PRESIDENTS OF WESTMINSTER COLLEGE

James Patterson, D.D. 1853–1866
Robert Audley Browne, D.D. 1867–1870
E. Tupper Jeffers, D.D. 1872–1883
Robert Gracey Ferguson, D.D., LL.D. 1884–1906
H. Lloyd Cleland, Ped.D. 1946–1947
Allen P. Splete, Ph.D. 1982–1985
Dr. Richard H. Dorman, D.Ed. 2008–
Westminster College 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 adviser 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 and mentors, and partnerships with schools and agencies will enable the students to make connections between academic work and the field of basic education.

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

The nobility and significance of the preparation of professional educators is acknowledged as the demands for service to an ever-changing, diverse, global, and technological world increase.
MESSAGE FROM THE DIRECTOR OF THE GRADUATE SCHOOL

Westminster College is proud to be the home of the area’s oldest Graduate School, founded seventy one years ago in 1944. Westminster is equally proud of its long tradition of academic excellence and its distinguished alumni.

The graduate program at Westminster College is designed to develop the requisite knowledge, applicable skills and appropriate attitudes in aspiring graduate school students that will enable them to be successful educators today and tomorrow.

Standards are woven through the content of all graduate school courses, classroom activities and out of class assignments. The graduate programs are designed to balance theory and research with relevant professional, educational practice.

The key focus at Westminster is the emphasis on the student. Westminster is committed to preparing students to be effective educators whose actions, words and beliefs will demonstrate professional educators at their finest.

The Graduate Committee serves as an important element for the Graduate School in developing and maintaining the school’s academic quality.

Westminster’s graduate school believes it is critical to provide all students the opportunities for personal growth and professional development.

Westminster’s graduate school is undergirded by:

■ a sense of service to others
■ a positive spirit
■ an emphasis on ethical foundations
■ a desire to achieve academic excellence
■ and the promotion of the highest professional, educational practices.

Welcome to the Graduate School at Westminster College!

Dr. Robert L. Zorn
Director, The Graduate School
# TABLE OF CONTENTS

Mission Statement ................................................................................................................................. 2
History of the College ............................................................................................................................. 4
Philosophy and Purposes ....................................................................................................................... 4
Graduate Program Accreditation ........................................................................................................... 4
History of the Graduate Program .......................................................................................................... 5
Objectives of the Graduate Program ............................................................................................... 5
Programs of Study ................................................................................................................................. 5
Admission Requirements for Graduate Study .................................................................................... 6
Provisional Graduate Student ............................................................................................................... 6
Special Graduate Student ..................................................................................................................... 6
Admission of Undergraduates to Graduate Courses ...................................................................... 7
Admission to Degree Candidacy ........................................................................................................... 7
Graduation Requirements .................................................................................................................... 7
Practitioner Research Report .............................................................................................................. 7
Grading System .................................................................................................................................... 8
Academic Integrity ............................................................................................................................... 8
Time Limitations .................................................................................................................................. 12
Transfer of Credits for a Master’s Degree ......................................................................................... 12
Advising ................................................................................................................................................ 12
Maximum Course Load ....................................................................................................................... 13
Auditing ................................................................................................................................................. 13
Registration ......................................................................................................................................... 13
Withdrawals and Refunds .................................................................................................................... 13
Tuition and Fees .................................................................................................................................. 14
Student Financial Assistance .............................................................................................................. 14
Summer Session ................................................................................................................................... 15
Library .................................................................................................................................................. 15
Transcripts of Credits .......................................................................................................................... 16
Certification Requirements .................................................................................................................. 16
Certification and Professional Development ..................................................................................... 17
Certification/Licensure ........................................................................................................................ 18
Career Center ....................................................................................................................................... 18
Alumni Association ............................................................................................................................... 18
Phi Delta Kappa .................................................................................................................................... 18
Graduate Curricula ............................................................................................................................... 19
   Educational Leadership .................................................................................................................... 19
       Principal ....................................................................................................................................... 20
       Superintendent ............................................................................................................................. 23
   Counselor Education ........................................................................................................................ 24
       Reading Specialist ......................................................................................................................... 30
       Education ..................................................................................................................................... 33
       Special Education ....................................................................................................................... 36
       Enrichment Courses .................................................................................................................... 39
   Courses of Instruction ..................................................................................................................... 40
   Personnel Directory ........................................................................................................................ 46
   Board of Trustees ............................................................................................................................ 48
   Online Courses ............................................................................................................................... 39
   Complaints/Concerns ....................................................................................................................... 39
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 Association of Colleges and Schools 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. 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.
THE GRADUATE SCHOOL

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. A master’s degree in education is offered for elementary and secondary teachers. A master’s degree in special education is also offered with an option to add a reading specialist certificate.

OBJECTIVES OF THE GRADUATE SCHOOL
The general purpose of the Graduate School in education at Westminster College is to increase the competence of teachers and to develop those competencies appropriate for school 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.
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 Office of Graduate School and Adult Studies, Westminster College, McKelvey Campus Center, 319 S. Market St., New Wilmington, PA 16172, not 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 are students 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 degree, in addition to submitting a Practitioner Research Report at the end of all coursework, the student must complete at least 10 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 of 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’s degree in education 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 educational topic relevant to the graduate student’s major field of graduate study and educational employment. Said report must be submitted to the coordinator of the department in which the student is
enrolled in the last semester prior to graduation. The research report must be approved by the department coordinator prior to the student's application for graduation. Said Practitioner Research Report must utilize the APA academic standards and format.

GRADING SYSTEM

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent.</td>
</tr>
<tr>
<td>A-</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>Good.</td>
</tr>
<tr>
<td>B-</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Credit. Not more than two courses with a grade of “C” or under can be counted.</td>
</tr>
<tr>
<td>C-</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td></td>
</tr>
</tbody>
</table>

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 within the first three weeks of the semester, 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 six calendar years. Written appeals for extension of the time limit will be considered by the Graduate Committee.

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 Program. 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.

WITHDRAWALS AND REFUNDS
College fees are usually not returnable to students unless they withdraw from the College because of illness or reasons entirely beyond their control. All requests for withdrawal must be approved by the dean of the College; and the date of approval is considered the official date of withdrawal. Refunds, when allowed, will be made on a pro rata basis of credit. The formula is class days completed divided by total class days of the semester rounded downward to the nearest 10 percent. No refund will be given if the semester is more than 60 percent completed. The pro rata refund is applied to tuition, room and board, and other charges assessed by the College. An administrative fee of 5 percent of actual charges (up to $100) will be assessed against the account. No refund will be made where withdrawal is required because of misconduct.
TUITION AND FEES (2015-2016)
The tuition for graduate work is $1,360 per course, plus: $109.50 per course information technology fee, $75 per course distance education fee and $51 per course academic enhancement fee. Auditing fees are $150 per course.

A late registration fee of $100 will be charged to entering students and students resuming their graduate studies if they enroll after the first day of registration. The fee will also be charged to students continuing in the program if they have not made arrangements by the day of registration for the payment of their account.

A carrying charge for late payment may be assessed.

STUDENT FINANCIAL ASSISTANCE
There are several sources of financial aid available to graduate students.

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.

