



CERTIFICATE PROPOSAL FORM

Teaching English as an International Language (TEIL)

Title of Certificate

College of Education and Human Development

Unit Submitting Proposal

Submission Date: _____

Middle and Secondary Education

Caroline Sheffield

Department

Department Chair

Elizabeth Patton

Fall 2019

Certificate Program Coordinator

Proposed Starting Date (Term)

Note: Proposal submissions should include: 1) Proposal Form, 2) Dean’s Letter, 3) Faculty Roster, 4) Library Letter and 5) Budget Form.

FOR MORE INFORMATION: <http://louisville.edu/oapa/academic-program-approval-process-new-proposals>

Provost Office Section

Approved:

Letter of Intent:

Date: _____

Faculty Senate

Date: _____

Board of Trustees

Date: _____

Other (if applicable, specify _____)

Date: _____

Institution: University of Louisville	
Program Name	
Teaching English as an International Language (TEIL)	
Degree Level <i>(Select)</i>	
<u>Undergraduate:</u> Pre-Baccalaureate _____	<u>Graduate</u> <i>(select one of the following):</i> Post-Baccalaureate <u> x </u> Post-Master's _____ Post-Professional _____
Classification of Instructional Program (CIP) Code <i>(Provost Office Use Only)</i>	
(CIP) Area of Study <i>(Provost Office Use Only)</i>	
Proposed Implementation Date: <i>(Semester and Year)</i>	
Fall 2019	
Institutional Contact Information	
Name: Elizabeth Patton <i>(First and Last Name)</i>	
Title: Assistant Professor (Clinical)	
Email: Elizabeth.patton@louisville.edu	Work Phone: 502-852-8978
2a. Provide a Brief Description of the Program.	
<p>The purpose of this graduate certificate is to prepare students who are neither education majors (elementary education) nor in a P-12 education preparatory program (content area teachers in upper level grades seeking teaching certification) to teaching English as a Foreign (EFL) or (as is more recently known as) teaching English as an International Language (TEIL) in a wide variety of global settings. This is the equivalent of a TEFL (Teaching English as a Foreign Language) certificate offered by many businesses and some universities.</p> <p>Justification: Currently, estimations for English as a foreign language learners - those who are learning English in parts of the world where their “first” languages are something other than English - are at 750 million speakers. (International House, 2014).</p> <p><u>According to the British Council, the latest research indicates that the number of people seeking a global English language learning experience is set to “exceed 1.9 billion [people] by 2020.”</u> (British Council, 2017). This number is differentiated from those learning English as a second Language (i.e., learning English in an environment surrounded by the English language such as the United States, Great Britain, etc.).</p> <p>These settings include teaching the English language abroad, teaching the English language in a non-profit or parochial setting, or teaching the English language in a non-profit organization to a student whose first language is not English.</p>	

[NOTE: This proposed graduate certificate differs from the English as Second Language Endorsement (ESL) offered at U of L inasmuch that the ESL Endorsement is a 12 hour non-degree endorsement for Kentucky certified teachers wishing to gain expertise in teaching the English language to non-native speakers of English in p-12 classrooms (ESL) in the commonwealth of Kentucky. The ESL Endorsement MUST attach to a valid Kentucky teaching license in order to be a valid endorsement.

This differs from Teaching English as an International Language (TEIL) graduate certificate, as the TEIL graduate certificate is not a teaching endorsement, is not recognized by the Education and Professional Standards Board in the Commonwealth of Kentucky, does NOT provide the holder with teaching licensure or certification privileges, nor is it part of any teacher education program at the University of Louisville or in the Commonwealth of Kentucky.]

2b. What are the objectives of the proposed program?

[This proposed graduate certificate in TEIL will train candidates *outside* of the teacher education programs who wish to teach English language learners in a variety of settings where specialization in English Language Learners is required but a teaching license/certification is optional/not required.

These contexts include teaching/tutoring English language learners (both in US and abroad); working with humanitarian organizations that outreach to refugee and immigrant populations; teaching English in private/parochial schools where students are non-native speakers of English. |

2c. Explain how the objectives support the institutional mission

[The TEIL certificate helps fulfill the institutional mission of the University of Louisville by equipping students to teach one of the most globally diverse populations: English Language Learners. This program would provide training to completers who would use this skillset to equip language learners with the English language skills needed to strengthen themselves and their communities, address pressing social concerns, and ultimately, enact social change. |

3. Clearly state the admission, retention, and completion standards designed to encourage high quality. List Admission requirements, faculty to student ratio, and also provide projected enrollment and graduates for a five-year period.

