MA-TESOL
Teaching English to Speakers of Other Languages

Welcome to the Master of Arts in Education (MAEd) in English as a Second or Foreign Language. Called the MA-TESOL, this program prepares graduate students for teaching English as a Second Language (ESL) to adult language learners and English as a Foreign Language (EFL) overseas. Its first purpose is to guide future ESL/EFL teachers in meeting the evolving needs of language learners within the changing societies of today’s world. Its second purpose is to provide cutting-edge instruction through a standards-based, inquiry-focused approach that prepares ESL/EFL teachers for using state-of-the-art instructional strategies. In this program, all courses are online. UAB’s MA-TESOL program is identified by the national Classification of Instructional Programs with code 13.401, Teaching English as a Second or Foreign Language. This code classifies degree programs that focus on the principles and practice of teaching English to students who are not proficient in English or who do not speak, read or write English, and that may prepare individuals to function as teachers and administrators in such programs.

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New Location. In Summer 2020, the SOE moved from its original home in the Education Building to the Education-Engineering Complex (EEC) which was renovated to meet the needs of SOE faculty and students. From its new home at 1150 Tenth Avenue South, the SOE is now located close to two public schools (Glen Iris and EPIC) and also within easy walking distance of street parking (free and metered).

Driving and Parking. https://www.uab.edu/education/home/about/location-directions-parking. Before the SOE’s move to the EEC, parking was a big challenge. It would often take 30 minutes to find a parking space, even with a UAB parking decal. After the move and also due to the COVID pandemic, parking has not been an issue. Nonetheless, whenever coming to campus, it is best to come with time to look for a parking space and also with quarters to use in the parking meters.

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The information in this packet is valid up until the date of this packet. Updated versions of this packet will take precedence over what is stated here.
Overview of the MA-TESOL program

All courses must be taken during the 5-year period prior to graduation.

All courses are online.

<table>
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<th>Course</th>
<th>Schedule</th>
<th>Pre-Requisites and/or Co-Requisites</th>
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<tr>
<td>EESL 007 Community English Program (CEP) Teaching* (4-7 terms)</td>
<td>Fall, Spring, Summer</td>
<td></td>
</tr>
<tr>
<td>EESL 610 Second Language Acquisition</td>
<td>Fall and Spring</td>
<td>None</td>
</tr>
<tr>
<td>EESL 615 Grammar and Linguistics for ESL Teachers</td>
<td>Fall and Summer</td>
<td>EESL 610 (preferred)</td>
</tr>
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<td>EESL 617 Teaching English in a Global Context</td>
<td>Spring</td>
<td>4 EESL courses</td>
</tr>
<tr>
<td>EESL 625 Phonology for Second Language Teachers</td>
<td>Fall and Spring</td>
<td>EESL 610 (preferred)</td>
</tr>
<tr>
<td>EESL 627 Teaching Adult Language Learners</td>
<td>Summer (from May to August)</td>
<td>none</td>
</tr>
<tr>
<td>EESL 637 Methods Teaching English as International Language</td>
<td>Fall</td>
<td>None</td>
</tr>
<tr>
<td>EESL 647 Instruction and Assessment: Reading &amp; Writing</td>
<td>Summer, as of 2022 (from May to August)</td>
<td>EESL 610 EESL 637 (preferred)</td>
</tr>
<tr>
<td>EESL 657 Instruction and Assessment: Listening &amp; Speaking</td>
<td>Spring</td>
<td>EESL 610 EESL 637 (preferred)</td>
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<tr>
<td>EESL 677 Field Studies: Teaching CEP* (2 credit hours)</td>
<td>Fall, Spring, Summer</td>
<td>Pre-approved by advisor/director</td>
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<tr>
<td>EESL 687 English for Specific Purposes</td>
<td>Summer (until 2021); Fall, as of 2022</td>
<td>4 EESL courses &amp; 2 CEP terms</td>
</tr>
<tr>
<td>EESL 697 ESL Practicum: Shadowing* (1 credit hour)</td>
<td>Fall, Spring, Summer</td>
<td>6 EESL courses &amp; 3 CEP terms</td>
</tr>
<tr>
<td>EESL 698 Teaching Apprenticeship*</td>
<td>Fall, Spring, Summer</td>
<td>all of the above</td>
</tr>
</tbody>
</table>

* See page 7 for detailed explanation of CEP teaching (Community English Program), ESL shadowing, and apprenticeship teaching.

