

Alternative Master's Program (AMP): 43 credit hours (ONLINE)
Master of Arts in Education—English as a Second Language
with Alabama Class A Teacher Certification in ESL, P-12

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Exam required for unconditional admission to AMP:

ESOL Praxis #5362: score of 155 with GPA of 2.5 or higher.

Alabama Requirements: https://www.ets.org/praxis/al/al_teacher_ed

Testing (centers or at home): <https://www.ets.org/praxis/al/test-takers/where-to-test.html>

Accommodation for Primary Language: https://www.ets.org/praxis/register/plne_accommodations/

For other application and admission procedures, read UAB's AMP information packet.

If you do not initially pass the ESOL Praxis, you can apply for admission as a non-degree seeking student. During your first semester, you will take one or two courses that will help you prepare for passing the ESOL Praxis. After that, you will seek admission to AMP.

Number (credit hours)	Course Title	Schedule (subject to change)	Prerequisite
ESL Courses (24 credit hours)			
EESL 007 (0)	Community English "Lab" (with EESL 510)	<i>Fall/Spring</i> (community program)	Co-Req: EESL510
EESL 510 (3)	Second Language Acquisition (30 hs field experiences)	<i>Fall/Spring</i> (online)	none
EESL 512 (3)	Curriculum, Programs, Policies (30 hs field experiences)	<i>Summer</i> (online)	none
EESL 513 (3)	Teaching ESL in a Multicultural Society	<i>Summer</i> (online)	none
EESL 515 (3)	Grammar and Linguistics for ESL Teachers	<i>Fall/Summer</i> (online)	510 (co-req)
EESL 525 (3)	Phonology for Second Language Teachers	<i>Fall/ Spring</i> (online)	510 (co-req)
EESL 530 (3)	Methods/Materials Teaching ESL (30 hs field experiences)	<i>Fall/Spring</i> (online)	510
EESL 540 (3)	Teaching new languages thru Reading/Writing (30 hs field experiences)	<i>Summer</i> (online)	510, 530
EESL 560 (3)	Effective Teaching and Learning (30 hs field experiences)	<i>Fall/Spring</i> (online)	6 ESL courses

Other Courses (12 credit hours)

EHS 556 (3)	Classroom Management	<i>Fall/Spring/Summer</i> (online)	none
EPR510/11 (3)	Intro to Measurement & Evaluation	<i>Summer/Fall</i> (online)	EESL 530
ECY 600 (3)	Intro to the Exceptional Learner	<i>Spring, Fall</i> (online)	none
ELECTIVE (3 hs)	Advisor-approved course, preferably in ESL	<i>Fall, Spring, or Summer</i> (online)	none

If recommended by course instructors, students must also take an academic writing course (GRD 727).

Internship: ESL (7 credit hours)

Prerequisites: About 150 hours field experience, which averages 30 clock hours in each of five courses (EESL 510, EESL 512, EESL 530, EESL 540, EESL 560).

EESL 589 (1)	Internship Seminar <i>concurrently with EESL 590</i>	<i>Fall/Spring</i> (online)	All of
EESL 590 (6)	Internship in Second/Foreign Languages, P-12 [15 weeks full-time teaching]	<i>Fall/Spring</i>	the above

Students must take all courses on UAB's alternative MAEd/ESL checklist within the 5-year period prior to graduation.

Course substitutions are not allowed. Students should download their ALSDE-approved [checklist](#); scroll to ESL, French/ESL, or Spanish/ESL.

Dual Certification: ESL/French or ESL/Spanish

AMP candidates may pursue certification in ESL together with certification in either French or Spanish.

Additional Admission Exam: Passing score on the French Praxis (162 on #5174) or the Spanish Praxis (168 on #5195).

Application: When applying to the Graduate School, applicants must select ESL/French or ESL/Spanish as their major.

Curriculum: Instead of an elective, applicants take EFL 539 *FL Methods* and 12 graduate hours in French or Spanish.

Recommended Course Map for AMP in ESL (also called 5th year)

This course map is based on the 2022 AMP checklist for ESL. You should try to follow the course map for the semester in which you start your master's program. If you need financial aid (i.e., student loans), you must take at least 6 credit hours per semester, which is usually 2 courses. *Candidates who are in a cohort should ask for their cohort's plan of study.*

If candidates work full-time, they might want to take only 1 or 2 courses per term. Candidates with extensive family responsibilities and/or two or more part-time jobs should also take only 1 or 2 courses per term. If candidates are not working at all, they might want to consider being full-time students and taking 3 courses per term. Since some courses must be taken in a specific order and others are always taken concurrently, candidates should always seek advice from their faculty advisor and follow their advisor's advice.