Bill & Ruth McCauley Scholarship Fund
The Bill & Ruth McCauley Scholarship is available to a graduate student who is pursuing a career in the Counselor Education Program. 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 Office of Adult and Graduate Studies.

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. 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 library services and resources are offered by RALPH McGILL MEMORIAL LIBRARY, AUDIO-VISUAL SERVICES (located in Thompson-Clark), and the MUSIC LIBRARY (located in Patterson Hall).

The faculty and staff who work in these areas are dedicated to helping Westminster students and faculty find the information and resources they need. In addition to sessions on research skills embedded within graduate courses, librarians are available for one-on-one consultations.

Westminster provides access to almost 173,000 books; more than 6,300 journals, magazines, and newspapers (5,700+ of which are available online); 5,000 videos; 2,700 music recordings; and over 1,200 music scores. McGill Library also houses the Clara E. Cockerille Collection, which contains juvenile literature ranging from picture books to young adult fiction. And if that’s not enough, the Library works with other libraries to provide access to materials we don’t own through interlibrary loan and document delivery.

Hours of operation for the academic year and during summer and breaks are posted on the library’s website: http://www.westminster.edu/library/library_overview.cfm. Online resources may be accessed through any campus computer or through the “Network Resources” link on the College’s homepage by logging in with a valid Westminster username and password. Print materials at McGill Library may be checked out by presenting a driver’s license or other form of identification.
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
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 AND PROFESSIONAL DEVELOPMENT

Pennsylvania

Instructional I
The Instructional I Certificate is valid for a period of six years of teaching in Pennsylvania and is not renewable. College credit acceptable for conversion to the Instructional II Certificate must be earned at an approved degree-granting institution. All credits must be earned subsequent to the conferring of the bachelor's degree. Students will be required to pay a $100 application fee. The application for conversion must be processed by the appropriate school district.

Instructional II
The Instructional II Certificate is a certificate issued to an applicant who shall have completed three years of satisfactory teaching on an Instructional I Certificate attested to by the superintendent of the school district in which his or her most recent service was performed; or in the case of an intermediate unit, the executive director; or in the case of an approved non-public school, the chief school administrator. In addition, the applicant shall have completed 24 credit hours of advanced study.

Professional Development
In order to maintain the validity of a certificate, practicing educators must engage in continuing professional development. The Commonwealth requires 180 hours every five years to meet the requirements of Act 48. Two graduate courses constitute 180 hours toward Act 48 credit.

STATE Examination for Certification/Licensure
In addition to meeting the College’s program requirements, candidates for certification must pass the appropriate sections of the STATE Series Examinations as dictated by the Pennsylvania Department of Education or the Ohio Department of Education.

To obtain the latest testing requirements and scores needed for certification, please check the Praxis website for the current Pennsylvania or Ohio requirements at

http://www.ets.org/praxis

Important PRAXIS Information for Graduate Students
All candidates must report scores to:
1) Westminster College (R2975) AND
2) Pennsylvania Department of Education (R8033)

Ohio
Graduate courses at Westminster College may be used for professional and licensure purposes in the state of Ohio. Students should consult with the school district personnel office or the Ohio Department of Education. All certification/licensure decisions for Ohio are made by the ODE.
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.

CAREER CENTER
The purpose of the Career Center is to provide resources and counsel to assist Westminster students and alumni in making career choices and employment searches.

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.

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.
The programs in administration are designed to develop those competencies for principals and superintendents which will enable them to work with other professional personnel in designing and carrying out effective programs in elementary, middle, and secondary schools. These competencies are further developed under program approval guidelines which describe the role of the administrator in the following general areas: 1) as an advocate for elementary, middle, and secondary education; 2) as an educational leader; 3) as an educational supervisor; 4) as a coordinator of relations among community and professional staff; 5) and as an executive administrator.

Studies are centered around research-oriented discussions, class activities, field experiences, personal study, and written work. Instructional certification and experience is a prerequisite. The program meets certification requirements in Pennsylvania. The educational leadership programs were developed in accordance with the standards of the National Associations of Elementary and Secondary Principals and the American Association of School Administrators. After the completion of 10 specified courses, the master's degree may be granted.

Standards for administrative certification adopted by the Pennsylvania State Board of Education mandate an assessment of leadership potential. Students are required to have such assessments completed prior to admission to an administrative program. The assessment must be from at least two administrators under whom the candidate now works or has worked. The assessments are required for admission and become an element in planning the student’s program.

A student holding an elementary or secondary principal certificate and desiring K-12 certification must complete additional courses and/or appropriate experiences prescribed. The College reserves the right to deny credit for obsolescent coursework.

The appropriate PRAXIS or state examination is required for certification/licensure in Pennsylvania and/or Ohio.

The programs are also designed to meet Ohio licensure requirements but licensure is subject to changes in Ohio standards and ODE transcript analysis. In some cases additional coursework may be required to meet state standards.
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

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Completed</th>
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<tr>
<td>ED 710</td>
<td>History and Philosophy of Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EP 740</td>
<td>Human Development</td>
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<tr>
<td>ED 940</td>
<td>Research</td>
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ALL OF THE ABOVE 3 COURSES

<table>
<thead>
<tr>
<th>Course #</th>
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<tr>
<td>EAD 810</td>
<td>School and Community Relations</td>
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<tr>
<td>EAD 826</td>
<td>Curriculum and Instruction</td>
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<td>EAD 830</td>
<td>Principles of Educational Leadership</td>
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<tr>
<td>EAD 840</td>
<td>Supervision of Curriculum</td>
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<td></td>
</tr>
<tr>
<td>EAD 850</td>
<td>School Law</td>
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<tr>
<td>EAD 860</td>
<td>Public School Finance and Economics</td>
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<tr>
<td>EP 820</td>
<td>Special Education for School Leaders</td>
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</tbody>
</table>

7 OF THE ABOVE 8 COURSES

Practitioner Research Report – Successful completion of WC Practitioner Research Report

Transfer Credit | Course Replaced | Completed | Grade |
|----------------|-----------------|-----------|-------|

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 more detailed information, consult the Principal Program Handbook.

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

Updated April 2015
Requirements for the Master of Education Degree in School Principal K-12 with Certification
33 Semester Hours

<table>
<thead>
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<th>Course #</th>
<th>Course Title</th>
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<td>History and Philosophy of Education</td>
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<tr>
<td>EP 740</td>
<td>Human Development</td>
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<td>Research</td>
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</tr>
<tr>
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<td>1 OF THE ABOVE 3 COURSES</td>
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<td>EAD 810</td>
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<td>EAD 826</td>
<td>Curriculum and Instruction</td>
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<td>Assessment and Data Analysis</td>
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<td>EP 820</td>
<td>Special Education for School Leaders</td>
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<tr>
<td>SED 711</td>
<td>Legal Issues in Special Education</td>
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<tr>
<td>EAD 980</td>
<td>Internship in School Administration</td>
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Practitioner Research Report – Successful completion of WC Practitioner Research Report

*PRAXIS Exam Passing Score

PDE Application Submission of PDE Certification Application

Transfer Credit  Course Replaced  Completed  Grade

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 more detailed information, consult the Principal Program Handbook.

