

CERTIFICATE IN FAMILY LITERACY

The 12-credit World Campus Post-baccalaureate Certificate in Family Literacy was created through a partnership between the Goodling Institute for Research in Family Literacy at Penn State and the National Center for Family Literacy. The primary goal of the Certificate is to provide students with an opportunity to enhance their knowledge, skills, and credentials in the discipline of family literacy, with a focus on effective program planning and implementation and research-based practice. For additional information, please contact Drucie Weirauch at dcw113@psu.edu or by phone at (814) 865-6686.

Admission Requirements

- (1) An applicant must have received, from an accredited institution, a baccalaureate degree substantially equivalent to one awarded by Penn State.
- (2) The Graduate School reviews the application for academic admissibility and the certificate program determines acceptance into its program. An admission letter from the Graduate School does not guarantee admission into a certificate program.

Courses Included in the Certificate

ADTED 456: Introduction to Family Literacy (3 credits). This course introduces the concept of family literacy within the home and supported by programs that provide family literacy services, with a focus on examining key components of family literacy: adult education, early childhood education, and parent education and interactive literacy activities among parents and children.

ADTED 457: Adult Literacy (3 credits). This course examines the literacy needs of adults as they pertain to the role of parent, worker, and community member, with a focus on how to engage parents who have low-level skills in literacy activities at home.

ADTED 458: Early Literacy Development and Parental Involvement (3 credits). This course focuses on how family literacy practitioners can guide and support parent involvement in young children's language and literacy development.

ADTED 459: Interactive Literacy-Parents and Children (3 credits). This course identifies and analyzes current research to increase understanding of interactive literacy and language teaching within the context of family literacy program components.

COURSE DESCRIPTION

ADTED 456: Introduction to Family Literacy

Offered each Spring Semester

ADTED 456: Introduction to Family Literacy introduces the concept of family literacy within the home and supported by programs that provide family literacy services, with a focus on examining key components of family literacy: adult education, early childhood education, and parent education and interactive literacy activities among parents and children. The course is informed by numerous research studies that have revealed the effectiveness of services that break the cycles of intergenerational poverty and under-education.

Learning Objectives: Upon successful completion of this course, students will be able to:

- Describe and compare different family literacy models and their components.
- Plan effective interactive learning activities.
- Plan integrated early childhood education and adult education components.

Course Topics

- Introduction to Family Literacy
- Research in Family Literacy
- Models of Family Literacy
- Early Childhood Education and Adult Education components
- Parent Education component
- Interactive Literacy Activities (ILA) component
- Case Management, the 5th component
- Assessment, Evaluation, and Program Improvement
- Advocacy
- Diversity
- Many Literacies

COURSE DESCRIPTION

ADTED 457: Adult Literacy

Offered each Fall Semester

ADTED 457: Adult Literacy discusses adult literacy issues, research, theory, and instructional practices in the context of family literacy. The course examines the literacy needs of adults as they pertain to the roles of parent, worker, and community member. Parent involvement in their children's education is an ongoing theme, with a focus on how to engage parents with low-level skills in literacy activities at home. Research related to English as a Second Language is also discussed as an adult literacy issue and practice.

Learning Objectives: Upon successful completion of this course, students will be able to:

- Discuss the scope and depth of the field of adult literacy.
- Describe the need for adult literacy programs in terms of research findings.
- Summarize key issues related to adult literacy.

Course Topics

- Defining Adult Literacy
- Adult Literacy Research
- Adult Learning Theory
- English as a Second Language
- Family Literacy
- Workforce Literacy
- Health Literacy
- Corrections Education
- The GED and Transitioning to Postsecondary Education
- Young Adults and Literacy
- International Adult Literacy Programs

COURSE DESCRIPTION

ADTED 458: Early Literacy Development and Parental Involvement

Offered each Fall Semester

ADTED 458: Early Literacy Development and Parental Involvement focuses on young children's language and literacy development, including:

- Ways that parents, with the guidance and support of early childhood educators, can support this development.
- Research related to children's learning.
- Ways in which family literacy supports early literacy development.

Learning Objectives: Upon successful completion of this course, students will be able to:

- Describe the development of early language and literacy, and the important role parents have in influencing children's transformation into successful readers and writers.
- Describe how teachers can support parents as they:
 - (1) Improve their own language and literacy skills, and
 - (2) Learn to model skills important for the language and literacy development of their children.

Course Topics

- Children's early language and literacy development
- Current research regarding children's early language and literacy development
- Evidence-based practices for parents and early childhood educators to support children's early language and literacy development
- How parents and early childhood educators can apply what is known about children's language and literacy development to maximize their learning experiences.
- Early literacy development and parental involvement in the context of comprehensive family literacy services.

COURSE DESCRIPTION

ADTED 459: Interactive Literacy: Parents and Children

Offered each Summer Semester

ADTED 459: Interactive Literacy: Parents and Children identifies and analyzes current research related to interactive literacy and language teaching. Language diversity of all types will be an ongoing theme, and the course will review research-based teaching practices and activities with adaptations for English language learners and for children with other types of language differences.

Learning Objectives: Upon successful completion of this course, students will be able to:

- Describe interactive baselines of contemporary family functioning, and how literacy and language development can be intentionally nurtured within the active, dynamic family unit.
- Plan purposeful and intentional language and literacy development activities for use in the home, in childcare centers, and at school from Kindergarten to third grade.

Course Topics

- Family Systems Research
- Purposeful and Intentional Language and Literacy Development
- Interactive Literacy
- Power and Impact of Personal Beliefs on Teaching and Learning
- Developmentally Appropriate Practices and Activities for Early Childhood Language Development
- Diversity of Language and Language Differences
- Language Acquisition
- Fostering Language Development
- Milestones in Language Development
- Emergent Literacy
- Children's Literacy