[The admission standards for the graduate certificate in Teaching English as an International Language are as follows:

All admission applications in good standing for the graduate certificate program shall include:

- A completed application for the School of Interdisciplinary and Graduate Studies;
- Application fee;
- Official transcript(s) for all previous post-secondary coursework. All transcripts not in English must be certified by an official agency as authentic and translated verbatim into English.
- The minimum requirement for admission is the baccalaureate degree or its equivalent from an accredited institution or current enrollment in a

graduate program at the University of Louisville.

- The successful applicant will have an undergraduate grade point average of 3.0 or above (on a 4.00 scale).
- Applicants are required to submit a 500-word essay outlining their rationale for pursuing this certificate as part of their application package.
- International students whose primary language is not English must show English language proficiency. These applicants must either submit an official TOEFL or IELTS score, or hold a baccalaureate degree award from a U.S. Department of Education recognized English language institution.
- The successful applicant will have a total TOEFL score of 80 or higher on the internet based test, 213 or higher on the computer-based test, or 500 or higher on the paper-based test for verification of English proficiency. English proficiency can also be met by submitting an official IELTS score of 6.5 or higher on the academic module.

Students can be simultaneously enrolled in another University of Louisville graduate degree program and this graduate certificate program.

All students enrolled in the TEIL graduate certificate program are expected to make steady and satisfactory progress toward the completion of the certificate by taking at least one course each academic semester (excluding Winter and Summer sessions). Students who are not enrolled for a period of one academic calendar year will be considered to have withdrawn from the certificate program and must re-apply for re-admission into the program.

The certificate program of study must be completed with a 3.00 GPA overall with no grade lower than a “B-“ or better for all graduate courses used to satisfy certificate requirements.

Graduate certificate students must take all certificate course work at the University of Louisville. No transfer credits will be accepted toward this TEIL graduate certificate.

A. Indicate the expected Faculty to Student Ratio: 1/25

B. Projected Enrollment and Graduation Numbers for the First Five Years

Academic year	Headcount Enrollment (Fall 2019 start)	Degrees Conferred Spring
2019-2020	5	5
2020-2021	12	12
2021-2022	18	18
2022-2023	20	20
2023-2024	25	25

4. Provide the program curriculum and any options; indicate total number of credit hours required for degree completion. Complete curriculum table below or attached a

file. If any new courses are developed provide a copy of the course syllabi.

12 required credit hours

Teaching English as an International Language (TEIL) Course Matrix

<i>Prefix & Number</i>	<i>Course Title</i>	<i>Course Description</i>	<i>Credits</i>	<i>New</i>	<i>Current</i>	<i>Revised</i>
EDAP 518	Survey of Linguistics for Educators	This course is a survey of both the theoretical and applied aspects of Linguistics. This is not an in-depth exploration of single-topic in the field of Linguistics but rather, a course designed to introduce students to the discipline of linguistics, especially those who are classroom educators. This course serves to introduce students to aspects of theoretical linguistics (phonology, morphology, syntax, semantics, and pragmatics, L1 & L2 acquisition) and explore various aspects of applied linguistics (Sociolinguistics, Linguistic Anthropology, English Language Learners). This course will encourage students to think critically about language and its use and apply the theoretical aspects of linguistics in a way that informs best practices.	3	No	YES	No
EDAP 525	World Englishes	This course will explore the historical, social, and political contexts of the discipline of World Englishes. Topics such as language standardization, the internationalization of English, and challenges of teaching and testing of English as an international language will be discussed.	3	YES	YES (Spring 2019)	No
EDAP 530	Language, Society, and Power	This course will discover the intersection of language and culture by challenging students to think critically about language and culture and the impact of both across ages, genders, social classes, ethnicities, and personal identities.	3	No	YES	No
EDAP 535	Teaching English as an International Language	This course will introduce students to the theoretical construct and practical consideration of teaching English overseas. It necessarily assumes English language teaching is an activity infused with social and political implications. By providing a theoretical construct as the course platform, the course will explore the roles of teachers and learners, the context of curricula, and the choice of methodology to reflect the cultural values of teaching English in an international setting. This course is a "General Methods" course in the 12 –hour graduate certificate. This course is intentionally designed to give students the following: A comprehensive overview of how first and second languages are learned (and the differences in each process) as well as an overview of various methodologies of teaching English to non-native speakers. Because students in the TEIL graduate certificate are not teaching with specific state or national standards in mind, they must have a broad overview of methodologies. We discuss these variables (age, literacy level, cultural considerations, etc.) and how they impact what type of method that practitioners must consider. Because of the wide range of applications for this TEIL graduate certificate, this course must, by necessity, not be geared toward one particular set of national or state standards, as the methods course in the ESL Endorsement must, by necessity, contain. . The	3	No	YES	No

		course (and the TEIL graduate certificate) meets TESOL (Teaching English to Speakers of Other Languages) standards.				