Courses that require Field Experience Placements

Before starting their internship, candidates must have completed approximately 150 hours of ESL field experiences in placements coordinated and approved by their course instructors. Each of these courses requires about 30 hours of field experience: EESL 510, EESL 512, EESL 530, EESL 540, and EESL 560

Student Teaching Internship

Interns do a full semester of student teaching internship (EESL 589 & EESL 590) during their final fall or spring semester.

<i>Tentative Plan</i>	Candidates who start in Summer 2023	Candidates who start in Fall 2023	Candidates who start in Spring 2024
Summer 2023	EESL 513 ESL in Multicultural Society EHS 556 Classroom Management		
Fall 2023	EESL 510 Second Language Acquisition EESL 525 Phonology for ESL teachers EESL007 Community English Tchg (0 hs)	EESL 510 Second Language Acquisition EHS 556 Classroom Management EESL007 Community English Tchg (0 hs)	
Spring 2024	EESL 530 Methods for Teaching ESL ECY 600* Special Education <u>Student Teaching Application: Jan. 31st</u>	EESL 530 Methods for Teaching ESL ECY 600 Special Education	EESL 510 Second Language Acquisition EHS 556 Classroom Management EESL 007 Community English Tchg(0 hs)
Summer 2024	EESL 515 Grammar for ESL teachers EESL 540 Reading/Writing	EESL 512 Curriculum, Programs, Policies EESL 513 ESL in Multicultural Society	EESL 512 Curriculum, Programs, Policies EESL 513 ESL in Multicultural Society
Fall 2024	EESL 560 Effective Teaching/Learning EPR 511 Measurement	EESL 560 Effective Teaching/Learning EPR 511 Measurement	EESL 530 Methods for teaching ESL ECY 600 Special Education
Spring 2025	EESL 589 Seminar (1 credit hour) EESL 590 Internship (6 credit hours) <u>Application for Degree: Apr. 1st</u>	EESL 525 Grammar for ESL teachers EESL 670 Engaging Comm. (elective) <u>Student Teaching Application: Jan. 31st</u>	EESL 525 Phonology for ESL Teachers EESL 670 Engaging Comm. (elective) <u>Student Teaching Application: Jan. 31st</u>
Summer 2025	EESL 512 Curriculum, Programs, Policies Elective <u>Certification App. (EEC 311): Aug. 1st</u>	EESL 515 Grammar for ESL Teachers EESL 540 Reading/Writing <u>Application for Degree: July 1st</u>	EESL 515 Grammar for ESL teachers EESL 540 Reading/Writing
Fall 2025		EESL 589 Seminar (1 credit hour) EESL 590 Internship (6 credit hours) <u>Certification App. (EEC 311): Nov. 1st</u>	EESL 560 Effective Teaching/Learning EPR 511 Measurement <u>Application for Degree: Nov. 1st</u>
Spring 2026			EESL 589 Seminar (1 credit hour) EESL 590 Internship (6 credit hours) <u>Certification App. (EEC 311): Apr. 1st</u>

**Due to multiple other commitments, many candidates take only 3 or 6 credit hours in their first semester, with 5 hours being the minimum required for financial aid. When taking EESL 510 and if not already in an ESL teaching position, they must also enroll in EESL 007, which is a 0-hour course.*

Clinical Experiences for ESL Candidates in Alternative Master's Program (AMP)

150 hours of Field Experiences plus a full semester of Student Teaching

Possible plan	Clock Hours			Course Assignments and Related Activities: Sites will be designated by the course instructor
	Elementary	Secondary	Other	
EESL 510 <i>Second Language Acquisition</i>			30+	Co-teaching* UAB's Community English Classes (ESL "lab school") or teaching another community ESL center for students who live over an hour away or being in a hired ESL teaching position ➔ Must successfully pass EESL 007 (zero credit, zero tuition)
EESL 512 <i>Curriculum, PP</i>		30+		5 days in EL program & teaching 1 class* (1 st summer in MAEd/ESL)
EESL 530 <i>ESL Methods</i>		30+		Designing unit & teaching 3 lessons*; Providing support to EL teacher
EESL 540 <i>Reading/Writing</i>		8		Providing individualized literacy instruction with an EL
	22+			Helping EL teacher and teaching 3 literacy lessons*
EESL 560 <i>Effectiveness</i>	30+			Teaching and Assessing ELs: learner impact project
ECY 600 <i>Special Education</i>				Special education setting which can be the same for one of ESL courses
	52+	68+	30+	Students do not need to divide elementary and secondary hours equally. They simply need to do about half in an elementary setting and half in a secondary setting no more than 30 hours with adult ELs.

