational community | - Scenario response  
- Practical exercises in course | A-bRP  
CP  
CS |
| Corollary 1D | Understands how to ensure a safe and secure climate for learning throughout the district | Ability to plan and execute plans to ensure the safest and most secure environment across the district | - Job-embedded experience  
- Internship under mentorship of Superintendent | A-bRP  
CP  
CS |
| Corollary 2A | Knows and understands effective fiscal planning and management | Knows how to develop a budget plan that is aligned to district goals and priorities | - Practical exercises in course  
- Internship under mentorship of Superintendent  
- Scenarios and simulations | A-bRP  
CP  
CS |
| Corollary 2B | Understands how to use technology effectively and efficiently | Exhibits the ability to ensure that technology is appropriately implemented throughout the district | - Scenario response  
- Practical exercises in course | CP  
PDE-TP  
CS |
| Corollary 2D | Understands sources of funding and how to acquire resources | Demonstrates how to increase and allocate the available resources | - Internship under mentorship of Superintendent | A-bRP  
CP  
CS |
| Corollary 2F | Understands how legal requirements impact local decisions (e.g., federal and state regulations and labor relations) | Demonstrates knowledge of regulations and policies and how to interpret them accurately and apply them appropriately | - Practical exercise  
- Job-embedded experience  
- Internship under mentorship of Superintendent  
- Scenarios and simulations | CP  
CS |
| Corollary 3C | Understands community engagement and how to establish and maintain positive community relations | Demonstrates how to involve key community, district, and school stakeholders in reform efforts | - Internship under mentorship of superintendent  
- scenarios and simulations | A-bRP  
CP  
PDE-TP  
CS |
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<tbody>
<tr>
<td>Corollary 4A</td>
<td>Understands professional and personal ethics and exemplifies a professional code of conduct</td>
<td>Demonstrates impeccable personal and professional ethics at all times</td>
<td>- Internship under mentorship of Superintendent</td>
<td>CP CS</td>
</tr>
<tr>
<td>Corollary 4B</td>
<td>Understands diverse populations and establishes systems that support equity and fairness for all</td>
<td>Demonstrates how to embrace and utilize diversity to improve performance and learning</td>
<td>- Internship under mentorship of Superintendent</td>
<td>A-bRP CP PDE-TP DP CS</td>
</tr>
<tr>
<td>Corollary 4C</td>
<td>Displays informed and thoughtful judgment in all decision making</td>
<td>Demonstrates how to use data and information from multiple sources to improve decision making across the district</td>
<td>- Practical exercises in course - Internship under mentorship of Superintendent - Scenarios and simulations</td>
<td>A-bRP CP CS</td>
</tr>
<tr>
<td>Corollary 4D</td>
<td>Knows and understands how to employ conflict resolution skills</td>
<td>Demonstrates how to address conflict and resolve differences to achieve effective results</td>
<td>- Scenario response - Practical exercises in course</td>
<td>CP PDE-TP CS</td>
</tr>
<tr>
<td>Corollary 5B</td>
<td>Understands the political, social, economic, legal, and cultural context in which the education system operates</td>
<td>Demonstrates how to identify and interpret external influences and how they impact local educational decisions</td>
<td>- Scenario response - Practical exercises in course - Internship under mentorship of Superintendent</td>
<td>A-bRP CP DP CS</td>
</tr>
<tr>
<td>Corollary 5C</td>
<td>Understands how all district operational and educational decisions affect student learning</td>
<td>Exhibits sound judgment in operational and educational decisions to maximize learning opportunities for children</td>
<td>- Practical exercises in course - Internship under mentorship of Superintendent</td>
<td>A-bRP CP CS</td>
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<tr>
<td>Core 1B</td>
<td>Understands how to lead a school district to a shared vision of student success</td>
<td>Demonstrates how to facilitate the development of a shared vision for personalized student success</td>
<td>- Practical exercises in course - Job-embedded experience - Internship under mentorship of Superintendent - Scenarios and simulations</td>
<td>A-bRP CP PDE-TP DP</td>
</tr>
<tr>
<td>Core 2A</td>
<td>Understands standards based systems theory and how to implement, support, and lead successful standards based reform across the district</td>
<td>Demonstrates the ability to implement a district-wide standards-based reform initiative</td>
<td>- Internship under mentorship of Superintendent - Scenarios and simulations</td>
<td>A-bRP CP PDE-TP DP CS</td>
</tr>
<tr>
<td>Core 3C</td>
<td>Understands how to assess/evaluate programs and personnel against goals for continuous improvement efforts</td>
<td>Demonstrates how to use assessment and evaluation information for continuous improvement efforts</td>
<td>- Practical exercises in course - Case studies - Job-embedded experience - Internship under mentorship of Superintendent - Scenarios and simulations</td>
<td>A-bRP CP DP CS</td>
</tr>
<tr>
<td>Core 3D</td>
