1. Welcome and Introductions

2. Today’s Objectives
   - Provide updates on ESL teacher education program
   - Respond to three questions from the Department of C&I
   - Identify needs and goals for the coming year

3. Updates on ESL teacher education program
   Degree programs:
   - MAEd’s Alternative Track (AMP): currently ESL and dual certification (ESL/Spanish and ESL/French)
   - proposal for new dual certification in ECE and ESL through the MAEd in ECE
   - MAEd’s Traditional Track – now projected as 3 summers (instead of 2 summers) with 640 also in summer
   - MAEd’s International/Adult Track: its name was changed from International/Adult to TESOL
   - EdS—Proposal for an Educational Specialist degree in TESOL (slated to start in January 2019)
   - PhD—Educational Studies in Diverse Populations w/Pedagogical Studies concentration in TESOL (2016)
   - Average yearly graduation: about 45 with P-12 ESOL certification, 10 with non-cert MA, and 5 with EdS
   - New courses: EESL 641 Emergent Bilinguals in ECE settings and EESL 670 Engaging Families & Communities

Other recent adjustments:
- SOE’s Accreditation with CAEP (formerly NCATE): submitted reports for national recognition with TESOL
- National Professional Development grants:
   - Year 2 of IMPACT-PD and Project CREST
   - Year 5+ (extra no cost extension year) for Etowah EDGE, Southeast ECHO, and Project SPEAK
- Peace Corps Partnership: Master’s International (4 students) ended and Coverdell Fellows started (1 student).
- Conferences: SETESOL (Oct. 2017, Wynfrey) – everyone’s support was greatly appreciated
- Updated website www.uab.edu/esl, testimonials https://www.uab.edu/education/esl/testimonials, Hall of Fame

4. Questions from the Department of Curriculum and Instruction
   a) What do you view as strengths of our ESL program?
   b) What do you view as challenges for our ESL program?
   c) Any recommendations for improving our ESL program?

5. Needs and goals for the coming year