

GRADUATE
NEW/REVISED/DELETED GRADUATE PROGRAMS COVERSHEET
 (Degree Programs, Sequences, Graduate Certificates)
 Graduate Curriculum Committee
 2001-02

Deadlines for receipt by Graduate Curriculum Committee:

Revised Degree Program, Sequence, Graduate Certificates: November 16, 2001, for inclusion in 2002-03 catalog.

New Sequence, New Graduate Certificate: October 19, 2001, for inclusion in 2002-03 catalog.

New Degree Program: February 15, 2002, for inclusion in 2003-04 catalog.

DEPARTMENT/SCHOOL English DATE September 6, 2001
 TITLE OF DEGREE, SEQUENCE, OR CERTIFICATE Post-Baccalaureate Certificate in the Teaching of Writing in
High School/Middle School

Proposed Action: (Refer to page 15 of *GCC Proposal Guidelines and Procedures*.)

_____ New: (Check one.)

_____ Degree Program* (goes beyond Graduate Curriculum Committee)

_____ Sequence (goes beyond Graduate Curriculum Committee)

_____ Graduate Certificate

___X___ Post-Baccalaureate Graduate Certificate (goes beyond Graduate Curriculum Committee)

_____ Post-Master's Graduate Certificate (goes beyond Graduate Curriculum Committee)

_____ Change in requirements for: (Check one.)

_____ Degree Program

_____ Sequence

_____ Certificate

_____ Other program revisions

_____ Deletion of: (Check one.)

_____ Degree Program (goes beyond Graduate Curriculum Committee)

_____ Sequence (goes beyond Graduate Curriculum Committee)

_____ Graduate Certificate

_____ Post-Baccalaureate Graduate Certificate (goes beyond Graduate Curriculum Committee)

_____ Post-Master's Graduate Certificate (goes beyond Graduate Curriculum Committee)

*Obtain the New Program Request (NEPR) format from the Office of the Provost.

Summary of proposed action. For all proposals, provide current title and current catalog copy. Provide new title and new catalog copy for new programs, and for revised programs if catalog copy/title is altered. For revised programs, provide a summary of the changes. (Refer to checklist on page 37 of *GCC Guidelines and Procedures*.)

Please see attached.

Routing and action summary:

- | | | | |
|---|---------------------|--|-----------------|
| 1. _____
Dept./School Curriculum Committee Chair | _____ Date Approved | 4. _____
College Dean | _____ Date Appr |
| 2. _____
Department Chair/School Director | _____ Date Approved | 5. _____
Teacher Education Council Chair
(28 copies to Dean of College of Education) | _____ Date Appr |
| 3. _____
College Curriculum Committee Chair | _____ Date Approved | 6. _____
Graduate School | _____ Date Apj |

Submit 10 copies of proposal to Graduate Curriculum Committee.

To: Sandra Little, Director of Graduate Studies
 From: Jan Neuleib, Professor of English and Director of Writing Programs
 Ken Lindblom, Assistant Professor of English
 Date: November 21, 2000 (revised September 6, 2001)
 Re: Proposal for a New Graduate Program in English

Post-Baccalaureate Certificate in the Teaching of Writing in High School/Middle School

Program Rationale:

Components of New Program:

The *Post-Baccalaureate Certificate in the Teaching of Writing in High School/Middle School* would be open only to those already certified as middle school or high school teachers. Teachers would earn a *Certificate in the Teaching of Writing in High School/Middle School* by satisfactorily completing six proposed graduate courses in the Teaching of Writing^[1] in no particular order:

- § 409.01 Major Figures in the Teaching of Writing in High School/Middle School
- § 409.02 Issues of Grammar in the Teaching of Writing in High School/Middle School
- § 409.03 Writing Assessment in High School/Middle School
- § 409.04 Using Technology to Teach Writing in High School/Middle School
- § 409.05 Applying Rhetoric to the Teaching of Writing in High School/Middle School
- § 409.06 The Writing Project

Aims of New Program:

- § To improve the quality of writing instruction in middle and high schools by creating opportunities in the ISU English Department for full-time high school and middle school teachers to develop expertise in the teaching of writing in high school and middle school (new courses)
- § To encourage full-time high school and middle school teachers and school districts to take advantage of these opportunities at ISU (new courses and certificate program)
- § To professionally recognize the significant, voluntary accomplishment of those who pass six graduate courses in the teaching of writing (certificate program)
- § To encourage full-time high school and middle school teachers to pursue graduate degrees in English (certificate program: all credits may apply toward an M.A. or Ph.D. in English)

Further Rationale:

The timing is right for this new program as new Illinois state guidelines for permanent teacher certification now require on-going professional development. This new program would offer an opportunity for teachers to fulfill these new guidelines with a rigorous, professional program. These courses will also be useful to this audience by giving them experience in reflecting upon their teaching in the professional manner required for National Board Certification.

The English Department and Writing Programs view this certificate program and the new graduate courses it entails as a fulfillment of our disciplinary responsibility to teachers of writing at the middle and secondary school levels. While our undergraduate students are required to take coursework in the teaching of writing, no such coursework currently exists for current middle and high school teachers to advance their knowledge in ways directly applicable to their professions as teachers of writing grades 6-12. This new program not only addresses that lack in our current graduate course offerings, but provides a new model for achieving collaboration between university and school teachers and curricula. We see this program as a bold step that may have state-wide and national implications for the teaching of writing at the middle and secondary school

levels.