<td>Understands how to interpret, report, and act on data-informed conclusions (e.g., student test data and other data related to student achievement)</td>
<td>Demonstrates how to use data and information to inform decisions</td>
<td>- Scenario response - Practical exercises in course</td>
<td>A-bRP CP PDE-TP DP</td>
</tr>
<tr>
<td>Corollary 2B</td>
<td>Understands how to use technology effectively and efficiently</td>
<td>Exhibits the ability to ensure that technology is appropriately implemented throughout the district</td>
<td>- Scenario response - Practical exercises in course</td>
<td>CP PDE-TP CS</td>
</tr>
<tr>
<td>Corollary 2C</td>
<td>Understands human resources (e.g., personnel-hiring practices, performance appraisal, assignment, dismissal regulations/laws, policies, procedures)</td>
<td>Knows how to manage human resources effectively</td>
<td>- Job-embedded experience - Internship under mentorship of Superintendent</td>
<td>A-bRP CP PDE-TP CS</td>
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</table>
| Corollary 3A | Understands how to create a learning culture within a community to pursue high standards for all learners | Demonstrates how to establish and improve the culture of learning throughout the district | - Practical exercises in course  
- Internship under mentorship of Superintendent  
- Scenarios and simulations | A-bRP  
CP  
CS |
| Corollary 3C | Understands community engagement and how to establish and maintain positive community relations | Demonstrates how to involve key community, district, and school stakeholders in reform efforts | - Internship under mentorship of Superintendent  
- Scenarios and simulations | A-bRP  
CP  
PDE-TP  
CS |
| Corollary 3E | Able to assemble and build high performing teams | Demonstrates how to assemble appropriate stakeholders into effective teams for problem solving | - Practical exercises in course  
- Internship under mentorship of Superintendent | CP  
PDE-TP |
| Corollary 4A | Understands professional rules personal ethics and exemplifies a professional code of conduct | Demonstrates impeccable personal and professional ethics at all times | - Internship under mentorship of Superintendent | CP  
CS |
| Corollary 4B | Knows how to advocate for all children and learning | Exhibits continuous focus on all children and their individual learning needs | - Practical exercises in course  
- Internship under mentorship of Superintendent | A-bRP  
CP  
CS |
| Corollary 5C | Understands how to influence decisions that impact children and their education within the district, community, state, and nation | Demonstrates how to engage with governmental and political leaders to effectively address the developmental and educational needs of all children | - Scenario response  
- Practical exercises in course | A-bRP  
CP  
CS |
| Corollary 5E | Knows federal, state, and local laws, regulations, and policies that define parameters for the education, health, and welfare of all children | Demonstrates knowledge of the law | - Scenario response  
- Practical exercises in course | A-bRP  
CP  
CS |
| Corollary 6A | Understands the research on effective professional development | Demonstrates how to use professional development as a way to increase individual and institutional capability | - Practical exercises in course  
- Internship under mentorship of Superintendent | A-bRP  
CP  
CS |
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<td>Corollary 6B</td>
<td>Understands the need for continuous professional growth of all stakeholders in the education system</td>
<td>Demonstrates how to engage staff and Board members in relevant professional development activities</td>
<td>- Practical exercises in course -Internship under mentorship of Superintendent</td>
<td>A-bRP CP PDE-TP CS</td>
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<td>Corollary 6C</td>
<td>Understands how to develop challenging career opportunities for staff</td>
<td>Demonstrates the ability to develop professional development plans that create challenging opportunities for all staff</td>
<td>- Practical exercises in course -Internship under mentorship of Superintendent - Scenarios and simulations</td>
<td>CP CS</td>
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<td>Corollary 6D</td>
<td>Understands how to identify talent and potential talent and leverage for the benefit of the district</td>
<td>Demonstrates the ability to identify and nurture individual strengths and leverage the human resources to benefit the district</td>
<td>- Job-embedded experience - Practical exercises in course -Internship under mentorship of Superintendent</td>
<td>A-bRP CP CS</td>
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<tr>
<td>Corollary 6E</td>
<td>Understands how to align professional development with student learning goals</td>
<td>Demonstrates how to design professional development plans that lead to improved student learning</td>
<td>- Practical exercises in course -Internship under mentorship of Superintendent</td>
<td>A-bRP CP PDE-TP DP CS</td>
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These examples of field experiences, practical, problem based tasks, and hands-on skill building assignments are offered to reinforce the belief that learning is enhanced when theory and practice are linked. This list is not intended to be complete.