*Each candidate will be observed teaching at least one lesson in each course (EESL 510, EESL 512, EESL 530, EESL 540) for a total of 4+ observations prior to student teaching. These observations will be done by a UAB course instructor.

Field Experiences for Hired AMP candidates

Just like all other AMP candidates, hired AMP candidates must meet with their advisor, follow the recommended course schedule, maintain high academic standards, and submit quality work on time. If you are hired as a full-time ESL teacher, most field experiences will be in your own classroom. However, you must also do other field experiences such as the following:

- Two prep periods per month observing master teachers in your own school. These observations must be arranged with the support of the candidate's principal or AP (8 hours per semester) and documented as such.
- One full day (8 hours) each semester in a school that is different from where you work, i.e., location (urban, rural, suburban), grade level (middle vs. high), and socio-economic status. This placement must be arranged by the course instructor. These experiences can take place on your personal day or during fall or spring break.
- Teaching and other instructional support in English learner summer programs during at least two summers.

Student Teaching Internship for all AMP candidates

1. All candidates (including hired teachers) must submit a student teaching application by January 31st before the semester when they will be taking EESL 590. Application: <https://www.uab.edu/education/studentteaching>
2. To be approved for starting their internship, candidates must have completed ALL required courses with education prefixes (e.g., ECY, EPR, EHS). During the internship semester, candidates are not allowed to take any courses. With one-year advance approval, ESL candidates can take one or two EESL-prefix courses after completing their internship.
3. Candidates **must** do their student teaching internship full-time for 15 weeks, which is almost the entire length of a school semester. They will be placed with cooperating teachers who are full-time teachers exclusively in ESL, have taught ESL full-time for at least 3 years, have a master's degree and ESL certification, and preferably hold Class A certification in ESL. In ESL, one placement will be for 7½ weeks in an elementary school and another for 7½ weeks in a secondary school.
4. If your employment as a teacher is more than 50 miles away from UAB, you will need to pay a distance fee to cover additional supervision expenses.
5. Another option for meeting this Student Teaching requirement is to be employed full time in a SACS-accredited school. Such employment must be for teaching ESL the entire day:
 - a. Candidates need to be teaching ESL for about half the time in one or more elementary grades (K-6) and the other half in one or more secondary grades (6-12). This can be done while employed at a middle school for teaching at least one elementary grade level (e.g., 5th or 6th grade) and at least one secondary grade level (e.g., 7th grade) or as an itinerant teacher at two or more schools (e.g., elementary school and high school). Hired interns will enroll in their internship course during either the Fall semester or the Spring semester.
 - b. Employment as a full-time teacher during the school year at either the elementary or secondary level and placement as a student teacher at the other level during a summer program in a public school that is at least 6 weeks long or the equivalent and with at least 5 students per class. Such placements must be approved several months in advance by the advisor, program director, and student teaching director. NOTE: Interns are not allowed to teach any other subject outside of the area of their certification.

Financial Aid, TEACH Grant, Community College, and Dual Certification

Financial Aid. Students must take at least 5 graduate credit hours in a given semester to be eligible for financial aid.

TEACH Grant. If you wish to learn about seeking the TEACH Grant at UAB, inquire at finaid@uab.edu. Be sure to include your Blazer ID or student number. To be considered for the TEACH Grant, you must apply to FAFSA. You must have at least a 3.25 GPA or have scored above the 75% percentile on an approved placement exam.

<https://studentaid.gov/understand-aid/types/grants/teach>

The Teacher Education Assistance for College and Higher Education (TEACH) Grant is different from other federal student grants because it requires you to agree to complete four years of qualifying teaching as a condition for getting the grant; and if you don't complete your teaching service obligation, the grant will turn into a loan that you must repay in full, with interest. The TEACH Grant Program provides grants of up to \$4,000 a year to students who are completing or plan to complete course work needed to begin a career in teaching. As a condition for receiving a TEACH Grant, you must sign a TEACH Grant Agreement to Serve in which you agree (among other requirements) to teach in a high-need field for at least four complete academic years within eight years after completing (or ceasing enrollment in) the course of study for which you received the grant. High-need fields are English language acquisition, foreign languages, STEM, reading, special education, and other field identified as high-need by a school or state agency.

Eligibility for Teaching in a Community College. After earning a master's degree and completing 18 graduate credit hours in a single teaching field (e.g., ESL), you should be eligible to be considered for teaching that subject in a community college or other post-secondary institution.