5. Describe the library resources available to support this program. Provide a letter from the appropriate University Library verifying available resources.

See attached letter from Dean of Libraries

**EVALUATION OF LIBRARY RESOURCES
ESSENTIAL TO THE SUPPORT OF:**

**GRADUATE CERTIFICATE
IN MIDDLE AND SECOND EDUCATION
TEACHING ENGLISH AS AN INTERNATIONAL LANGUAGE**

Fannie M. Cox
Outreach & Reference Librarian
Education Liaison

Dean Robert E. Fox, Jr.
University Libraries
2018

BACKGROUND

The University of Louisville (UofL) Libraries are comprised of: 1) Ekstrom Library serving humanities, social sciences, life sciences, business, engineering, physical sciences, and technology, 2) Kornhauser Health Sciences Library, 3) Anderson Music Library, 4) Bridwell Art Library, 5) the Law Library, and 6) University Archives and Special Collections. Most materials pertinent to Teaching English as an International Language are found in Ekstrom Library.

UofL's library system supports instructional and research needs of about 22,000 full and part-time students and about 7,000 faculty and staff. UofL belongs to the Association of Research Libraries (ARL), an organization of 126 North American library systems affiliated with large, comprehensive research institutions, the State-Assisted Academic Library Council of Kentucky (SAALCK), and Kentuckiana Metroversity, a consortium of Louisville area libraries.

UofL's new proposed Teaching English as an International Language Certificate will include four required 500-level courses (3 credit hours each). There is one new course in the proposed certificate, EDAP 525 – World English. Other than this one new course, all other courses are currently being offered in the Advanced Practitioner program in the College of Education and Human Development (CEHD). Graduate certificate students must take all certificate course work at the University of Louisville. No transfer credits will be accepted toward a graduate certificate. Given that the current curriculum for the proposed certificate program is aligned with course offerings and requirements in the existing ESL endorsement, these courses will be already offered. The proposed certificate program will not affect current, full-time faculty workloads, and the enrollments will serve to fill open seats in the class.

Currently, many private companies are offering "training" in English as an International Language. While not accredited by any educational body, these programs have thrived in this climate of global English

language learners. This proposed graduate certificate would provide individuals with a university graduate certificate designation on their transcripts, something that private English language teaching companies cannot compete with. UofL Libraries' believe UofL's current library system will be able to provide adequate support for the new certificate program.

This document summarizes current English and language resources available through UofL's Ekstrom Library as well as the libraries' support of distance learning programs.

COLLECTIONS

Books

WorldShare Analytics collection analyses show that Ekstrom Library 30,594 books related to English; and 248,457 books related to languages. The curriculum for this program is not expected to involve library book requirements, but as funds allow, Ekstrom Library will make efforts to add updated ebooks on teaching, training, English as an International Language to its collection.

Periodicals

UofL currently has online full-text access to at least twenty periodicals that deal with teaching, training, English and languages:

	<u>Online Full-Text</u>
ADFL bulletin	1969-Present
Applied language learning	1998-present
ELT Journal	1999-present
Forum for modern language studies	1996-present
GEMA online journal of language studies	2010-present
Global business languages	2009-present
International forum of teaching and studies	2007-present
International journal of Turcologia	2007-present
International review of applied linguistics in language teaching : IRAL	1995-present
Journal of Language Teaching and Research	2010-present
Journal on English as a Foreign Language	2011-present
Language teaching	1997-present
Language teaching research	1999-present
Lenguas modernas	2006-present
Nation and language : modern aspects of socio-linguistic development	1985-present
Radical teacher	1996-present
TESOL Quarterly	1981-present
The CATESOL journal	2010-present
The reading teacher	1951-present
World Englishes	1996-present

Bibliographic Resources

The following databases offer indexes, abstracts, and full-text access to the periodicals listed above plus thousands of other publications related to Teaching English as an International Language. All are accessible from remote locations.