Instructors are encouraged to identify other experiences as appropriate to content area and course of study. The suggestions are useful in identifying tasks or projects for completion during the internship and as a source of artifacts for the exit portfolio.

**EAD 900: SUPERINTENDENCY – STRATEGIC LEADERSHIP**

1. Identify available evaluation/assessment instruments to be used in assisting the board of education to do a self-study or evaluation.
2. Attend board meetings to study interactions of board members, board-superintendent, board visitors, and superintendent-visitors. Prepare a short paper describing your perception of existing relationships.
3. Assist the superintendent in the preparation of board meeting agenda and related materials as needed.
4. Prepare a brochure to be distributed to visitors at official meetings explaining the role of the board of education, procedures related to meetings and community participation.
5. Complete a review of the existing district policy manual, identify needs, suggest revisions, and make recommendations for the superintendent and board approval.
6. Under the direction of the Superintendent of Schools, identify areas of needed policy statements, research and prepare a draft of recommended policy for the superintendent and board consideration.
7. Prepare and make a presentation to community groups on an issue in the district or a pertinent topic of choice.
8. Prepare a news release on a topic of general interest to be disseminated to news media.
9. Prepare a brochure describing the school district which would be useful in recruiting new personnel or for distribution to newcomers to the community.
10. Conduct a community survey of attitudes toward the school district and its programs.
11. Participate in development of district strategic plans.
12. Observe district networking activities including: vocational-technical schools, intermediate units, and other agencies. Complete a written description of the districts networking efforts.

**EAD 901: BUSINESS AFFAIRS and RESOURCE MANAGEMENT**

1. Participate as a team member in the simulation titled XYZ Annual School Budget. Appropriate for students who have not participated in a similar project in the Principal Program-School Finance and Fiscal Affairs.
2. Using the current budget of your employing school district, identify total cost related to all personnel employed by the school district. (Salaries, fringe benefits, etc.)
3. Using data from the personnel cost study (2 above), calculate the average annual salaries and fringe benefits for each class of employee, including teachers, administrators, custodial/maintenance, secretarial, etc.
4. Reviewing the current budget in your school district, calculate total cost for selected school programs, e.g. athletics, music, mathematics, language arts, social sciences, home economics, industrial arts, etc. Compare at least three.
5. Under the direction of the Superintendent or Business Officer, collect and tabulate data needed for budget preparation.
6. Assist in the completing of an inventory of equipment, supplies, textbooks, and other instructional materials useful in identifying budgetary needs.
7. Assist in the preparation of specifications and identify possible suppliers to facilitate the required bidding process.
8. Assist the business officer in the development of cash flow reports and identify short and long term revenues and expenditures.
9. Provide a report describing the school district’s technology for financial operations (payroll, accounts payable, budget reports, etc.)
10. Explore the district’s investment program. If one exists, prepare a brief description.
11. In cooperation with the Superintendent of Schools, develop a budget calendar identifying specific activities and critical dates for the school board, superintendent, principals, department heads, business manager and others as appropriate. Attend board budget planning meetings, if possible.
12. Participate in a team problem-based learning project to develop a technology plan for a selected school district. Additional materials and guidance will be provided by the instructor.
13. Accompany the superintendent and/or business manager to intermediate unit meetings, school business officials meetings, and seminars to become aware of regulations, issues, and trends in financial management.
EAD 902: SCHOOL PHYSICAL PLANT, STRATEGIC PLANNING: ENVIRONMENT FOR STUDENT ACHIEVEMENT