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

Updated April 2015 effective Fall 2015
Name ___________________________ Date ___________________________

Address _____________________________________________________________

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

Preferred Phone ___________________________ Email ___________________________

Master's Degree from ___________________________ Year ___________________________

Requirements for Certification only in School Principal K-12
For those already holding a master's degree in education
24 Semester Hours

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>EAD 810</td>
<td>School and Community Relations</td>
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<tr>
<td>EAD 850</td>
<td>School Law</td>
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<td></td>
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<td>EAD 860</td>
<td>Public School Finance and Economics</td>
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<tr>
<td>EP 820</td>
<td>Special Education for School Leaders</td>
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</tr>
<tr>
<td>EAD 980</td>
<td>Internship in School Administration</td>
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<td></td>
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</tbody>
</table>

Exam

Passing Score

PDE Application

Submission of PDE Certification Application

Transfer Credit

Course Replaced

Completed

Grade

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 more detailed information, consult the Principal Program Handbook.

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

Updated February 2014
WESTMINSTER COLLEGE
SUPERINTENDENT/IU DIRECTOR REVIEW SHEET

Name___________________________________________________Date______________________________
(Last)  (First)  (Middle)

Address
(Street)                  (City)    (State)   (Zip)

Preferred Phone ___________________________________Email___________________________________

Requirements for Superintendent/IU Director Certification
18 Semester Hours

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

**Note:** Application for state certification or licensure as a school superintendent is separate from this college checklist of required coursework.

**PA** students should apply online to the Pennsylvania Department of Education at [www.pde.state.pa.us](http://www.pde.state.pa.us) and then click on PA Certification left menu bar, click on Administrative/Supervisory, then click on Superintendent’s Letter of Eligibility.  **Note:** PA students must take and pass the PA state SSA 6021 test prior to applying for Letter of Eligibility.

**OH** students should apply online to the Ohio Department of Education at [www.ode.state.pa.us](http://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.

For more detailed information, consult Westminster’s Superintendent Program Handbook.

Revised April 2014
COUNSELOR EDUCATION

MASTER OF EDUCATION PROGRAM
The purpose of the program in counselor education is to prepare competent school counseling professionals who possess the knowledge, skills, and attitudes necessary to work effectively with students, teachers, administrators, families, and community agencies. To this end, coursework and field experiences have been designed that permit students to grow professionally and personally in a challenging learning environment. Graduates of the program will be prepared to provide culturally relevant and ethically sound counseling, coordination, consultation, and classroom guidance activities. The master’s degree program and the post-master’s course of study are aligned with Pennsylvania certification and Ohio licensure requirements. The program is approved by the Pennsylvania Department of Education for elementary and secondary school counselor certification. Passing PRAXIS examination scores are required for Pennsylvania certification and Ohio licensure as a School Counselor. See page 18.

Westminster College Counselor Education Program Statement: The counselor education program prepares counselors to serve students, school staff, families, and the community at large. To be prepared to work with these constituents effectively, students must be able to perform adequately in academic work, conduct themselves in an appropriate interpersonal manner, and be open to opportunities for personal exploration and growth. A student’s continuation in the program may be delayed if his or her academic performance, interpersonal or emotional well-being interferes with learning or the operation of the program. (From the Counselor Education Advising Handbook)

Adaptations and Accommodations for Diverse Learners
Due to regulatory changes in Chapter 49-2 of the Commonwealth of Pennsylvania Code governing teacher preparation regarding Adaptations and Accommodations for Diverse Learners, the following is required of all Reading Specialist and Counselor Education students.

a. Evidence of successful completion of these prerequisites must be submitted and approved by the Graduate School for students applying for certification on and after Jan. 1, 2013. Westminster courses meeting these requirements are listed below.

b. Students who believe that they have completed these prerequisites before admission to the Graduate School must submit appropriate evidence to the Office of Adult and Graduate Studies (McKelvey Campus Center 268) to be evaluated and approved.

c. Students with deficiencies in these prerequisites must successfully complete the following coursework described below before the application for Pennsylvania certification can be processed.
## Requirements for the Master of Education Degree in Counselor Education

39 Semester Hours with Certification

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Completed</th>
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</thead>
<tbody>
<tr>
<td>CE 810</td>
<td>Foundations of Counseling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CE 890</td>
<td>Counseling Theories and Practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CE 820</td>
<td>Elementary and Secondary School Counseling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EP 740</td>
<td>Human Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ED 940</td>
<td>Research</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CE 910</td>
<td>Advanced Multicultural Counseling</td>
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<tr>
<td>CE 840</td>
<td>Career Development and Counseling</td>
<td></td>
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<tr>
<td>CE 830</td>
<td>Group Counseling</td>
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<tr>
<td>CE 850</td>
<td>Techniques of Counseling</td>
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<tr>
<td>EP 810</td>
<td>Assessment and Data Analysis</td>
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<td>CE 981</td>
<td>School Counseling Practicum</td>
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<tr>
<td>CE 991</td>
<td>Elementary School Counseling Internship (210 Hours)</td>
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</tr>
<tr>
<td>CE 993</td>
<td>Secondary School Counseling Internship (210 Hours)</td>
<td></td>
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</tr>
</tbody>
</table>

**Practitioner Research Report** — Successful completion of WC Practitioner Exam

*PRAXIS Exam — Passing Score

*PDE Application - Submission of PDE Certification Application

*Chapter 49-2 Requirements - Met with prior coursework or must take the following:

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
</tr>
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<tbody>
<tr>
<td>EP 820</td>
<td>Special Education for School Leaders</td>
</tr>
<tr>
<td>ELL 710</td>
<td>English Language Learners</td>
</tr>
<tr>
<td>REA 810</td>
<td>Language and Literacy in PreSchool &amp; Elementary</td>
</tr>
<tr>
<td></td>
<td>Language and Literacy in Middle/Secondary &amp; Beyond</td>
</tr>
</tbody>
</table>

**Certification requirements.**
Checklist for the Requirements for Pennsylvania K-6 or 7-12 School Counselor Certification

1. Completion of the Master of Education degree requirements.
2. Passing scores on the Praxis School Guidance and Counseling exams. For the most current information on PA PRAXIS requirements, go to http://www.ets.org/praxis/pa/requirements.
3. Submission of complete Application for Graduation form and a completed Advisement Sheet to the Westminster Graduate School and Adult & Graduate Studies – Mc Kelvey Campus Center, 268. www.westminster.edu/admissions/graduate/graduate_overview.cfm
4. Successful completion of internship:
   a. Elementary Certification: CE 991 Elementary School Counseling Internship 1 & 2 completed in an elementary school for the K-6 certification.
   b. Secondary Certification: CE 993 Secondary School Counseling Internship 1 & 2 in a secondary school that includes grades 9-12 school for the 7-12 certification.
5. Evidence of successful completion of pre-requisite 6 semester hours or equivalent of college level mathematics and 6 semester hours or the equivalent of college level English composition and literature to meet Pennsylvania Department of Education Chapter 354 requirements.
6. Successful completion of pre-requisite coursework designed to meet the requirements of the Pennsylvania Department of Education Chapter 49-2 requirements for English Language Learners, Literacy Development, Instruction in Core and Intervention Areas, Understanding of SAS Format, and Types of Disabilities and Implications for Learning.
   a. Evidence of successful completion of these pre-requisites must be submitted and approved by the Graduate Program for students applying for certification on and after January 1, 2013. Westminster courses meeting these requirements are listed below.
   b. Students who believe that they have completed these pre-requisites before admission to the Graduate Program must submit appropriate evidence to the Graduate School and Adult Studies Office (McKelvey Campus Center 268) to be evaluated and approved.
   c. Students with deficiencies in these pre-requisites must successfully complete the following coursework described below before the application for Pennsylvania certification can be processed.
   Chapter 49-2 Courses offered by Westminster College:
   ELL 710 English Language Learners or equivalent
   EP 820 Special Education for School Leaders
   And one of the following:
   REA 810 Language and Literacy in the Preschool and the Elementary School
   REA 820 Language and Literacy in the Middle/Secondary and Beyond