Based on a survey of middle and secondary school teachers of English at the 1999 Heads of Illinois Secondary English Departments conference (HISED), we offered an experimental course (ENG 495-02) in Fall 2000, entitled “Contemporary Concepts and Practices in the Teaching of Writing in Secondary English.” The course, taught by Kenneth Lindblom (Assistant Professor of English), met every other Saturday for 6 hours and enrolled 10 full-time teachers—one of whom drives from Galesburg to attend (others come from as far away as Chenoa and Atlanta, IL). Based on the positive reception of that course, we believe a large and interested audience exists for our proposed *Certificate in the Teaching of Writing in High School/Middle School*.

Further, as of January 1, 2001, the Illinois Association of Teachers of English (an almost one century-old affiliate of the National Council of Teachers of English) is officially located within Illinois State University’s Department of English. The proposed Certificate in the Teaching of Writing program would strengthen the English Department’s professional mentorship of middle and secondary school teachers of English.

Certificate programs at Illinois State University are intended to “meet specific needs in the workplace, or to enhance an individual’s skills or education as part of the process of life-long learning.” The Writing Programs and Department of English believe that our proposed *Post-Baccalaureate Certificate in the Teaching of Writing in High School/Middle School* achieves both of these aims, but emphasizes the former. We believe the Department of English and Illinois State University are the most suited in the State of Illinois to offer this new program to middle and high school teachers of writing.

Explanation of Pre-Requisites

Pre-requisites: State High School or Middle School Teacher Certification. The course is open *only to teachers of high school and middle school who already hold state teacher certification*. This one pre-requisite will ensure those who are not qualified for the course will not be able to register. We seek to engage these graduate students in scholarly work in the field of composition & rhetoric. This course advances knowledge in the subjects which these teachers teach (writing) and encourages them to create closer connections between their middle or high school teaching and the knowledge produced in the professional disciplines they are members of (composition & rhetoric).

History of Course Offerings:

The following courses from the Certificate Program have already been offered:

- § “Contemporary Concepts and Practices in the Teaching of Writing in High School/Middle School” was offered as a pilot course in Fall 2000 as an Eng 495: Special Topics in English. This particular course was not developed into a course in the Certificate Program (it was rather an overview of the topics that have since become the courses). However, students who took the course in Fall 2000 will be allowed to use it as a substitute for any of the other courses in the Certificate Program.
- § The Writing Project (Eng 409.06) has been offered for many summers as an Eng 495: Topics in English. All who have taken this course will be allowed to use it toward the Certificate, as the course has always been taught according to the best practices in the teaching of writing in accordance with the standards of the National Writing Project.
- § “Issues of Grammar in the Teaching of Writing in High School/Middle School” (Eng 409.02) is being offered Fall 2001 as an Eng 495: Special Topics in English. All students in this section will be able to count this course toward the Certificate.
- § “Applying Rhetoric to the Teaching of Writing in High School/Middle School” (409.05) will be offered in Spring 2002 as a 495: Special Topics in English. Students in this section will be allowed to count this course toward the Certificate.

Anticipated Funding Needs and Source of Funds:

We do not anticipate any immediate funding needs for the *Post-Baccalaureate Certificate in the Teaching of Writing in High School/Middle School*. If the program proves popular, we may request an additional faculty line or partial line.

Program Audience:

This certificate and the proposed courses are available *only to those who already hold teacher certification*. The ideal audience members for the program are full-time high school and middle school teachers who are interested in pursuing academic development in the teaching of writing. Courses will be held during evenings or weekends to facilitate teachers' schedules. The courses have been designed with input and support from secondary and middle school teachers we work with through ISU's affiliations with The Central Illinois Writing Project, the Illinois Association of Teachers of English and the Heads of Illinois Secondary English Departments (HISED). Courses will be taught by graduate faculty in English who have substantial experience teaching in high school/middle school or substantial experience working with middle and high school teachers.

New Proposed Courses: (see attached course proposals)

The Certificate in the Teaching of Writing in High School/Middle School will be earned once a candidate has successfully completed the following six graduate courses of three credits each (18 credits total):

- § 409.01 Major Figures in the Teaching of Writing in High School/Middle School
- § 409.02 Issues of Grammar in the Teaching of Writing in High School/Middle School
- § 409.03 Writing Assessment in High School/Middle School
- § 409.04 Using Technology to Teach Writing in High School/Middle School
- § 409.05 Applying Rhetoric to the Teaching of Writing in High School/Middle School
- § 409.06 The Writing Project

Proposed Catalog Copy:

Current opening sentence must be revised to include mention of the new program:

Old Copy: "The Department of English offers programs of graduate work leading to the Master of Arts, Master of Science, and the Doctor of Philosophy."

New Copy: "The Department of English offers programs of graduate work leading to the Post-Baccalaureate Certificate, Master of Arts, Master of Science, and the Doctor of Philosophy."

New Certificate Description:

Post-Baccalaureate Certificate in the Teaching of Writing in High School/Middle School:

The Post-Baccalaureate Certificate in the Teaching of Writing in High School/Middle School is designed for certified middle and high school teachers of any subject who are interested in pursuing study of current theory and practice in composition in an atmosphere emphasizing the special needs of the high school/middle school teacher. Middle or Secondary Teacher Certification is required for admission to the certificate program. The Post-Baccalaureate Certificate is earned upon completion of the following eighteen hours of required courses:

- § 409.01 Major Figures in the Teaching of Writing in High School/Middle School
- § 409.02 Issues of Grammar in the Teaching of Writing in High School/Middle School
- § 409.03 Writing Assessment in High School/Middle School
- § 409.04 Using Technology to Teach Writing in High School/Middle School
- § 409.05 Applying Rhetoric to the Teaching of Writing in High School/Middle School
- § 409.06 The Writing Project

The Post-Baccalaureate Certificate does not automatically lead to a graduate degree, but the credits earned for the certificate may all be applied toward an M. A. or Ph.D. in English Studies.

[1] These courses are being proposed concurrently with this new certificate program.