Acronyms

C&I Department of Curriculum & Instruction
CEP Community English Program, housed in SOE
EEC Education-Engineering Complex (School of Education)
EFL English as a Foreign Language
ELL English Language Learner (also called EL)
ELP English Language Programs at INTO UAB
ELT English Language Teaching
ESL English as a Second Language
ESP English for Specific Purposes
GPA Grade Point Average
GRE Graduate Record Exam
HB Humanities Building
HHB Heritage Hall Building (14th St. & University Blvd)
MAT Miller Analogies Test
OSS Office of Student Services, EEC 113
SOE School of Education
TESOL Teaching English to Speakers of Other Languages
UH University Hall (Corner of 14th St. & 10th Avenue)
<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
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<tr>
<td>EESL 610</td>
<td><strong>Second Language Acquisition</strong></td>
<td>This course provides an in-depth look at major theories of second language acquisition. Students explore learning environments, programs, home language, culture, and other factors that influence second language acquisition.</td>
</tr>
<tr>
<td>EESL 615</td>
<td><strong>Grammar and Linguistics for ESL Teachers</strong></td>
<td>This course is a critical study of aspects of Modern English grammar important for teaching ESL as a Second Language (ESL) or Foreign Language (EFL). Students gain an understanding of major morphosyntactic, semantic and pragmatic phenomena important for teaching ESL/EFL, become familiar with practical and theoretical literature on teaching English grammar, participate in practical exercises of grammar correction in language learner writing, and develop classroom activities for teaching language through grammar.</td>
</tr>
<tr>
<td>EESL 625</td>
<td><strong>Phonology for Second Language Teachers</strong></td>
<td>This learner-centered course is an introduction to phonology and its application to the teaching of English as a second or foreign language. Students learn the phonological structure of the English language, analyze examples from language learner data, diagnose pronunciation difficulties experienced by English language learners (ELLs) from different first languages, and identify instructional strategies for assisting ELLs to perceive and produce challenging English sounds.</td>
</tr>
<tr>
<td>EESL 617</td>
<td><strong>Teaching English in a Global Context</strong></td>
<td>This course provides a sociolinguistic perspective on the globalization of English and on the emergence and teaching of English as an International Language. Students explore dialectology, language change, language diversity, language ideology and power, national language policies, World Englishes, the growing number of non-native English speakers, and attitudes of native and non-native English speakers toward the domination of English.</td>
</tr>
<tr>
<td>EESL 627</td>
<td><strong>Teaching Adult Language Learners</strong></td>
<td>This course introduces goals, principles, and practices for teaching English to adult learners, addresses the influence of varying backgrounds on adult language learning, and examines ways to evaluate adults’ second language development. After learning to recognize quality components in distinct program models, as outlined by TESOL Standards for Adult Education ESL Programs, students do a critical study of community-based programs and English for Specific Purposes.</td>
</tr>
<tr>
<td>EESL 637</td>
<td><strong>Methods for Teaching English as an International Language</strong></td>
<td>This course prepares students to teach English as an International Language by using methods, strategies, and techniques appropriate for adults in ESL contexts and for all learners in EFL contexts. Engaged with approaches aligned with TESOL Standards for ESL/ EFL Teachers of Adults, students plan state-of-the-art curriculum, instruction and assessment for 5 program settings: adult/community, workplace, college/university, intensive English, and EFL.</td>
