

SUPERVISORY LEADERSHIP FOR PROFESSIONALS, CERTIFICATE

Requirements for an undergraduate certificate may be completed at any campus location offering the specified courses for the certificate.

Program Description

Supervisory Leadership for Professionals This certificate is designed for the adult learner who would like to gain knowledge of essential supervisory leadership concepts. These adult learners may already possess a degree in an occupational discipline, but need to augment their knowledge and resumes to advance their careers with their current employer or transition into a new job. Adult learners taking this certificate may also be taking post-secondary credit courses for the first time.

Entrance Requirements

Admissions criteria for the certificate program follow standard University procedures for adult students.

Program Requirements

To earn an undergraduate certificate in Supervisory Leadership for Professionals, a minimum of 9 credits is required.

Code	Title	Credits
Required Courses		
WFED 310	Leadership Competencies for Supervisors	3
WFED 411	Occupational Safety and Health for Workforce Education and Development Professionals	3
WFED 450	Cultural Diversity in the Workplace	3

Certificate Learning Objectives

- **Communicate:** Students will be able to effectively communicate instructional content or findings in formal presentations and in written works.
- **Demonstrate Competence:** Students will demonstrate competence through documentation of tasks performed and reflection on specialized accomplishments.
- **Develop Professional Competencies:** Students will develop professional competencies to work with others in related fields or disciplines.
- **Relate Common Situations:** Students will be able to relate common situations experienced by professionals and how they were or should be handled.

Academic Advising

The objectives of the university's academic advising program are to help advisees identify and achieve their academic goals, to promote their intellectual discovery, and to encourage students to take advantage of both in-and-out-of class educational opportunities in order that they become self-directed learners and decision makers.

Both advisers and advisees share responsibility for making the advising relationship succeed. By encouraging their advisees to become engaged in their education, to meet their educational goals, and to develop the

habit of learning, advisers assume a significant educational role. The advisee's unit of enrollment will provide each advisee with a primary academic adviser, the information needed to plan the chosen program of study, and referrals to other specialized resources.

READ SENATE POLICY 32-00: ADVISING POLICY (<https://senate.psu.edu/policies-and-rules-for-undergraduate-students/32-00-advising-policy/>)

University Park

Mark Threeton

Associate Professor of Education, Workforce Education and Development
411 E Keller Building
University Park, PA 16802
mdt177@psu.edu

Contact

University Park

DEPARTMENT OF LEARNING AND PERFORMANCE SYSTEMS
411 E Keller Building
University Park, PA 16802
mdt177@psu.edu