Requirements for Ohio K-12 School Counselor License

1. Completion of the Master of Education degree requirements.
2. Successful completion of CE 991 and CE 993 which represents 420 clock hours in K-12 settings.
3. As of January 2014, the new school counselor licensure exam is the OAE (Ohio Assessment for Educators) and no longer the PRAXIS. Visit the Ohio Department of Education website for further information about the testing process. Visit the Ohio Assessments for Educators website to register for testing and to access preparation materials. Individuals seeking Ohio school counselor must take OAE School Counselor Test #040 and achieve a score of 220 or higher. http://www.oh.nesinc.com/
4. Submission of complete Application for Graduation form, complete Advisement Sheet and the Ohio application to the Westminster Graduate School Office located in the Mc Kelvey Campus Center, Room 268.

Note: OH will permit our students to go through the licensure process in OH with a letter from the Head of our Graduate Studies program stating that they have met all requirements for PA certification for school counseling. OH will also accept Praxis II scores so students may choose to complete either the OAE or Praxis II examinations.

Please remember that the purpose of this advisement form is to aid the student in unofficially planning and recording a course of study and for use in applying for graduation/comprehensive examination and certification/licensure. The Pennsylvania and Ohio Departments of Education ultimately determine certification or licensure requirements. If you have questions, see the Counselor Education Program Coordinator or the Director of the Graduate School (Mc Kelvey Campus Center, 268).

Revised May 2015
Requirements for Certification only in Counselor Education

Pennsylvania school counselor certification as a post-master’s candidate requires a master’s degree in education and completion of or documentation of coursework to meet all the course requirements below including documentation of coursework to meet Ch. 49-2 standards.

<table>
<thead>
<tr>
<th>Course #</th>
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<th>Completed</th>
<th>Planned</th>
</tr>
</thead>
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<tr>
<td>CE 910</td>
<td>Advanced Multicultural Counseling</td>
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<tr>
<td>CE 840</td>
<td>Career Development and Counseling</td>
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<tr>
<td>CE 830</td>
<td>Group Counseling</td>
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<tr>
<td>CE 850</td>
<td>Techniques of Counseling</td>
<td></td>
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<tr>
<td>CE 981</td>
<td>School Counseling Practicum</td>
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</tr>
<tr>
<td>CE 991</td>
<td>School Counseling Internship</td>
<td>210 hours</td>
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</tr>
<tr>
<td>CE 993</td>
<td>School Counseling Internship</td>
<td>210 hours</td>
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</tr>
</tbody>
</table>

*PRAXIS Exam — Passing Score

For PA K-6 AND 7-12 School Counselor Certifications

Requires 210 hours in an elementary setting and 210 hours in a 7-12 or 9-12 setting. Register for CE 991 and CE 993. Six Semester hours total.

*PDE Application - Submission of PDE Certification Application

PENNSYLVANIA CERTIFICATION

*Chapter 49-2 Requirements - Met with prior coursework or

EP 820 | Special Education for School Leaders

ELL 710 | English Language Learners

REA 810 | Language and Literacy in PreSchool & Elementary

or

REA 820 | Language and Literacy in Middle/Secondary & Beyond

<table>
<thead>
<tr>
<th>Transfer Credit</th>
<th>Course Replaced</th>
<th>Completed</th>
<th>Grade</th>
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</table>
Checklist for the Requirements for Pennsylvania K-6 or 7-12 School Counselor Certification

1. Completion of the Master of Education degree requirements.
2. Passing scores on the Praxis School Guidance and Counseling exams. For the most current information on PA PRAXIS requirements, go to http://www.ets.org/praxis/pa/requirements.
3. Submission of complete Application for Graduation form and a completed Advisement Sheet to the Westminster Graduate School and Adult & Graduate Studies - McKelvey Campus Center, 268. www.westminster.edu/admissions/graduate/graduate_overview.cfm
4. Successful completion of internship:
   a. Elementary Certification: CE 991 Elementary School Counseling Internship 1 & 2 completed in an elementary school for the K-6 certification.
   b. Secondary Certification: CE 993 Secondary School Counseling Internship 1 & 2 in a secondary school that includes grades 9-12 school for the 7-12 certification.
5. Evidence of successful completion of pre-requisite 6 semester hours or equivalent of college level mathematics and 6 semester hours or the equivalent of college level English composition and literature to meet Pennsylvania Department of Education Chapter 354 requirements.
6. Successful completion of pre-requisite coursework designed to meet the requirements of the Pennsylvania Department of Education Chapter 49-2 requirements for English Language Learners, Literacy Development, Instruction in Core and Intervention Areas, Understanding of SAS Format, and Types of Disabilities and Implications for Learning.
   a. Evidence of successful completion of these pre-requisites must be submitted and approved by the Graduate Program for students applying for certification on and after January 1, 2013. Westminster courses meeting these requirements are listed below.
   b. Students who believe that they have completed these pre-requisites before admission to the Graduate Program must submit appropriate evidence to the Graduate School and Adult Studies Office (McKelvey Campus Center 268) to be evaluated and approved.
   c. Students with deficiencies in these pre-requisites must successfully complete the following coursework described below before the application for Pennsylvania certification can be processed. Chapter 49-2 Courses offered by Westminster College:
      ELL 710 English Language Learners or equivalent
      EP 820 Special Education for School Leaders
      And one of the following:
      REA 810 Language and Literacy in the Preschool and the Elementary School
      REA 820 Language and Literacy in the Middle/Secondary and Beyond

Requirements for Ohio K-12 School Counselor License

1. Completion of the Master of Education degree requirements.
2. Successful completion of CE 991 and CE 993 which represents 420 clock hours in K-12 settings.
3. As of January 2014, the new school counselor licensure exam is the OAE (Ohio Assessment for Educators) and no longer the PRAXIS. Visit the Ohio Department of Education website for further information about the testing process. Visit the Ohio Assessments for Educators website to register for testing and to access preparation materials. Individuals seeking Ohio school counselor must take OAE School Counselor Test #040 and achieve a score of 220 or higher. http://www.oh.nesinc.com/
4. Submission of complete Application for Graduation form, complete Advisement Sheet and the Ohio application to the Westminster Graduate School Office located in the McKelvey Campus Center, Room 268.

Note: OH will permit our students to go through the licensure process in OH with a letter from the Head of our Graduate Studies program stating that they have met all requirements for PA certification for school counseling. OH will also accept Praxis II scores so students may choose to complete either the OAE or Praxis II examinations.