- ABI/INFORM Collection
- Academic Search Premier
- Arts & Humanities Citation Index
- Emerald

- ERIC
- MLA International Bibliography
- ScienceDirect
- Social Sciences Citation Index
- Sociological Abstracts
- Sociological Collection
- Web of Science

SERVICES**Document Delivery Inter-Library Loan**

Ekstrom Library has a Distance Education Specialist who assists in providing PDFs of journal articles and chapters of print books owned by UofL to distance learning students via email.

Inter-Library Loan

Books and periodicals not held by the UofL Libraries are identified through online databases and WorldCat, an online union catalog with more than 32 million records describing materials owned by libraries around the world. Requested materials are obtained through UofL's traditional Interlibrary Loan (ILL) service. Articles and chapters are transferred to distance learners via email. Books obtained via ILL are mailed to students living in the United States. Full book service is not available to international locations.

Research Assistance

Ekstrom Library provides online instruction and research assistance via email, telephone, and online communication apps, such as chat.

STAFFING

Ekstrom Library has a dedicated Education Librarian and, as noted above, a Distance Education Specialist, who will be the primary contacts for students in the proposed program. Ekstrom also has a Government Documents librarian who can help students locate international information from federal agencies, and there are roughly a dozen other research librarians and staff personnel who can assist with research needs.

CONCLUSION

The University of Louisville's College of Education and Human Development does not anticipate a need for any new library books, journals, databases, or other services to support the proposed Teaching English as an International Language Graduate Certificate program. This review indicates that UofL's Ekstrom Library currently offer databases which index, abstract, and provide full-text access to a wide range of articles related to Teaching English as an International Language as well as a variety of other relevant databases. UofL Libraries are somewhat weak, however, in terms of recent monographs related to Teaching English as an International Language particularly ebooks. We will look for opportunities to strengthen the libraries' online book collection as we allocate monograph budgets in coming years.

6a. What are the intended learning outcomes of the proposed program?

The goals of the proposed Certificate in Teaching English as an International Language (TEIL) are to provide students with:

1. The ability to analyze the context of teaching English outside of the United States.
2. A mastery of the various teaching methods and approaches used to teach English.
3. The role of English when used both locally and globally.
4. Considerations of the dynamic between language and power in society.
5. An understanding of the differences between first and second language acquisition.
6. The connections between theoretical and applied linguistics

6b. Identify both the direct and indirect methods by which the intended student learning outcomes will be assessed.

Students will be assessed through examinations, journals, wikis, academic papers, fieldwork, discussion board postings, quizzes, ethnographies, and theory to practice papers |

7. Course delivery methods - describe planned alternative methods of program delivery involving greater use of technology, distance education, and/or accelerated degree designs.

a. Will this be a 100% distance learning program? (Select One)

Yes No

7b. Will this program utilize alternative learning formats (e.g. distance learning, technology-enhanced instruction, evening/weekend classes, accelerated courses)? (Please select all that apply)

Distance Learning with the following allocations:

45% academic department (Teaching & Learning)

5% Dean's office

5% Library

20% Delphi

25% Central administration

Courses that combine various modes of interaction, such as face to face, video conferencing, audio-conferencing, mail, telephone, fax, email, interactive television or World Wide Web.

Technology-enhanced instruction

Evening/weekend/early morning classes

Accelerated Courses

Instruction at nontraditional locations, such as employer worksite

Courses with multiple entry, exit and reentry points

Courses with “rolling” entrance and completion times, based on self-pacing

Modularized courses

8. Program demand/justification. Indicate any efforts to address student educational and workforce needs, or to maximize student success, for both traditional and non-traditional students.

Currently, estimations for English as a foreign language learners - those who are learning English in parts of the world where their “first” languages are something other than English - are at 750 million speakers. (International House, 2014).

According to the British Council, the latest research indicates that the number of people seeking a global English language learning experience is set to “exceed 1.9 billion [people] by 2020.” (British Council, 2017). This number is differentiated from those learning English as a second Language (i.e., learning English in an environment surrounded by the English language such as the United States, Great Britain, etc.).

8a. Include any data or student demand; career opportunities at the regional, state, and national levels; and any changes or trends in the discipline(s) that necessitate a new program.

Data collected for 10-plus years from current and past U of L students (email inquiries, advising inquiries, and faculty queries regarding the various U of L student options for the teaching of English) indicates a strong and growing interest in a program that would prepare a post-baccalaureate students for teaching English outside of the P-12 U.S. classroom setting.