</tr>
<tr>
<td>EESL 647</td>
<td><strong>Instruction and Assessment: Reading and Writing</strong></td>
<td>This course addresses linguistic, sociocultural, psychological, and educational factors that affect literacy development of English as an additional language. Grounded in theoretical and practical aspects of teaching second language (L2) reading and writing to adolescents and adults in diverse communities, students learn to implement effective instructional strategies for promoting literacy in English as an additional language. To measure attainment of L2 reading and writing skills, students learn to design and conduct authentic assessments and to administer standardized assessments.</td>
</tr>
<tr>
<td>EESL 657</td>
<td><strong>Instruction and Assessment: Listening and Speaking</strong></td>
<td>This course examines how spoken communication is structured so that it is socially appropriate and linguistically accurate. Students learn principles and best practices for the contextualized teaching of second language (L2) listening and speaking skills to adolescent and adult learners. After exploring the purposes, types, and availability of formal testing tools to assess the attainment of these skills in English as an additional language, students also learn to generate and conduct their own tests for assessing L2 listening and speaking.</td>
</tr>
<tr>
<td>EESL 687</td>
<td><strong>Teaching English for Specific Purposes</strong></td>
<td>Inquiry-focused course guides emerging teachers in experiencing the differentiated facets of teaching English for Specific Purposes. Students explore issues related to Intensive English Programs, Program Administration, English for Occupational Purposes and EFL. Students develop an EOP program, do an in-depth study of an EFL context, &amp; apply research to adult ESL teaching contexts.</td>
</tr>
<tr>
<td>EESL 007</td>
<td><strong>Community English Teaching: from 4 to 7 semesters</strong> (0 credit hours)</td>
<td>Students teach weekly ESL classes in the Community English Program (CEP) in UAB’s School of Education. With each successive semester, MA-TESOL students assume greater responsibility to meet higher expectations in teaching practices.</td>
</tr>
<tr>
<td>EESL 677</td>
<td><strong>Field Studies</strong> (2 credit hours)</td>
<td>With this clinically focused course, MA-TESOL students culminate their teaching experience in the Community English Program (CEP). They reflect on their growth as ESL teachers and focus on implementing into their teaching of CEP classes what they observe while shadowing a professional ESL teacher during their companion EESL 697 course.</td>
</tr>
<tr>
<td>EESL 697</td>
<td><strong>Practicum: Shadowing</strong> (1 credit hour)</td>
<td>In this course, prospective ESL/EFL teachers shadow instructors of ESL classes or of graduate classes in Academic English and/or provide specialized one-on-one instruction to international scholars and students. To enhance their own professional growth, prospective teachers share reflections and newly-acquired competencies with course instructor.</td>
</tr>
<tr>
<td>EESL 698</td>
<td><strong>Apprenticeship Teaching</strong></td>
<td>This standards-based course offers practical application of the knowledge and skills learned in other courses for teaching ESL to adult learners. After doing structured observations of professional ESL educators and participating in the corresponding debriefings, apprentice teachers engage in the full scope of ESL teaching activities. They plan and deliver lessons, evaluate learners and their language development, and conduct managerial tasks and other appropriate duties.</td>
</tr>
</tbody>
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## Recommended Course Sequence for the MA-TESOL
Courses should be taken as indicated below. For more information: [www.uab.edu/esl](http://www.uab.edu/esl)