Please remember that the purpose of this advisement form is to aid the student in unofficially planning and recording a course of study and for use in applying for graduation/comprehensive examination and certification/licensure. The Pennsylvania and Ohio Departments of Education ultimately determine certification or licensure requirements. If you have questions, see the Counselor Education Program Coordinator or the Director of the Graduate School (McKelvey Campus Center, 268).

Revised May 2015
WESTMINSTER COLLEGE
M.ED. - SCHOOL COUNSELOR WITHOUT CERTIFICATION

Name ________________________________ Date __________________

Address ________________________________
(Street) (City) (State) (Zip)

Preferred Phone _____________________________ Email ________________________________

Requirements for the Master of Education Degree in Counselor Education
33 Semester Hours without Certification

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<thead>
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<td>Foundations of Counseling</td>
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<tr>
<td>CE 890</td>
<td>Counseling Theories and Practice</td>
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<td>CE 820</td>
<td>Elementary and Secondary School Counseling</td>
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<tr>
<td>EP 740</td>
<td>Human Development</td>
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<td>ED 940</td>
<td>Research</td>
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<td>School Counseling Practicum</td>
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<td>CE 850</td>
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<td>Assessment and Data Analysis</td>
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<td>CE 910</td>
<td>Advanced Multicultural Counseling</td>
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Practitioner Research Report — Successful completion of WC Practitioner Exam

*PRAXIS Exam — Passing Score

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</table>
READING SPECIALIST K-12

Master of Education Program
The Graduate Program in reading is designed to prepare students for a variety of roles in the reading profession. It is for teachers who choose to remain in the classroom and wish to expand their knowledge, ability and effectiveness in the teaching of literacy. This program enables them to develop as teachers and school literacy leaders.

The program is particularly designed for those who seek to hold the master's degree and reading specialist certificate. The reading specialist may: 1) work directly or indirectly with students in elementary through developmental reading at the college level who have not thrived with general classroom instruction and/or, 2) work in the capacity of resource teacher and curriculum adviser and/or, 3) work with teachers, administrators, and other professionals as a literacy coach, supervisor, or professional developer to enhance and coordinate the total reading program in a school or district.

The reading specialist is a professional career course that can lead toward careers as a reading coach, a district literacy leader, curriculum coordinator, supervisor or director and with additional credentials, a principal. In addition, positions can be available at the state level as a language arts adviser and/or with a doctorate, a university professor in elementary education or reading methods.

The program leading to the master's degree and the reading specialist certificate (Pennsylvania) may be selected from the professional specialization courses listed below. These courses examine the current reading research and psycholinguistic contributions to literacy and mediate these new directions in the light of the practical and proven. The program reflects the recommendations of the International Reading Association, the National Council of Teachers of English, and is approved by the Pennsylvania Department of Education.

Pennsylvania requires PRAXIS Examinations for certification. See page 17.

Adaptations and Accommodations for Diverse Learners
Due to regulatory changes in Chapter 49-2 of the Commonwealth of Pennsylvania Code governing teacher preparation regarding Adaptations and Accommodations for Diverse Learners, the following is required of all reading specialist and counselor education students.

Students must complete 9 credits or 27 hours of special education (SED) 3 credits or 90 hours of English Language Learners (ELL). Your respective coordinators have endeavored to embed the requirements, as much as possible, within the existing program.
WESTMINSTER COLLEGE
M.ED. - READING SPECIALIST WITH CERTIFICATION K-12

Name ___________________________ Date ___________________________
Address ___________________________
(Street) ___________________________ (City) ___________________________ (State) ___________________________ (Zip) ___________________________
Preferred Phone ___________________________ Email ___________________________

Requirements for the Master of Education Degree in Reading Specialist with Certification
33 Semester Hours

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<th>Course Title</th>
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<td>Language and Literacy in the Preschool and Elementary School</td>
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<tr>
<td>REA 820*</td>
<td>Language and Literacy in the Middle/Secondary School and Beyond</td>
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<td>REA 850*</td>
<td>Linking Assessment and Instruction</td>
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<td>ED 940</td>
<td>Research</td>
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<td>REA 980*</td>
<td>Practicum in Reading</td>
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<td>REA 990*</td>
<td>Literacy Research and the Changing Role of the Reading Specialist</td>
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<td>ED 890</td>
<td>Trends in Language Arts with Focus on the Writing Process</td>
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<tr>
<td>REA 860*</td>
<td>Leadership in the School Literacy Program</td>
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<tr>
<td>REA 830</td>
<td>Advanced Children’s and Young Adult Literature</td>
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<td>EP 740</td>
<td>Human Development</td>
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<tr>
<td>EP 810</td>
<td>Assessment and Data Analysis</td>
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Practitioner Research Report — Successful completion of WC Practitioner Exam
*PRAXIS Exam — Passing Score - Reading Specialist
*PDE Application - Submission of PDE Certification Application PDE TIMS
*Chapter 49-2 Requirements - Met with prior coursework
ELL 710 English Language Learners

*Certification Requirements

Notes:

- The master of education degree may be earned after successful completion of the core, specialization, and elective requirements (33 semester hours) and the Westminster comprehensive examination.
- Check deadlines for the comprehensive examination and application for graduation.
- Application for certification or licensure is separate from this checklist.

** ELL 710 English Language Learners—Required to meet ACT 48 state specification if no previous coursework with English Language Learners has been completed.

Revised April 2014
WESTMINSTER COLLEGE
POST BACCALAUREATE READING SPECIALIST (CERTIFICATION ONLY) 
K-12 PA; READING ENDORSEMENT OH

Name ___________________________ Date ___________________________
Address ___________________________
(Street)  (City)  (State)  (Zip)
Preferred Phone ___________________________ Email ___________________________

Requirements for Certification only as Reading Specialist K-12

For those already holding a bachelor degree in education and holding a valid OH or PA teacher’s certificate/license

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Completed</th>
<th>Planned</th>
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</thead>
<tbody>
<tr>
<td>REA 810*</td>
<td>Language and Literacy in the Preschool and Elementary School</td>
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</tr>
<tr>
<td>REA 820*</td>
<td>Language and Literacy in the Middle/Secondary School and Beyond</td>
<td></td>
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</tr>
<tr>
<td>REA 850*</td>
<td>Linking Assessment and Instruction</td>
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<tr>
<td>REA 980*</td>
<td>Practicum in Reading</td>
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</tr>
<tr>
<td>REA 860*</td>
<td>Leadership in the School Literacy Program</td>
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</tbody>
</table>

Note: For PA Certification, if no previous coursework in English Language Learners has been completed, Act 49 course ELL 710 is required.

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 more detailed information, consult the Reading Specialist Advising Handbook.

*For the most current information on PA or OH PRAXIS requirements, go to [http://www.ets.org/praxis/pa/requirements](http://www.ets.org/praxis/pa/requirements) or [http://www.ets.org/praxis/oh/requirements](http://www.ets.org/praxis/oh/requirements). Both OH and PA students are required.

Note:

Ohio Students who hold a BS in Education and a valid OH teaching license who wish to add Reading Specialist Endorsement to their existing teaching license in Ohio will need to take the five courses indicated above by asterisks and pass the Ohio Praxis reading Test.