1. If the district is involved in new construction or renovation, attend planning meetings, project financing sessions, job conferences, and other activities related to the building project.
2. Perform building inspections to determine needed repairs and/or maintenance projects to be completed by staff or outside contractors.
3. After identifying appropriate assessment evaluation instruments, prepare a report describing status of existing facilities to be shared with the board of education and the Superintendent of Schools. Identify the instruments and process used in written report.
4. Review the district’s insurance program and determine adequacy of coverage in relation to replacement value of buildings and equipment.
5. Complete a demographic study of your school district as a regular assignment for the course. Directions will be provided during class time.
6. Review the use of technology in the instructional program.
7. Analyze the use of data in various sectors of the district operation.
8. Complete a data project designated by and under the direction of the superintendent-mentor.

EAD 903: COLLECTIVE BARGAINING and HUMAN RESOURCE MANAGEMENT

1. Review district procedures for recruitment, selections, and evaluation of a professional and noninstructional staff and recommend revisions if needed.
2. The business manager in your school district has recently announced plans to retire at the end of the school year. In conjunction with the Superintendent of Schools and other appropriate personnel, prepare and advertisement for publication in area newspapers and professional journals announcing the vacancy. Your submitted project shall include the advertisement, a description of the process used in preparation of the advertisement, and list of others who contributed to its development.
3. Write a job description for your school district that may be needed but does not exist.
4. Complete an analysis of job descriptions of personnel employed in the business operations of your school district. Are there necessary tasks or responsibilities that are not assigned to anyone? If so, revise necessary job descriptions to accommodate them. This assignment will require research regarding effective school business operations.
5. Complete an analysis of job descriptions for any sub-group of employees, for example, custodial-maintenance, secretarial, administrative, etc. Are there necessary tasks or responsibilities that are not assigned to anyone? If so, revise necessary descriptions to accommodate them. Complete any needed research relative to duties related to the selected subgroup.
6. Your task is to obtain copies of job descriptions for persons assigned to the business operations of the school district in which you are employed. Compare these against competencies discussed in class. Prepare recommended revisions as needed.
7. Review existing professional and support personnel collective bargaining agreements and identify provisions which influence the performance of administrative duties.
8. Participate in planning of staff development efforts.
9. Participate as a team in the completion of a problem-based activity titled, “Selection of a Middle School Principal.” Directions and related materials will be distributed by the instructor.
10. If appropriate, assist the superintendent or school business official in preparation for collective bargaining.
11. If appropriate, assist the superintendent or school business official with a counter-proposal for negotiations with the certified and/or non-certified staff.

EAD 970: TOPICS IN SCHOOL ADMINISTRATION

1. This course is designed to provide experience for the aspiring superintendent in preparation of reports to a school board.
2. Class format will include doing a needs assessment, research, writing, and presentations.
3. Research topics or related field projects will be identified at the first class session. Students will elect priority topics with instructor approval and prepare a written report.
A holder of the letter of eligibility for school superintendent may serve as an IU director detailed in CSPG 96 under certificate assignment. If the candidate wishes to obtain an IU director certificate, then he/she must complete an IU director program to become certified meeting all program requirements set by PDE which include: holding a letter of eligibility for school superintendent and the completion of thirty (30) semester hours post master’s, 18 of which shall be the six three hour courses in the district superintendent program and 12 semester hours post-master’s in electives in the graduate school of education.
OTHER RELATED FIELD EXPERIENCES