Program Director (sabbatical Spring 2021): Dr. Susan Spezzini spezzini@uab.edu; 205-934-8357
Program Coordinator: Dr. Josephine Prado, jprado@uab.edu, 205-975-5045

<table>
<thead>
<tr>
<th>Semester</th>
<th>Starting in Fall 2021</th>
<th>Starting in Spring 2022</th>
<th>Starting in Summer 2022</th>
</tr>
</thead>
</table>
| Fall 2021 | EESL 610 Second Language Acquisition  
EESL 637 Methods Teaching English as International Language  
and also  
EESL 007 Community English (0 hs) | EESL 610 Second Language Acquisition  
EESL 637 Methods Teaching English as International Language  
and also  
EESL 007 Community English (0 hs) | EESL 627 Adult Language Learners |
| Spring 2022 | EESL 625 Phonology for ESL Teachers  
EESL 657 Instruction/Assessment: Listening and Speaking  
and also  
EESL 007 Community English (0 hs) | EESL 625 Phonology for ESL Teachers  
EESL 627 Adult Language Learners  
EESL 647 Instruction/Assessment: Reading and Writing  
and also  
EESL 007 Community English (0 hs) | EESL 610 Second Language Acquisition  
EESL 677 Field Studies: CEP (2 hrs)  
EESL 697 Practicum: Shadowing (1 hr)  
and also  
EESL 007 Community English (0 hs)  
Application for Degree (April 1st) |
| Summer 2022 | EESL 615 Grammar for ESL Teachers  
EESL 687 English for Specific Purposes  
and also  
EESL 007 Community English (0 hs) | EESL 615 Grammar for ESL Teachers  
EESL 627 Adult Language Learners  
EESL 637 Methods Teaching English as an International Language  
EESL 687 English for Specific Purposes  
and also  
EESL 007 Community English (0 hs) | EESL 617 English in a Global Context  
EESL 677 Field Studies: CEP (2 hrs)  
EESL 697 Practicum: Shadowing (1 hr)  
and also  
EESL 007 Community English (0 hs)  
Application for Degree (July 1st) |
| Fall 2022 | EESL 617 English in a Global Context  
EESL 677 Field Studies: CEP (2 hrs)  
EESL 697 Practicum: Shadowing (1 hr)  
and also  
EESL 007 Community English (0 hs)  
Application for Degree (April 1st) | EESL 617 English in a Global Context  
EESL 625 Phonology for ESL Teachers  
EESL 627 Adult Language Learners  
EESL 647 Instruction/Assessment: Reading and Writing  
and also  
EESL 007 Community English (0 hs) | EESL 615 Grammar for ESL Teachers  
EESL 677 Field Studies: CEP (2 hrs)  
EESL 697 Practicum: Shadowing (1 hr)  
and also  
EESL 007 Community English (0 hs) |
| Spring 2023 | EESL 698 Teaching Apprenticeship  
GRADUATION | EESL 615 Grammar for ESL Teachers  
EESL 677 Field Studies: CEP (2 hrs)  
EESL 697 Practicum: Shadowing (1 hr)  
and also  
EESL 007 Community English (0 hs)  
Application for Degree (April 1st) | EESL 617 English in a Global Context  
EESL 698 Teaching Apprenticeship  
GRADUATION |
| Summer 2023 | EESL 687 English for Specific Purposes  
EESL 677 Field Studies: CEP (2 hrs)  
EESL 697 Practicum: Shadowing (2 hrs)  
and also  
EESL 007 Community English (0 hs)  
Application for Degree (Nov. 1st) | EESL 687 English for Specific Purposes  
EESL 677 Field Studies: CEP (2 hrs)  
EESL 697 Practicum: Shadowing (2 hrs)  
and also  
EESL 007 Community English (0 hs)  
Application for Degree (April 1st) | EESL 698 Teaching Apprenticeship  
GRADUATION |
Part-Time Employment Tutoring English (optional)
Academic Tutor for international students: INTO UAB Learning Resource Center, Sterne Library (2nd floor).
About $12 p/hour, for about 10 to 15 hours p/week, based on tutor’s availability: Mon.-Fri., 9:00 am - 8:00 pm.
Contact Meghan Gilliland, Coordinator of the Learning Resource Center: meghan13@uab.edu

Integrated Practicum Experiences for the MA-TESOL (required)
MA-TESOL students must complete all four stages of integrated practicum experiences

Stage 1  Community English Program (CEP)—from 4 to 7 semesters/terms (0 credit hours, P/F)
MA-TESOL students complete from 4 to 7 semesters/terms teaching ESL in the SOE’s Community English Program (CEP). The CEP’s ESL classes take place Thursday evenings (7:30-9:00 pm) and Friday mornings (9:30-11:00 am). During each successive semester teaching CEP classes, MA-TESOL students assume greater responsibility and meet higher expectations. They create a portfolio of their lesson plans, which they continually update across all terms of CEP teaching. This portfolio will be the focus of EESL 677, which takes place during their final semester of CEP teaching. Students continue teaching CEP classes and are enrolled in EESL 007 until they have completed all other courses and are taking EESL 677/697.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Expectations with CEP</th>
<th>Required MA-TESOL courses</th>
<th>Credit hours</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st semester/term (fall)</td>
<td>Teach CEP classes</td>
<td>EESL 007 Community English Teaching</td>
<td>zero (0)</td>
<td>pass or fail</td>
</tr>
<tr>
<td>2nd semester (spring)</td>
<td>Teach CEP classes</td>
<td>EESL 007 Community English Teaching</td>
<td>zero (0)</td>
<td>pass or fail</td>
</tr>
<tr>
<td>3rd semester (summer)</td>
<td>Teach CEP classes</td>
<td>EESL 007 Community English Teaching</td>
<td>zero (0)</td>
<td>pass or fail</td>
</tr>
<tr>
<td>4th semester (fall)</td>
<td>Teach CEP classes</td>
<td>EESL 007 Community English Teaching</td>
<td>zero (0)</td>
<td>pass or fail</td>
</tr>
<tr>
<td>5th – 7th semesters</td>
<td>Teach CEP classes</td>
<td>EESL 007 Community English Teaching</td>
<td>zero (0)</td>
<td>pass or fail</td>
</tr>
</tbody>
</table>

After having successfully completed from 4 to 7 terms of CEP teaching (as demonstrated by having passed EESL 007 during each term) and after having completed 6+ graduate courses, MA-TESOL students are eligible for EESL 677 and EESL 697.