In EDAP 535 (Teaching English as an International Language), students must complete a job analysis of three actual English as an International Language jobs outside of the United States. In the past ten years that I have taught the course (both in the College of Education and previously in Arts & Sciences as a Special Topics course), the overwhelming majority of these students found in their investigations that there was almost always a salary gap between those jobs requiring advanced training in Teaching English as an International Language (increased salary expectations) and those jobs without this requirement (minimum salary expectations).

For many of these jobs, my students' work indicated as much as a 100% higher salary difference between for those jobs requiring advanced training in English as an International language compared to those requiring simply an undergraduate degree and no additional training in the teaching of English.

Currently, there are many private companies offering "training" in English as an International language. While not accredited by any educational body, these programs have thrived in this climate of global English language learners. This proposed graduate certificate would provide individuals with a university graduate certificate designation on their transcripts, something that the private English language teaching companies cannot compete with.

This would be the first program of its kind amongst colleges and universities in the Commonwealth of Kentucky.

8b. Specify any distinctive qualities of the proposed program.

While there is English as a Second Language (ESL) teaching endorsement in the College of Education and Human Development, this proposed graduate certificate is not targeted to the same audience (certified Kentucky teachers).

In the past, students wanting specific training for teaching English outside of the P-12 U.S. classroom, had no other option at U of L but to take the ESL Endorsement course because there were no English language teaching programs except those offered in the College of Education and Human Development for in-service teachers.

Students would take these classes, independent of the endorsement (only applicable for those holding initial teaching licenses in Kentucky) and end up with four excellent ESL classes, lots of specialized training in applied linguistics, but no official designation on their transcript that indicated they had earned any advanced program.

The most distinctive quality of this proposed program is that there is an overlap in the courses offered for the English as a Second Language Endorsement (ESL) in the College of Education and this new program. This ensures that courses will be filled and that inexperienced TEIL students will learn from seasoned classroom teachers (taking the ESL Endorsement).

8c. Does the proposed program serve a different student population (e.g. students in a different geographic area, non-traditional students, etc.) from existing programs?

(Select One)

Yes

No

If yes, please explain:

The primary audience for the Teaching English as an International Language (TEIL) students are students who are not education majors (elementary education) or education certification seekers (those with content areas seeking a teaching license in the Commonwealth of Kentucky). While there may be a small number of students in the ESL Endorsement who may take an additional course and by doing so, complete the TEIL graduate certificate, their numbers are anticipated to be very much in the minority of the students taking the TEIL graduate certificate. One possible scenario might be JCPS teachers who receive a pay raise after 15 graduate hours and need one additional course (after completing the ESL Endorsement) to achieve their pay raise. , They may add one additional class, qualify for the pay raise and then receive the TEIL graduate designation on their transcript. This would be the only type of student to account for taking both the ESL Endorsement and the TEIL graduate certificate.

9a. How will the program support or be supported by other programs within the institution?

Yes

No

If yes, please explain:

This program can be completed as a stand-alone graduate certificate, without the student having to be enrolled in another University of Louisville graduate program, thus enabling students to complete the graduate certificate in two years; two classes in the Fall semester; two classes in the Spring semester.

In the past non-education students have taken ESL coursework to simply receive some training in how to teach English to non-native speakers of English. With this graduate certificate, these non-education students can not only take these specialized training courses, but they will also receive an official designation on their transcripts that they have met the requirements of the TEIL graduate program. This gives them hiring currency so that when they apply for a job, their transcript shows not simply that they have taken these four courses, but that they have complete a graduate certificate and will have an official designation on their transcripts from the University of Louisville.

Because of the nature of the coursework, the TEIL graduate certificate will have two different populations of students taking many of the same EDAP courses; the following courses will be “shared” between the two programs: EDAP 518, EDAP 525 and EDAP 535.

This provides support for this brand new program by not expecting the courses “to make” if they were solely populated by one group or the other. It also benefits the

students, as both groups of students have much to learn from each other.

Here is the letter from Dr. Amy Lingo, Interim Dean of the CEHD

June 14, 2019

Dr. Chin Ng
Academic Programs Committee Chair
Department of Radiology
University of Louisville Hospital
530 S. Jackson St.
Louisville, KY 40202

Dr. Ng:

As Interim Dean of the College of Education and Human Development at the University of Louisville, this letter of support is to signify that I support the Graduate Certificate in Teaching English as an International Language (TEIL) proposed by Dr. Elizabeth Patton, Clinical Assistant Professor, and the Teaching and Learning Department of Middle and Secondary Education (MISE).

