

**Delete Graduate Program (Majors, Sequences, Certificates) Proposal  
Illinois State University - Graduate Curriculum Committee**

Program Department English  
Initiator Christopher De Santis  
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Coauthor(s) None

Title of Program Post-Baccalaureate Graduate Certificate in the Teaching of W  
CIP Code

Submission Date Thursday, December 9, 2021  
Email ccedesan@ilstu.edu  
Campus Address 4240 English

Version 1 ID 25  
Catalog Year to be deleted 2023-2024

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**1. Provide Graduate Catalog copy to be removed regarding this program.**

The Post-Baccalaureate Graduate Certificate is earned upon completion of the following 18 hours of courses:

- ENG 409A01 Major Figures in the Teaching of Writing in High School/Middle School
- ENG 409A02 Issues of Grammar Teaching Writing High School/Middle School
- ENG 409A03 Writing Assessment in High School/Middle School
- ENG 409A04 Using Technology to Teach Writing in High School/Middle School
- ENG 409A05 Applying Rhetoric to the Teaching of Writing in High School/Middle School
- ENG 409A06 The Writing Project

With permission of the Graduate Program Director, an appropriate 400-level course focused on composition or the teaching of composition may be substituted for one 409 course.

The Post-Baccalaureate Graduate Certificate does not automatically lead to a graduate degree or guarantee of admission to a degree program. Credits earned for the certificate may, with the approval of the Graduate Program Director, be applied toward an M.A., M.S. or Ph.D. in English Studies if the student is admitted to one of these programs.

English Courses

When content differs, some courses may allow multiple enrollments with the approval of the Department's Graduate Program Director and the Graduate School.

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**2. Provide a list of other programs referencing this program.**

N/A

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**3. Provide a rationale for deleting program.**

The Certificate in the Teaching of Writing was developed several decades ago to serve the needs of working teachers who wanted or needed to gain additional experience and professional development in their careers. The program was designed to offer additional instruction in the subject of composition and the teaching of writing, based on a perception (at the time) that (a) teacher education programs did not offer a balance of courses in writing vs. literature, and (b) many teachers working at community colleges with backgrounds in literature also did not have adequate coursework in composition theory and pedagogy. The program was designed to offer this additional coursework, as well as provide working teachers a way to gain professional development in service of career advancement. To meet the needs of working instructors, courses in the program were offered as a series of Saturday classes, rather than as conventional week-day classes. The National Writing Project was also integrated as a foundational element of the program, with a summer workshop offered each year. Some former students in the program applied credits from the program toward requirements for the Master's Degree program in English at ISU; others ended their education upon completion of the certificate.

In the early years of the program, the Department had fairly robust student numbers as well as yearly grant support from the National Writing Project, which benefited the program's recruitment efforts and enabled the Department to offer a stipend for instructors to attend the summer institute (which then often turned into interest in other courses in the certificate program). However, the past two program reviews revealed significant problems with the certificate program, including extremely low enrollments. The perceived audience for the program has been, in the past, in-service K-12 teachers, as well as full-time instructors working regionally in community colleges. Given the lack of enrollments in the program for many years, however, it has become clear that the certificate is no longer a useful option for continuing education for these audiences. Additionally, the current faculty associated with the program believe that it no longer serves the purpose for which it was originally designed.

The courses affiliated with the certificate program will be retained in the curriculum but revised to serve a new audience, predominantly graduate students in Rhetoric, Composition, Technical Communication, and English Education. Revised versions of these courses might also appeal to graduate students in other areas of English studies.

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**4. Describe the expected effect of the proposed program deletion on existing campus programs.**

N/A

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**5. What arrangements will be made for program faculty and students?**

Departmental records indicate that there are no longer students enrolled in the program. Program faculty will not be impacted by the deletion of this program.

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**6. What is the anticipated budget effect?**

There will be no budget effect as a result of this program deletion.

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**7. No Did this program previously count towards teacher education?**

Upload Provost Approval Memo. Must be in Adobe PDF format. PDF cannot exceed 4MB in size.

No file chosen

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**8. Routing and action summary for Program Deletion:**

**1. English Department Curriculum Committee Chair**

Katherine Patterson (website)  
Signature

Katherine Patterson  
Print

12/13/2021 10:51:33 AM  
Date

**2. English Department Chair/School Director**

<u>Christopher De Santis (website)</u>	<u>Christopher De Santis</u>	<u>12/13/2021 11:33:36 AM</u>
Signature	Print	Date

**3. College of Arts & Science College Curriculum Committee Chair**

<u>Todd Stewart (website)</u>	<u>Todd Stewart</u>	<u>1/12/2022 4:24:57 PM</u>
Signature	Print	Date

**4. College of Arts & Science College Dean**

<u>Rocio Rivadeneyra (website)</u>	<u>Rocio Rivadeneyra</u>	<u>1/12/2022 4:41:17 PM</u>
Signature	Print	Date

**5. Graduate Curriculum Committee Chair**

<u>Kristin Carlson (website)</u>	<u>Kristin Carlson</u>	<u>2/18/2022 1:28:30 PM</u>
Signature	Print	Date

**6. Director of Graduate School**

<u>Noelle Selkow (website)</u>	<u>Noelle Selkow</u>	<u>2/18/2022 4:30:44 PM</u>
Signature	Print	Date

All deleted programs (majors, sequences, certificates) are routed by the G.C.C. to the Academic Senate