PA Students who hold a BS in Education and a valid teaching certificate need to take the seven courses by above # and pass the PA Praxis Reading Test to obtain a PA Reading Specialist certificate.

Revised April 2014
Master of Education Program
The purpose of the Graduate Program in education is to increase students’ competencies as teachers through participation in learning activities based upon current research and taught so as to develop the spirit of scientific inquiry, stimulate original and independent thought, and identify and respond to major educational issues. The program is not intended to lead toward initial certification as a teacher and student teaching is not available on the graduate level.

The requirements of the program are flexible and allow for individual selection of courses based upon an assessment of each student's educational background, interests, and needs.

A plan of study which includes a four-course area of concentration should be established before beginning the professional specialization phase of the program. Successful completion of the agreed-upon courses in the education program leads to the degree of master of education.

The student and adviser will examine the student's educational background, interests, and needs, and plan the program accordingly. The aim of the program is to supplement the student's undergraduate preparation and further broaden the student's background.
### Requirements for the Master of Education in Education

#### 30 Semester Hours

**Foundations of Education: (9 semester hours)**

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<th>Course Title</th>
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<td>ED 710</td>
<td>History and Philosophy of Education</td>
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<td>EP 740</td>
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<tr>
<td>ED 940</td>
<td>Research</td>
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</table>

**Enrichment Studies: (3 semester hours)** One three-semester hour course in a department other than Education.

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<th>Course #</th>
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**Professional Specialization: (18 semester hours from courses below or other approved graduate coursework.**

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<tr>
<td>CE 820</td>
<td>Elementary and Secondary School Counseling</td>
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<td>ED 810</td>
<td>Diagnostic and Remedial Mathematics</td>
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<td>ED 890</td>
<td>Trends in the Language Arts</td>
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<td>ED 970</td>
<td>Topics in Education</td>
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<td>EAD 810</td>
<td>Community and Staff Relations</td>
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<td>EAD 820</td>
<td>Elementary and Middle School Curriculum</td>
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<tr>
<td>EAD 840</td>
<td>Supervision in Elementary, Middle, and Secondary School</td>
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<tr>
<td>EAD 850</td>
<td>School Law</td>
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<td>EP 810</td>
<td>Assessment and Data Analysis</td>
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<tr>
<td>EP 820</td>
<td>Special Education for School Leaders</td>
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<td>REA 810</td>
<td>Language and Literacy in the Preschool and Elementary School</td>
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<td>REA 820</td>
<td>Language and Literacy in the Middle/Secondary School and Beyond</td>
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<tr>
<td>REA 830</td>
<td>Advanced Children’s and Young Adult Literature</td>
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**Practitioner Research Report** - Successful completion of WC Practitioner Research Report

Revised April 2014
The Special Education Program is designed to develop the requisite knowledge and appropriate skills to work with students with disabilities in K-8. We offer three avenues to acquire special education certification in the state of Pennsylvania.

- Special Education Certification
  For those individuals who already have a certificate to teach and wish to add special education K-8 certification.

- Master’s in Special Education
  For those individuals seeking a master’s in special education.

- Master’s in special education with reading specialist certification
  For those individuals seeking a Master’s in special education and reading specialist certification.

**ALL THREE OPTIONS INCLUDE PRACTICAL FIELDWORK, SIMULATIONS, PROBLEM-SOLVING ACTIVITIES AND EMBEDDED PRACTICUMS IN COURSEWORK.**
WESTMINSTER COLLEGE
M.ED. AND CERTIFICATION IN SPECIAL EDUCATION PREK-8

Name | Date | Address | (Street) | (City) | (State) | (Zip) | Preferred Phone | Email

<table>
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<th>Course Title</th>
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<td>SED 714</td>
<td>High Incidence and Low Incidence Strategies</td>
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<td>SED 702</td>
<td>Behavior Management / Applied Behavior Analysis</td>
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<td>EP 740</td>
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**Practitioner Research Report** — Successful completion of WC Practitioner Research Report

**PECT Exam** — Pass both modules of PreK - 8 and Special Education

**PDE Application** — Submission of PDE Certification Application on PDE TIMS

**QPA for program** 3.0 or higher for admission and completion

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<th>Transfer Credit</th>
<th>Course Replaced</th>
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Revised May 5, 2015
WESTMINSTER COLLEGE
POST - MASTER SPECIAL EDUCATION PREK-8 CERTIFICATION ONLY

Name__________________________________________ Date__________
Address________________________________________
(Street)   (City)    (State)   (Zip)
Preferred Phone______________________________ Email_________

Requirements for Special Education with PreK-8 Certification
24 Semester Hours

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<tr>
<td>SED 714</td>
<td>High Incidence and Low Incidence Strategies</td>
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<td>(30 Hr. Practicum)</td>
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<td>ELL 710</td>
<td>English Language Learners</td>
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<td>SED 712</td>
<td>Seminar in Reading Strategies for Special Education</td>
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<td>SED 711</td>
<td>Legal Issues in Special Education</td>
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<td><strong>PECT Exam</strong> — Pass both modules of PreK - 8 and Special Education</td>
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Transfer Credit Course Replaced Completed Grade

Revised May 5, 2015
WESTMINSTER COLLEGE
M.ED. AND CERTIFICATION IN SPECIAL EDUCATION PREK-8 & READING SPECIALIST K-12

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<tr>
<td>Preferred Phone</td>
<td>Email</td>
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**Requirements for Master of Education in Special Education & Reading Specialist**

36 Semester Hours

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Completed</th>
<th>Planned</th>
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</thead>
<tbody>
<tr>
<td>REA 810</td>
<td>Language and Literacy in Preschool and Elementary</td>
<td></td>
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<tr>
<td>REA 820</td>
<td>Language and Literacy in Middle/Secondary and Beyond</td>
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<tr>
<td>EP 820</td>
<td>Exceptional Children &amp; Individual Differences</td>
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<tr>
<td>SED 714</td>
<td>High Incidence and Low Incidence Strategies (30 Hr. Practicum)</td>
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<tr>
<td>ED 940</td>
<td>Research</td>
<td></td>
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<tr>
<td>REA 850 or SED 712</td>
<td>Assessment</td>
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<td>SED 711</td>
<td>Legal Issues in Special Education</td>
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<tr>
<td>REA 830</td>
<td>Advanced Children’s and Young Adult Literature</td>
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<tr>
<td>REA 860</td>
<td>Leadership in School Literacy Program</td>
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<tr>
<td>EP 740</td>
<td>Human Development</td>
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<tr>
<td>ELL 710</td>
<td>English Language Learners</td>
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**Practitioner Research Report** — Successful completion of WC Comprehensive Exam

**PECT Exam** — Pass both modules of PreK - 8 and Special Education

**PDE Application** — Submission of PDE Certification Application on PDE TIMS

**QPA for program** 3.0 or higher for admission and completion

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

<table>
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<tr>
<th>Transfer Credit</th>
<th>Course Replaced</th>
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<th>Grade</th>
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Revised May 5, 2015
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.
COURSES OF INSTRUCTION
IN THE GRADUATE PROGRAM
All courses are three semester credit hours.