Stage 2  EESL 677 Field Studies (2 credit hours)
In EESL 677, MA-TESOL students culminate from 4 to 7 semesters teaching CEP classes as documented by having enrolled each time in EESL 007 and earned passing grades. During this EESL 677 course, students analyze their CEP teaching portfolio and reflect on their growth as teachers across several semesters. They also implement techniques and strategies into their CEP teaching that they observe during their EESL 697 shadowing, which they take concurrently with EESL 677.

Stage 3  EESL 697 Practicum (1 credit hour)
During the same semester in which they enroll in EESL 677, MA-TESOL students also enroll in EESL 697. For their EESL 697 course, MA-TESOL students “shadow” an ESL teacher who has an ESL master’s degree and 3+ years of experience with teaching ESL in an academic setting. During an entire semester, the MA-TESOL student will attend all class sessions (e.g., Reading 2 class, MW 12:00-1:30). The MA-TESOL student will observe the cooperating ESL teacher teaching his/her ESL course, support instruction when invited to do so by the cooperating teacher, and possibly teach a limited number of mini-lessons. Whenever possible, this shadowing experience will take place at the INTO UAB English Language Program. In addition to assisting the instructor being shadowed, MA-TESOL students are expected to keep daily logs, submit weekly reflections to their EESL 697 instructor, and submit an end-of-course portfolio. If possible, MA-TESOL do the “shadowing” at a level and subject to prepare for teaching a similar ESL class as their apprenticeship placement the following semester.

Stage 4  EESL 698 Teaching Apprenticeship (3 credit hours)
Students teach a semester-long ESL course, participate in debriefings on a regular basis, maintain weekly communication with their mentor/supervisor (face-to-face, email and/or phone), and observe EESL 698 peers teaching an ESL class. The EESL 698 instructor serves as a liaison to arrange teaching and observing. At the teaching apprenticeship placement, each student is mentored and supervised by a mentor/supervisor who is assigned by the host institution.
Requirements for Seeking Admission to the MA-TESOL

1) **Becoming Informed**
   Arrange to meet with Program Director or Coordinator: Send email to spezzini@uab.edu and/or jprado@uab.edu.
   Visit the ESL teacher education website www.uab.edu/education/esl and click on Master’s in left column

2) **Undergraduate Degree:** 2.5 Grade Point Average (GPA) from a regionally accredited college

3) **Official Transcripts sent to the Graduate School or the School of Education**
   a) Request official transcripts from all colleges attended, even if you took just one course and it’s on another transcript.
   b) Have transcripts from all colleges (except UAB) emailed to gradschool@uab.edu or SOEtranscripts@uab.edu
   c) **International Transcripts:**
      Course-by-course evaluation (Basic, $160+), World Education Services www.wes.org
   d) **International Applicants:** Official TOEFL or IELTS score sent electronically to gradschool@uab.edu or mailed to UAB Graduate School, 1720 2nd Avenue South, Lister Hill Library—G03, Birmingham AL 35294-0013

4) **Admission Exams:** Miller Analogies Test (MAT) or the Graduate Record Exam (GRE)
   Miller Analogies Test (scaled score 388 = raw score 35): www.Miller Analogies.com
   http://www.uab.edu/testing/institutional-tests/mat
   OR Graduate Record Exam (score of 290 current or 850 former): http://www.ets.org/gre
   NOTE: If you have a passing score from several years ago, you may request a waiver of the 5-year limit.
   To do so, scan your score report and send as email attachment to spezzini@uab.edu and jprado@uab.edu

**Test-Taking Tips**

1) **Free Webinars:** ETS offers free live webinars some certain exams. These webinars offer in-depth information, study plan examples and the opportunity to ask questions. Topics include test overviews, free resources for test preparation and tips for reducing test anxiety.

2) **Study materials:** Students should prepare by purchasing study materials, which can usually be purchased online or at the UAB bookstore as well as at major bookstores in shopping malls. Students are encouraged to take several practice tests (included in purchased test preparation materials) in a secluded area and by setting a timer for the allotted time.