Dual Certification: ESL/French or ESL/Spanish

French and Spanish courses are **NOT online**. Weekly classes are evenings F2F: physical attendance is required.

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Summer 2023	EESL 513 ESL in Multicultural Society EHS 556 Classroom Management		
Fall 2023	EESL 510 Second Language Acquisition ECY 600* Special Education EESL007 Community English Tchg (0 hs)	EESL 510 Second Language Acquisition EHS 556 Classroom Management EESL007 Community English Tchg (0 hs)	
Spring 2024	EESL 530 Methods for Teaching ESL 1 st FREN/SPAN 500-level course	EESL 530 Methods for Teaching ESL 1 st FREN/SPAN 500-level course	EESL 510 Second Language Acquisition EHS 556 Classroom Management EESL007 Community English Tchg(0 hs)
Summer 2024	EESL 512 Curriculum, Programs, Policies EESL 540 Reading/Writing	EESL 512 Curriculum, Programs, Policies ECY 600 Special Education	EESL 512 Curriculum, Programs, Policies ECY 600 Special Education
Fall 2024	EESL 525 Phonology for ESL teachers 2 nd FREN/SPAN 500-level course	EESL 525 Grammar for ESL teachers 2 nd FREN/SPAN 500-level course	EESL 530 Methods for teaching ESL 1 st FREN/SPAN 500-level course
Spring 2025	EFL 539 Methods I: World Languages 3 rd FREN/SPAN 500-level course <u>Student Teaching Application: Jan. 31st</u>	EFL 539 Methods I: World Languages 3 rd FREN/SPAN 500-level course <u>Student Teaching Application: Jan. 31st</u>	EFL 539 Methods I: World Languages 2 nd FREN/SPAN 500-level course
Summer 2025	EESL 515 Grammar for ESL teachers EPR 511 Measurement	EESL 540 Reading/Writing EPR 511 Measurement	EESL 540 Reading/Writing EPR 511 Measurement
Fall 2025	EESL 560 Effective Teaching/Learning 4 th FREN/SPAN 500-level course <u>Application for Degree: Nov. 1st</u>	EESL 560 Effective Teaching/Learning 4 th FREN/SPAN 500-level course	EESL 560 Effective Teaching/Learning 3 rd FREN/SPAN 500-level course
Spring 2026	EESL 589 Seminar (1 credit hour) EESL 590 Internship (6 credit hours) <u>Certification App. (EEC 311): Apr. 1st</u>	EESL 589 Seminar (1 credit hour) EESL 590 Internship (6 credit hours) <u>Application for Degree: April 1st</u>	EESL 525 Phonology for ESL Teachers 4 th FREN/SPAN 500-level course <u>Student Teaching Application: Jan. 31st</u>
Summer 2026		EESL 513 ESL in Multicultural Society EESL 515 Grammar for ESL Teachers <u>Certification App. (EEC 311): Aug. 1st</u>	EESL 513 ESL in Multicultural Society EESL 515 Grammar for ESL teachers <u>Application for Degree: July 1st</u>
Fall 2026			EESL 589 Seminar (1 credit hour) EESL 590 Internship (6 credit hours) <u>Certification App. (EEC 311): Nov. 1st</u>

Teaching with Different Certification Approaches

A. Seeking employment

1. **Salary Scale:** <https://www.alabamaachievers.org/wp-content/uploads/2021/05/Salary-Schedule-2021.pdf>
2. **Education Career Fair** is sponsored each April by UAB's Career & Professional Development Services for students and alumni: <http://www.uab.edu/students/cpd/>
3. **School district websites** (link: *certified positions*) and the **ALSDE's statewide job search listing**. Go here and login/apply: https://ats1.atenterprise.powerschool.com/ats/application/search/job_search_frame?APPLICANT_TYPE_ID=00000001&COMPANY_ID=00008500. In response to job application's question: "Do you hold certification," consider responding "Yes." If admitted to the AMP, select "First Alternative Certification" from drop down menu. If not, select "Emergency Certification."

B. Being hired as a teacher while pursuing the AMP: *Interim Employment Certificate in a Teaching Field (IEC)*

After being unconditionally admitted to UAB's AMP, you are eligible to be hired with an **Interim Employment Certificate (IEC)**. The IEC is not an emergency certificate (though perhaps seen as such). Inform yourself about IEC by visiting this ALSDE website <https://www.alabamaachievers.org/teacher-center/teacher-certification/other-approaches/>, scroll to Interim Employment Certificate, click application, read <https://www.alabamaachievers.org/2022/08/interim-employment-certificate/>, and click **Form IE-1**.