COUNSELOR EDUCATION

CE 810 Foundations of Counseling. A study of the historical, philosophical, legal and ethical foundations of counseling and current issues in the provision of K-12 counseling services.

CE 820 Elementary and Secondary School Counseling. An in-depth analysis of the development, administration and evaluation of a comprehensive, K-12, developmentally based school counseling program. The focus will be the American School Counselor’s Nationally Recognized Model Program.

CE 830 Group Counseling. A course designed to provide students with a theoretical and experiential foundation in group counseling. Developing, facilitating and participation in the group process will augment the acquisition of knowledge of group dynamics and group counseling.

CE 840 Career Development and Counseling. A study of the theories of career development, assessment, decision-making and program development with regular and exceptional student populations. Practical utilization of electronic and conventional career resources will be highlighted.

CE 850 Techniques of Counseling. A thorough exploration of the nature of helping relationships with intensive didactic and experiential activities designed to develop basic interviewing and counseling skills.

CE 870 Advanced Topics in School Counseling. A study of curricular design, pupil services personnel, current professional issues, exceptional students, consultation, and grant proposal writing, implementation and reporting.

CE 890 Counseling Theories and Practice. An in-depth examination of the major theories of counseling with particular emphasis on practical application of theory-based interventions.

CE 910 Advanced Multicultural Counseling. This course enables students to deepen awareness and skills in teaching and counseling with individuals from diverse cultural groups.

CE 950 Independent Study.

CE 981 School Counseling Practicum. An intensive, one-hundred hour field placement in an appropriate setting providing individual and group counseling to students under the supervision of an experienced counselor. Requires completed placement application and approval of program coordinator. Liability insurance required. Prerequisites: Research class, CE 810 Foundations of Counseling, 820 Intro to Elementary and Secondary School Counseling, CE 830 Group Counseling and CE 850 Techniques of Counseling.

CE 991 Elementary School Counseling Internship. A school-based, field experience under the supervision of an experienced counselor, grades PreK-6. Must meet state required clock hours. Private liability insurance is required. Prerequisites: CE 981 School Counseling Practicum and permission of program coordinator.
CE 993 Secondary School Counseling Internship. A school-based field experience under the supervision of an experienced counselor, grades 7-12. Must meet state required clock hours. Prerequisites: Successful completion of CE 981 Counseling Practicum.

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 740 Statistics and Research. A study of fundamental principles of statistics designed to give graduate students background for using and interpreting research reports. A research project is required.

ED 810 Diagnostic and Remedial Mathematics. An introduction to the evaluation and content of mathematics in the elementary and middle school with emphasis on diagnosis, remediation, and the standards suggested by the National Council of Teachers of Mathematics.

ED 890 Trends in the Language Arts with Focus on the Writing Process. Examines significant issues and questions in writing, reading, speaking, and listening in the classroom. Designed to assist teachers in helping children communicate effectively. There will be an emphasis on the teaching of writing and its’ coordination with interesting books and speaking/listening skills.

ED 910-911 Seminar. Directed study designed to address an identified issue, competency, or professional need.

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.

ED 950 Independent Study.

ED 970-979 Topics in Education. A study of topics such as early childhood education, inclusion, at-risk students, middle school and school demographics. As occasion demands, a modular approach is used.

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 720 Mental Hygiene and Personality Theory. An advanced study of the development, needs and adjustment of personality. This course deals with the principles of mental hygiene and their application to everyday life of life of individuals and groups, with special emphasis on the educational processes.

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.

EP 910-911 Seminar.

ENGLISH LANGUAGE LEARNER

ELL 710 English Language Learners. This course teaches competencies related to the instructional needs of students for whom English is not their first language. It will explore the language, culture, standards-based instruction, assessment, and professionalism needed to understand and teach linguistically diverse learners.

READING

REA 810 Language and Literacy in the Preschool and the Elementary School. This course examines the problems, issues and theories in teaching emergent through transitional readers from a socio-psycholinguist perspective. It includes studying the role of both the home and school in literacy development, examining factors that influence reading comprehension, exploring informal and formal assessment tools, and selecting strategies to foster young children’s continued growth in reading and writing. Special emphasis is placed on investigating the three language cueing systems. A 10-hour tutoring experience is required.
REA 820 Language and Literacy in the Middle/Secondary and Beyond. This course focuses on the psycholinguistic development of an independent reader. Issues that students encounter on a literacy continuum from middle school, through high school and into adulthood are examined. Strategies for improving reading and writing, fostering interpretive, critical, and creative readers and promoting interest in reading are considered. Particular attention is given to the reading problems and skills needed when using informational texts in the content areas. A 10-hour tutoring experience is required.

REA 830 Advanced Children's and Young Adult Literature. This course is an in-depth study of the genres of literature for children and young adult literature. Discussion concerning the importance of fiction and non-fiction works in the elementary through high school classroom and the roles they play in student learning are pursued. Special attention is given to the examination of books that are reviewed in the literature and found especially noteworthy. The usefulness of literacy grants to support literacy learning is explored as well.

REA 850 Linking Assessment and Instruction. Instruction in the use of formal and informal methods of literacy assessment for emergent through independent readers with emphasis on readers with special needs as well as gifted readers.

REA 860 Leadership in the School Literacy Program. This course enables literacy specialists and administrators to collaboratively investigate various methods for organizing and evaluating reading programs. Assessing literacy materials, programs, and state and national standards for the elementary and secondary classroom is a central focus. Working with struggling readers enables graduate students to explore comprehension as a meaning-making process and study ways to increase parental involvement. A 10-hour tutoring or supervising experience with teachers, parents, and administrators is required. Prerequisite: Minimum of one other reading specialist course.

REA 910-911 Seminars.

REA 980 Practicum in Reading. An ongoing analysis of assessment finding, the development of a specific instructional plan and instruction for a group of children who need specific reading instruction to improve their reading. Regular communication with the student’s parents, teachers, and school administrator provide a more global perspective on evaluation in the schools. Particular emphasis is placed on studying the interaction of assessment and instruction and the subsequent revision of instructional goals for reading improvement.

A 50-hour practicum experience is required. Prerequisite would be at least one reading specialist/special education class and Reading 850 or other assessment class before taking this Practicum. Special education theory and process for teaching exceptional learners how to read is embedded in the curriculum of reading classes. See specific syllabi for details.

REA 990 Literacy Research and the Changing Role of the Reading Specialist. This course addresses the role of reading research and its impact on work with literacy learners and classroom teachers. It includes a study of the responsibility of the literacy specialist to foster collaboration among the stakeholders in schools, districts, universities, and communities. Graduate students assess school literacy needs, establish a literacy team, develop longitudinal plans, align standards, assessment, and curriculum for all learners, and provide professional development. A 20-hour practicum experience with teachers, curriculum specialists, administrators, and community members is required.
SPECIAL EDUCATION

SED 702 Behavior Management/ABA Applied Behavior Analysis. This course is designed to provide a basic understanding of the characteristics of students with learning and behavior problems with respect to factors that influence the instructional environment while providing classroom management theory and practical applications for students who have special needs. Applied Behavior Analysis methods will be analyzed and programs for implementation examined.