3) **Disability Support:** If students have a disability, they should register with UAB’s Disability Support Services (205) 934-4205. This takes time. So, if students plan to seek a disability designation at UAB, they must start this process at least 3 months before the test date. Once students have been designated by UAB's Student Disability Services as having a disability, they will be allowed to take an admission exam with accommodations. The exact accommodation depends on the type of disability.

4) **Arriving on Time:** Test takers should arrive at the test center at least 30 minutes before the test is scheduled to start. Test-takers must be inside of the designated testing room before the time indicated on the instructions. For example, if test-takers are told to arrive by 10:30, this means that the door of the testing room closes at 10:30 and no one else is permitted to enter.

5) **Default Response:** If test takers do not know the answer to a question, they should mark their default response rather than leaving it blank. “C” is often recommended. Test takers should not worry about marking “C” numerous times. Using a default response works well since the passing scores on the MAT often correspond to about 35% of the questions being correct. Of a test taker’s default responses, about 25% are often correct, e.g., Of 20 “simply mark C” responses, about 5 will be correct. For some test takers, this is the difference between passing and not passing. Instead of “C,” test takers may wish to use “B” or another letter.
   NOTE: This approach will not work as well when a higher cut score is required. It also does not work on other types of exams, e.g., Advanced Placement or Nursing Boards; it depends on the test design.

6) **Slow Readers:** If test takers are slow readers, they can avoid getting bogged down with reading long questions. When slow readers see a confusing question, they may wish to consider not taking lots of time to think about it. Instead, they could “simply mark C” and go on to the next question. If they have time left at the end, they can come back to the long questions where they had “simply marked C.”

7) **Keeping track of time:** One minute before the test ends, test takers should “simply mark C” on the remaining questions. That way, if they run out of time, they will have responded to all questions. For computer-based tests, the time appears on the screen. Test takers cannot rely on their cell phone for telling time because they are not allowed to bring cell phones into the testing room.
Admission as a Degree-Seeking Student

1. Create Application Account/Portal with the Graduate School at: www.uab.edu/graduate (click Apply Now, green top right)
   a) Click on “Sign up” which is at the bottom of the screen below the “Sign in” button (if first graduate application since 2017)
   b) Enter first name, last name and email address on the sign-up page, and click submit.
   c) After you receive an email from the Graduate School, follow instructions and create your Application Portal password.
   d) After this, go to the online application dashboard where you will now begin your application (and all future applications).
   e) If you need help, please contact the Graduate School at 205-934-8227 or by emailing gradschool@uab.edu.

2. Click on Master’s degree. After that, click on the ESL program and then on the TESOL track:
   English as a 2nd Language, Concentration: TESOL track
   Term: Summer 2021, Fall 2021, Spring 2022, Summer 2022, Fall 2022 (TERM will appear after you select a concentration.)
   Admission Exams: Select the exams that you have taken or plan to take (e.g., MAT, GRE).
     If you have already received your unofficial exam score reports, expedite your application by uploading a PDF.
   Education Background: Identify all community colleges, colleges, and universities that you have attended.
   Transcripts: Expedite your application by uploading a PDF of your unofficial transcripts from all colleges attended (except for UAB)
   Personal Essay (statement of purpose, academic interests, career goals, relevant background experience): Upload essay as a PDF.
   Resume/CV: Update your resume or Curriculum Vitae (CV), save as a PDF, and upload it.
   References (waive right): Include names and emails of three recommenders. UAB will automatically email them the reference form.
   In-state Residency: If you believe you are a resident of Alabama, respond “yes” to Do you claim to be a resident of Alabama? Provide the following information: birth state, high school graduation state, dates lived in Alabama, address, and reason for relocating to Alabama. If you are classified as a non-resident, you can submit a residency reclassification form.
   Disciplinary and Criminal History: Respond to all questions and provide explanations if needed.
   Application Status: Check your application account periodically and/or contact the Graduate School, 205-934-8227, gradschool@uab.edu.

3. 100% Complete Once payment is submitted, you must go back to the application, sign electronically, and click SUBMIT button to send your application to the Graduate School. After your application is successfully submitted, you will receive a confirmation email.

