TEACHING WRITING AND LITERACY POST-BACCALAUREATE CREDIT CERTIFICATE PROGRAM

Person-in-Charge: Mary Hutchinson
Program Code: TWL
Campus(es): Hazelton, Lehigh Valley, Wilkes-Barre

This program is designed to afford educators deep study in all aspects of teaching writing and literacy.

Effective Semester: Summer 2017
Expiration Semester: Summer 2022

Admission Requirements
Applicants apply for admission to the program via the Graduate School application for admission (http://gradschool.psu.edu/prospective-students/how-to-apply/). Requirements listed here are in addition to Graduate Council policies listed under GCAC-300 Admissions Policies (http://gradschool.psu.edu/graduate-education-policies/). International applicants may be required to satisfy an English proficiency requirement; see GCAC-305 Admission Requirements for International Students (http://gradschool.psu.edu/graduate-education-policies/gcac/gcac-300/gcac-305-admission-requirements-international-students/) for more information.

Certificate Requirements
Requirements listed here are in addition to requirements listed in Graduate Council policy GCAC-212 Postbaccalaureate Credit Certificate Programs (http://gradschool.psu.edu/graduate-education-policies/gcac/gcac-200/gcac-212-postbaccalaureate-credit-certificate-programs/).

The certificate will contain 12 core credits plus a 3-credit concentration for a total of 15 credits. A grade of C or higher must be earned in each course to be counted toward the certificate.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Required Courses</td>
<td></td>
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</tr>
<tr>
<td>EDUC 425</td>
<td>Literacy Assessment</td>
<td>3</td>
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<tr>
<td>EDUC 452</td>
<td>Teaching Writing</td>
<td>3</td>
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<tr>
<td>or ENGL 409</td>
<td>Composition Theory and Practice for Teachers</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 463</td>
<td>Teaching With Modern Web Technologies</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 477</td>
<td>Teaching Struggling Readers and Writers</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td></td>
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<td>Select 3 credits from the following:</td>
<td>3</td>
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<tr>
<td>EDUC 400</td>
<td>Diversity and Cultural Awareness Practices in the K-12 Classroom</td>
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<tr>
<td>EDUC 416</td>
<td>Teaching Secondary English and the Humanities</td>
<td></td>
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<tr>
<td>EDUC 432</td>
<td>Children's Literature in Teaching Writing</td>
<td></td>
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<tr>
<td>EDUC 464</td>
<td>Technology and the Learning Process</td>
<td></td>
</tr>
<tr>
<td>EDUC 465</td>
<td>Serving Culturally and Linguistically Diverse (CLD) Learners</td>
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Courses
Graduate courses carry numbers from 500 to 699 and 800 to 899. Advanced undergraduate courses numbered between 400 and 499 may be used to meet some graduate degree requirements when taken by graduate students. Courses below the 400 level may not. A graduate student may register for or audit these courses in order to make up deficiencies or to fill in gaps in previous education but not to meet requirements for an advanced degree.

Learning Outcomes
1. Develop tools and strategies for teaching writing.
2. Demonstrate ability to write using process stages through narrative, informative, and argumentative modes.
3. Apply domain scoring rubrics to assess various student levels of writing competency.
5. Apply efficient strategies for assessing all types and modes of writing.
6. Apply educational theory to internet technologies for teaching writing.
7. Analyze student literacy needs and apply effective strategies.

Contact
Campus
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Program Contact: Nicole Rae Moschberger
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(610) 285-5239

Program Website
View (http://www.lv.psu.edu/ce/credit.htm)

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Teaching Writing and Literacy Post-baccalaureate Credit Certificate Program

Campus
Wilkes-Barre

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