Dr. Patton's specializations are ESL (English as a Second Language), EFL (English as a Foreign Language), and Applied Linguistics, and we have qualified part-time lecturers with this expertise as well. The proposal provides accurate evidence for the need for a specialization track in TEIL for non-education students as a graduate program at UofL. I am committed to supporting this certificate by providing resources (including personnel) based on enrollment benchmarks.

The rationale behind this is that teaching English in both contexts, whether it be to public school children in the United States or teaching English in an international context, requires much of the same theoretical linguistic knowledge, i.e. how languages are learned (first and second); sociocultural considerations of teaching English language learners; and teaching the English language in various social contexts.

The goals of the proposed Certificate in Teaching English as an International Language (TEIL) are to provide non-education students with:

- 1. The ability to analyze the context of teaching English outside of the United States.**
- 2. A mastery of the various teaching methods and approaches used to teach English.**
- 3. The role of English when used both locally and globally.**
- 4. Considerations of the dynamic between language and power in society.**
- 5. An understanding of the differences between first and second language**

acquisition.

6. The connections between theoretical and applied linguistics.

This proposed graduate certificate in TEIL is targeting the population of potential candidates *outside* of the teacher education programs who wish to teach English language learners in a variety of settings where specialization in English Language Learners is necessary but a teaching license/certification is optional/not required. This includes opportunities both in the U.S. and abroad.

There are no other options for TEIL academic experiences at the University of Louisville nor at any college or university in the Commonwealth of Kentucky. We have been convinced that there will be many benefits in designing, implementing, and advancing this specialized graduate program. As Interim Dean of the CEHD, I am committed to investing resources, including personnel, to respond to program needs.

If you have questions, please do not hesitate to contact me.

Sincerely,



Dr. Amy Shearer Lingo
Interim Dean & Professor, Special Education

cc: Caroline Sheffield, Chair, MISE
Elizabeth Patton

9b. Will this program replace or enhance any existing program(s) or track(s), concentration(s), or specialization(s) within an existing program?

_____ Yes

_____ **x** _____ No

If yes, please explain:

| . |

10. Relationship with programs at other institutions or external organizations (if applicable)

| **This program is the first of its kind amongst colleges and universities in the Commonwealth of Kentucky.** |

10 a. If there is a program accreditor, indicate the organization, and whether there are any plans to obtain accreditation.

-
None

11. Faculty Resources: Faculty qualifications and resources

Dr. Elizabeth Patton, Ph.D. Applied Linguistics; Dr. Irina McGrath, Ph.D Curriculum & Instruction

11a. Submit curriculum vitae of full-time faculty members and adjunct/part-time faculty who will launch the program Complete the Faculty Roster and attach to the Certificate proposal. The roster form is located at : <http://louisville.edu/oapa/program-approval/faculty-roster-form>

Faculty Roster Form Qualifications of Full-Time and Part-Time Faculty

Name of Institution:University of Louisville

Name of Primary Department, Academic Program, or Discipline: College of Education; Middle and Secondary Education

Academic Term(s) Included: All

Date Form Completed: 2.1.2019

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours	ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
(F) Dr. Elizabeth Patton	See attached list of courses taught	Ph.D. Applied Linguistics	
(P) Dr. Irina McGrath	May teach both EDAP 530 Language Society & Power; EDAP 535 Teaching English as an International Language in the future (each course is 3 hrs.)	Ph.D. Curriculum & Instruction	Has taught EDAP 638 (Instructional Strategies for Diverse Learners); EDAP 521(Teaching & Assessing English Language Learners

employment in a recognized occupation. UofL students must be enrolled in a degree granting program in conjunction with the certificate program to receive federal aid.

Proposal submissions should include:

- 1) Proposal Form
- 2) Dean's Letter - A letter of support from the Dean outlining the rationale or need for the program and affirming any financial commitments listed in the proposal.
- 3) Program Curriculum – attach a copy of the proposed curriculum and the course syllabi for any new offerings.
- 4) Library Letter – A letter from the University Librarian should be requested that describes the library resources available to support this program. Include the library letter with the proposal.
- 5) Faculty Roster - <http://louisville.edu/oapa/program-approval/faculty-roster-form>
- 6) Budget Form - <http://louisville.edu/oapa/academic-program-approval-process-new-proposals>