4. Be sure to submit your application by the deadline for when you want to start. (NOTE: Official test scores can arrive a few days later.)
   November 15 (admission to spring) April 15 (admission to summer) July 15 (admission to fall)

5. International applicants: Pass the TOEFL, the IELTS, or the Level 5 classes at INTO UAB’s English Language Programs.
   Meet requirements for international students: http://www.uab.edu/global/international-students-and-scholars

6. Interview: When called for an interview, applicants should come professionally dressed (such as when doing a job interview).

7. Application Status: Check your application account periodically and/or contact the Graduate School, 205-934-8227, gradschool@uab.edu.

8. Program Review: After ALL materials arrive at the Graduate School, the application is reviewed by the targeted program in the SOE.
   After all materials have arrived, it usually takes from 2 to 6 weeks for an application to be fully processed (goal = ASAP).

9. Admission email: After your application has been processed, you will receive an email from the Graduate School with the subject line:
   “UAB Graduate School Admission Decision”. This email will prompt you to go to your application account and retrieve your letter:
   Your student number (letter “B” followed by 8 digits) NOTE: You will need this number for identification purposes.
   Your program (MAEd in English as a Second Language) and probably also your concentration (TESOL)
   Your status as an Alabama resident (with in-state tuition) or as a non-resident (with out-of-state tuition)

10. BlazerID: Follow the instructions in your admission letter with respect to processing a BlazerID (or reactivating your inactive BlazerID).
    Go to BlazerNet Central: www.uab.edu/blazerid and immediately process your BlazerID (or reactivate a former BlazerID).
    Your BlazerID serves as your UAB email. (Alias emails are available.)
    You should check your UAB email regularly and must always use it in official communication with UAB.
    If you have linked your new UAB email to your home email, check frequently to make sure this connection is working properly.

11. Faculty Advisor: After being admitted as a degree-seeking student, you should contact your faculty advisor as listed on page 1.

12. Financial Aid (if needed): To be eligible for a student loan, graduate students must enroll in at least 5 graduate credit hours in a given semester.

13. HEALTH: All non-online students (degree-seeking and non-degree seeking) must obtain medical clearance. After you are admitted, you will receive an email about obtaining medical clearance. It will have links to UAB’s Student Health and Wellness (SHW) website and to the Patient Portal: http://www.uab.edu/studenthealth/medical-clearance. Links to these SHW webpages are also available on your BlazerNET account.
    You must meet the medical clearance deadline. If not, you will be blocked from registering for class.

    Which immunizations do you need? To find out, go to Medical Clearance and answer these questions:
    - When did/will you matriculate (begin classes) at UAB? Summer term 2016 or later
    - Are you a clinical or non-clinical student? Non-clinical (no patient contact)
    - Are all of your courses completely online? Yes, all courses are completely online.
    - Do you claim to be a resident of Alabama? No, I am not a U.S. citizen.

    Level 1 Immunization. Most AMP students are classified as Level 1 immunization: MMR (Measles, Mumps, Rubella), Tdap (Tetanus, Diphtheria, Acellular Pertussis), Varicella (Chickenpox/Shingles), and TB (Tuberculosis) screening. Immunizations and TB screening are available at SHW (1714 Ninth Avenue South) for a fee. Make an appointment by calling 205-934-3581 or by accessing the Patient Portal at http://www.uab.edu/studenthealth/immunizations/immunizations-and-tb-tests. If you have questions, contact medclearance@uab.edu

    Submitting health records. Click “Forms” on Patient Portal. Then click “Immunizations entry form” and “Add immunization record.” Upload scanned documents as JPEG, JPG, PNG, or GIF. Or, fax forms to 205-996-7468.
Tuition and Fees (2020-21)

UAB homepage (www.uab.edu): Type “tuition” in Search box.
https://www.uab.edu/students/paying-for-college/detailed-tuition-and-fees

<table>
<thead>
<tr>
<th>Face-to-Face classes</th>
<th>Each credit hour of coursework</th>
<th>Each 3-hour course</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-state residents</td>
<td>$450</td>
<td>$1,350</td>
</tr>
<tr>
<td>Out-of-state residents</td>
<td>$1,066</td>
<td>$3,198</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Online courses</th>
<th>Each credit hour of coursework</th>
<th>Each 3-hour course</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-state &amp; out-of-state</td>
<td>$534</td>
<td>$1,602</td>
</tr>
</tbody>
</table>

The most common fees are as follows:
field supervision $100, internship $75, laboratory $50;
payment plan $25, late payment $50, reinstatement $50 - $150; international $100

Non-Degree Seeking Status

UAB Graduate School, 205-934-8227 gradschool@uab.edu

Applicants who do not meet the degree-seeking application deadline and wish to start taking courses that semester.