1. Initiate development of a professional portfolio or update an existing portfolio. (Required)
2. Complete a self-assessment of personal professional needs based on Commonwealth of Pennsylvania for the Letter of Eligibility Standards or ISLLC Standards on superintendent competencies.
3. Examine the school's procedures for selecting and assigning students into remedial or advanced courses.
4. Under the direction of a mentoring Superintendent, establish an ethics committee consisting of administrators, parents, teachers, and students to assess and examine the district's and/or school ethical practices.
5. Prepare a presentation to the faculty on ethics, including sharing educator’s professional code of conduct. Lead discussion related to ethical practices and identify possible ethical conflicts.
6. Create your personal educational platform, which include your personal values and beliefs and explain how the school or district you lead will function in an ethical manner.
7. Examine the school district’s practices related to the sharing of confidential information.
8. If none exists, create a conflict resolution program for teachers and/or students.
9. Select one or two books that will help expand your knowledge based on topics related to PIL or ISLLC standards.
The purpose of this partnership between Westminster College and the designated school district is to collaboratively prepare school leaders within the spirit of the mission statement of the Educational Leadership Program. The particular emphasis of the collaboration is the improvement of student achievement. The College and the School District will collaborate in:

- Candidate selection
- Program curriculum
- Field experiences
- Internships
- Candidate evaluation
- Post-certification support

### School District Responsibilities

- Select qualified candidates
- Provide qualified mentors
- Enable field experience/internship
- Assist with district-specific activities
- Provide feedback
- Support, supervise, and assess interns
- Ensure state-required hours of internship experience are met

### College Responsibilities

- Admit qualified candidates
- Train mentors
- Provide college liaison
- Coordinate mentor/liaison/student meeting
- Facilitate internship design
- Provide feedback
- Support, supervise, and assess interns
- Ensure state-required hours of internship experience are met

This is not a legal document but rather an understanding of cooperation.

Westminster College ________________________________  School District ________________________________

College Representative Signature  District Representative Signature

College Representative Name and Title  District Representative Name and Title

Date  School

Note 1: School District mentors who supervise a principal candidate must have a minimum of three years of service as a principal.

Note 2: A School District mentor who supervises a superintendent candidate must have a minimum of three years of service as a superintendent.

Note 3: Agreement valid for one school year.
WESTMINSTER COLLEGE GRADUATE SCHOOL
INTERNSHIP APPLICATION
EAD 990 INTERNSHIP – SUPERINTENDENT

Name:______________________    School District:______________________
Home Address:_________________    Position:_____________________
________________________________   Address:_____________________
Phone:__________________________   _____________________________
Cell:____________________________   Phone:_______________________
Email:___________________________   Date:________________________
Courses Completed:   EAD 900    EAD 903
EAD 901    EAD 970
EAD 902

Signatures
A) __________________________    ________________
   Intern’s Signature      Date

B) __________________________    ________________
   Mentor Signature      Date

___________________________
Name/Title

School District:___________________________________________________
Address:________________________________________________________
Phone:_________________________    Email:______________________

C) __________________________    ________________
   College Supervisor’s Approval    Date
A minimum of 180 hours is required for completion of the Superintendency internship. I certify that the above listed field experiences and hours have been completed.

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<th>Date</th>
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Student's Signature: ___________________________ Date: ________________

Mentor's Signature: ___________________________ Date: ________________
INTRODUCTION
The use of portfolios is seen by many educators as a more “authentic” method to document personal professional growth and
development of students and teachers. The success of this practice has been documented in many instances. The Graduate
Education Department at Westminster College believes the portfolio can be a useful tool in the assessment of those pursuing the
master degree or administrative certification. When used in conjunction with competency examinations and exit interviews, a
more accurate picture of the student emerges.