SED 704 Seminar in Reading Strategies for Special Education. This course is designed to provide specific instructional reading techniques and strategies to assist the learner who has been identified as being at-risk for failure due to poor reading skills or as having special needs. Students will examine literature and programs related to reading and the student with special needs.

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.

SED 712 Seminar in Assessment Methods in Special Education. The course will emphasize the development and implementation of assessment procedures for students who have disabilities. Graduate students will become familiar with a variety of assessment instruments and techniques to administer to effectively evaluate children who have disabilities in PreK-8 settings.

SED 714 High Incidence Instructional Strategies/Low Incidence Strategies in Special Education. This course is designed to provide practical application of knowledge about learners who have high incidence disabilities and learners who have low incidence disabilities. Theory, best practices, regulations, and research as related to a practicum component in PreK-8 schools working with students who have special needs in a classroom setting will be examined. The goal of the course is to assist future special educators to prepare for the unique role of a teacher in a field that is rapidly changing as a result of shifts in public school policies, school reform, questions of efficacy, limitations of resources, teacher roles and expectations, and advocacy.
DIRECTORY INFORMATION

The date of initial appointment to Westminster College is in parentheses.

ADMINISTRATION

RICHARD H. DORMAN (2008)  
President of the College  
B.M., Susquehanna University; M.Ed., D.Ed., The Pennsylvania State University

NEAL A. EDMAN (1988)  
Vice President for Student Affairs, Dean of Students  
B.A., State University of New York, Oswego; M.S., Ed.D., Indiana University

KENNETH J. ROMIG (2004)  
Vice President for Finance and Management Services  
B.A., Westminster College; C.P.A. (Pennsylvania)

THOMAS STEIN (2013)  
Vice President for Enrollment and Marketing  
B.S., Ohio Northern; M.S., University of Dayton; Ph.D., University of Toledo

MATTHEW P. STINSON (2015)  
Vice President for Institutional Advancement  
B.A., Mount Union College; M.B.A., Jones International University

JANE M. WOOD (2013)  
Vice President for Academic Affairs, Dean of the College  
B.A., University of Missouri-Columbia; M.A., Ph.D., University of Kansas

Kathryn K. DeMedal (2008)  
Director of the Career Center  
B.A., M.Ed., Westminster College

CHERYL GERBER (1997)  
Director of Financial Aid  
B.A., Grove City College

Associate Dean, Academic Affairs  
B.A., Emory & Henry College; M.S., Ph.D., University of Pittsburgh

CHRISTINE A. MILLER (1998)  
Controller  
B.S., Duquesne University; C.P.A. (Pennsylvania)

ERIC J. PERRY (2015)  
Assistant Director of the Graduate School  
B.A., Ashford University; M.A., Slippery Rock University

SCOTT D. WIGNALL (2015)  
Registrar  
B.A., M.A., Western Illinois University

ROBERT L. ZORN (1986)  
Director of the Graduate School  
B.S., Kent State University; M.Ed., Westminster College; Ph.D., University of Pittsburgh

GRADUATE FACULTY

AMY H. CAMARDESE (2001)  
Professor of Education  
B.S. Ed., Ohio University; M.Ed., University of Pittsburgh; Ph.D. Kent State University

ALISON L. DUBOIS (2011)  
Assistant Professor of Education  
B.A., John Carroll University; M.Ed., Westminster College; Ph.D., Duquesne University

CHARLENE KLASSEN ENDRIZZI (1993)  
Professor of Education  
B.A., M.A., Fresno Pacific College; Ph.D., University of Arizona
DARWIN W. HUEY (1977)  Professor of Education  
B.A., M.Ed., Westminster College; Ed. D., University of Pittsburgh

SARAROSE D. LYNCH (2012)  Assistant Professor of Education  
B.S., West Virginia Wesleyan College; M.S., Ed.D., West Virginia University

ERIN T. SMITH (2002)  Associate Professor, Associate Dean of Library and Information Services  
B.S., M.S.I.S., University of Tennessee

ROBERT L. ZORN  Graduate Education  
B.S.Ed., Kent State University; M.Ed., Westminster College; Ph.D., University of Pittsburgh

ADJUNCT GRADUATE FACULTY (partial listing)

PAULA LENOX (2012)  Graduate Education  
B.S., Westminster College; M.S., Robert Morris University

MICHELLE MILLER (2012)  Graduate Education  
B.A., Psychology, Chatham College; M.Ed., Duquesne University; Ed.D., University of Pittsburgh

SUSAN M. MILLER (2012)  Graduate Education  
B.A., Grove City College; M.Ed., Edinboro University of Pennsylvania and Duquesne University

MOLLY A. MISTRETTA (2014)  Graduate Education  
B.A., Westminster College; M.S., Indiana University

LUCA J. PASSARELLI (2012)  Graduate Education  
B.A., M.Ed., Westminster College

ERIC J. PERRY (2015)  Assistant Director of the Graduate School  
B.A., Ashford University; M.A., Slippery Rock University

GEORGE E. WHITE (2013)  Graduate Education  
B.S., Clarion State College; M.Ed., Ed.D., Pennsylvania State University

AREA COORDINATORS  
Charlene Klassen Endrizzi  Reading  
Robert L. Zorn  General Education & Superintendent/Principal  
Amy Camardese  Special Education  
Eric J. Perry  Counselor Education

GRADUATE COMMITTEE  
Jane M. Wood  Vice President of Academic Affairs/Dean of the College  
Robert L. Zorn  Director of the Graduate School  
Eric J. Perry  Assistant Director of Graduate School  
Amy Camardese  Professor of Education  
David O. Cushman  Professor of Economics  
Nancy J. DeSalvo  Associate Professor of Music  
Katherine L. Robertson  Associate Professor of Biology  
David G. Swerdlow  Professor of English
BOARD OF TRUSTEES
2015-2016

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Katherine L. Robertson

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Faculty Representative
Student Representative
Faculty Representative
Faculty Representative

EMERITI

Robert J. Bruce
Leonard M. Carroll
James Dewar
Robert S. Gardner
George C. Greer
Ann H. Haldeman
George H. Herchenroether
Carolyn J. Jones
Robert F. Patton
J. Fred Rentz
Richard L. White
Martha V. Wile
Donald Cardinal Wuerl
ACADEMIC BUILDINGS
1. Old Main
   Wallace Memorial Chapel
2. McGill Memorial Library
3. Thompson-Clark Hall
4. Patterson Hall
   Art Gallery
   Beeghly Theater
   Orr Auditorium
5. Hoyt Science Resources Center
6. Memorial Field House
   Natatorium and Fitness Center
   Buzz Ridl Gymnasium
7. Old 77
   Marge Walker Recreation Center
RESIDENCE HALLS
8. Ferguson Hall
9. Browne Hall
10. Galbreath Hall
    Titan Club
    Duff Dining Room
11. Shaw Hall
    Student Health Center
12. Jeffers Hall
13. Eichenauer Hall
14. Hillside Hall
15. Russell Hall
16. Thompson House
17. Berlin Village

McGinness Dining Room

ADDITIONAL BUILDINGS
18. Andrew J. McKelvey Campus Center
19. President’s Home
20. Physical Plant Buildings
21. Henley Pavilion
22. Remick Admissions House
23. Anderson Amphitheater
24. Wiley Alumni House
Parking Lots (A-O)