When a principal (or assistant principal) offers you a teaching position, follow these steps:

1. If you have been admitted unconditionally to the AMP and are being hired for a teaching position in your certification area, you should be hired with the IEC and not with any other type of certification. If you wish to be eligible for an IEC, be sure that you will be teaching in your certification field for most of day. *NOTE: Some school districts do not consider AMP candidates for teaching positions even though these candidates are eligible for an IEC.*
2. Request an official academic transcript (in progress and with current courses) from UAB's transcript ordering website: <http://www.uab.edu/students/one-stop/grades/academic-transcripts>. Indicate for your transcript to be sent **electronically** to our SOE Office of Student Services at SOEtranscripts@uab.edu. When prompted (even if requesting electronic transcript), provide a mailing address: SOE Teacher Certification, 1720 2nd Ave South-EEC 311, Birmingham AL 35294-4460; Tel 205-934-7530.
3. Ask your school district's human resource (HR) officer to send an email to Ms. Tashara Walker (tawalker@uab.edu), the certification specialist in UAB's SOE Office of Student Services. In this email, your school's HR official will provide your full name, the last 4 digits of your SSN, and the teaching field and grade span that you will be teaching as well as the HR mailing address. Your HR officer will ask Ms. Walker to complete a Supplement SA1 form and to mail it to the school's address.
4. Ms. Tashara Walker (tawalker@uab.edu), UAB's certification specialist in SOE's Office of Student Services, will mail the SAI form and all other required materials to the address provided by your school's HR officer.
5. Your school's HR officer will send your IEC application to the ALSDE. If approved, your IEC will be issued by the ALSDE.
6. You may teach full time for three years with an IEC. After teaching one year with IEC-1 and completing designated courses at UAB, visit your school's HR office and apply to the ALSDE for IEC-2. After teaching a second full year (with IEC-2), and completing designated UAB courses, again visit your school's HR office and apply to the ALSDE for IEC-3. After teaching a third full year (or any time before), you must have completed AMP and graduated. An individual who has not completed all of the requirements for Class A certification by the expiration of the IEC-3 is ineligible to continue seeking certification via the IEC approach. The IEC-1, IEC-2 and IEC-3 must be completed within four consecutive school years.

C. Other ALSDE approaches that lead to initial teacher certification *(These approaches are NOT available through UAB.)*

These certification approaches are initiated by the hiring school. The school's HR office sends the application to the ALSDE. Applicants should contact the ALSDE (and not a university or school of education) about "Provisional Certificates". Certified teachers can add another certification through "Certification Based on Test" (CBT).

1) *Provisional Certification in a Teaching Field (PCTF):*

<https://www.alabamaachievers.org/2022/08/provisional-certificate-in-a-teaching-field/>

PCTF is provisional certification for certain single subjects in K-12 grades (French, Spanish) but not for ESOL. If hired with PCTF, you can take required PCTF courses at UAB: ECY 300/600 exceptional learners, EPR 411/511 assessment; EHS 456/556 classroom management, and methods (e.g., EFL 539 world languages). The PCTF allows schools to hire uncertified candidates who have passed the Praxis subject assessment, obtained background clearance, and met ALSDE regulations. By the end of their first year of teaching, PCTF teachers must have taken two of four required courses and submitted application for a 2nd PCTF through the school's HR office. By the end of their second year, PCTF teachers must have taken the final two courses and submitted application for a 3rd PCTF. In their third year of teaching, PCTF teachers must pass an assessment and submit a PCTF application through their school's HR office. *[NOTE: PCTF used to be called ABC.]*

2) *Emergency Certification:* <https://www.alabamaachievers.org/2022/06/emergency/>

In lieu of certified teachers, schools can hire uncertified applicants to teach. If you have been admitted to the AMP and are hired to teach full-time in the teaching field of your AMP, emergency certification is usually not your best option. However, if a school hires you outside of your AMP certification area or if you are ineligible for IEC or PCTF, the school will request emergency certificate on your behalf. Emergency certification is valid for two years and can be renewed for another two years.

3) *Adjunct Instructor Permit:* For employment as a teacher half-time or less. Adjunct instructors are not eligible for benefits.

4) *Other Approaches:* These ALSDE websites describe other approaches for becoming certified:

<https://www.alabamaachievers.org/teacher-center/teacher-certification/alternative-certificates/>

https://www.alabamaachievers.org/wp-content/uploads/2022/11/TEA_2022111_Overview-of-Alabama_s-Educator-Certification-Approaches_V1.0.pdf