We believe the portfolio to be a documented history of the graduate student’s or aspiring school administrator’s progress against
a set of standards. It provides a clearer assessment of an individual’s performance in pursuit of a degree or certificate. In addition,
the portfolio provides an individualized portrait of the student as a professional. The portfolio toward can benefit both the faculty
and the individual student in assessing one’s progress toward a graduate or a career in school administration.

ADVANTAGES
For the graduate faculty, the portfolio serves to:
  a. Provide a more authentic assessment and documentation of experiences
  b. Become a summative record of a student’s performance over time
  c. Become a monitoring instrument requiring more attention to the personal needs of the student and
  d. Facilitate development of positive faculty-student relationship

For the graduate student, the portfolio serves to:
  a. Provide the opportunity for self-evaluation
  b. Provide for reflection of one’s philosophy and practice
  c. Select artifacts which will be used for assessment and
  d. Become a resource file for future job searches

PORTFOLIO REQUIREMENTS
1. Each student admitted to the administrative certification program will begin development of a portfolio which will be periodically
   monitored.
2. It is required that a final review of the portfolio by faculty representatives be completed prior to approval for graduation or
   recommendation for issuance of an administrative certificate in the Commonwealth of Pennsylvania or the State of Ohio.
3. The student will be responsible for the collection of artifacts for inclusion into the portfolio. An artifact is defined as any
   evidence used to document how standards are met. In addition, a student may include materials deemed to be useful in
   appraising a student’s growth as a graduate student or aspiring school administrator.

PORTFOLIO ARTIFACTS
Artifacts are part of a collection of professional documents that help to inform others about the individual. The following artifacts
are required for all portfolios.
  a. A current professional resume
  b. Credentials
  c. Transcripts
  d. Educational platform- an individual’s personal belief in specific areas Sergiovanni and Staratt recommend the following
     for consideration:
      • Aims of education
      • Social significance of learning
      • Curriculum value
      • Image of learners
      • Image of teachers
      • Preferred pedagogy
      • Preferred student-teacher relationships
      • Preferred school climate
      • Administrative goals
      • Preferred administrative processes
e. Professional development plan as identified for use during the internship of appropriate
f. Documented field experiences, simulation, projects, and other practical activities related to superintendent’s
   specialization courses: The Superintendency, School Business Affairs and Resource Management, School Plant and
   Demographics, Collective Bargaining and Human Resources.

Other artifacts are highly recommended and are to be self-selected:
   a. Letters of recommendation or references
   b. Awards or honors
   c. Lists of professional accomplishments
   d. Work samples
   e. Research samples
   f. Exemplary projects
   g. Communication samples
   h. Personal writing or reflections
   i. Committee participation, curriculum or program design, etc.
   j. Professional membership

EVALUATING QUESTIONS
1. Does the artifact selected represent who I am as an educator?
2. Does the artifact represent who I am as an administrator?
3. Does the artifact reflect professional growth?
4. Does the artifact reflect academic growth?
5. Does the artifact reflect successes?

ADVISORY COMMENT
Be cautious in attempting to include too much material in a portfolio. The lack of experience or growth will be evident to the
reviewer. Avoid the trivial. The inclusion of questionable material can only detract from a professional and useful portfolio.

“Thoughtful reflection, not a color printer, is the key to portfolio success.”
   -Bryan Painter, Educational Leadership, V. 58, No. 5, 2001
SUGGESTED READING

Effective administrators must always cling to the notion that they are effective because they are the “Number One Learner” in the school if teachers are to continue learning, and students will learn if teachers continually model the behavior of effective learners as well.


**Selected books recommended for reading as the student proceeds through the principal certification program:**


EDUCATION REFORM READINGS


SCHOOL LEADERSHIP WEBSITES

**What the Research Says**
The Southwest Educational Development Laboratory (SEDL) has amassed a trove of research on how leadership can facilitate change in schools.

www.sedl.org/leadership/character.html

**Getting Help**
The federal government’s school leadership program provides competitive grants to assist “high need” school districts with recruiting, training and retraining principals and assist principals.

www.2.ed.gov/programs/leadership/index.html