1. **Instructions:** Read the instructions for non-degree seeking students at [http://www.uab.edu/graduate/nondegreestudents](http://www.uab.edu/graduate/nondegreestudents)
2. **Non-degree application:** Submit a non-degree seeking application five business days before the start of the targeted term.
3. **Degree choice:** After clicking “Start new application”, respond to the four key questions as follows:
   a. For which of the following are you applying? **Non-Degree Seeking**
   b. Intended Program of Study: **Education Non-Degree**
   c. Concentration: **Not Applicable – the selected program does not offer concentration options**
   d. Term: Select the term that you are interested in registering for as a non-degree seeking student.
4. **Payment:** Pay $40 online (debit card or credit card) and click SUBMIT.
5. **Transcripts:** Non-Degree students must submit a copy of their transcript from a regionally accredited university showing that a bachelor’s degree or higher has been awarded. This transcript may be unofficial and can be uploaded within the application prior to submission. If you would like to submit an unofficial copy of your transcript after submission, please send it via email to gradschool@uab.edu. Your application cannot be processed until the Graduate School has received a copy of your transcript. If you send an official transcript for non-degree seeking admission, this transcript can be used later for degree-seeking admission.
6. **Admissions:** Once you have completed your application by paying the fee and submitting a copy of your unofficial transcript showing a bachelor’s degree or higher has been awarded from a regionally accredited university, the Graduate School will process your application within 1-3 business days. Once an admissions decision has been rendered, you will be notified via email and will need to log back into the application dashboard to view your decision. You will find crucial information within your decision letter, such as a link to complete the Acknowledgement of Non-Degree Policies form, how to create your BlazerID if you do not already have one, and information regarding required overrides that must be issued to non-degree seeking students.
7. **No financial aid:** During the terms when taking courses as non-degree seeking, you are NOT eligible for student loans.
8. **Change Non-Degree Seeking Credit to Degree-Seeking Credit:** Submit this form after you earn degree-seeking status.
Application Deadlines

<table>
<thead>
<tr>
<th>Application for Admission Graduate School (LHL G03) <a href="http://www.uab.edu/graduate">www.uab.edu/graduate</a> click on APPLY NOW</th>
</tr>
</thead>
<tbody>
<tr>
<td>Projected Term for Admission</td>
</tr>
<tr>
<td>Summer (starts in May and June)</td>
</tr>
<tr>
<td>Fall (starts late August)</td>
</tr>
<tr>
<td>Spring (starts early January)</td>
</tr>
</tbody>
</table>

*Subject to change: Updates will be posted at Graduate School Deadlines

Application for Degree. Graduate School’s http://www.uab.edu/graduate/online-forms

SOE graduate students must submit their Application for Degree about six months before they intend to graduate. Failure to do so will delay their graduation by at least one semester.

<table>
<thead>
<tr>
<th>Anticipated Graduation</th>
<th>SOE Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring</td>
<td>November 1</td>
</tr>
<tr>
<td>Summer</td>
<td>April 1</td>
</tr>
<tr>
<td>Fall</td>
<td>July 1</td>
</tr>
</tbody>
</table>

Information and instructions are provided at this website: https://www.uab.edu/education/home_students/important-deadlines-for-current-students

SOE students must meet SOE deadlines and not the Graduate School’s.

The School of Education (SOE) recommends students to UAB’s Graduate School for graduating with a master’s degree.

QuickLinks

SOE homepage (www.uab.edu/education): Go to top right corner and look under GO,

<table>
<thead>
<tr>
<th>SOE Quicklinks</th>
<th>UAB Quicklinks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Schedule</td>
<td>Academic Calendar</td>
</tr>
<tr>
<td>Faculty Directory</td>
<td>Ask IT (technology support)</td>
</tr>
<tr>
<td>Financial Aid (student loans)</td>
<td>BlazerNET (registering and paying)</td>
</tr>
<tr>
<td>Graduate School (apply for admission)</td>
<td>Campus Map</td>
</tr>
<tr>
<td>Scholarships</td>
<td>Email (accessing your email account)</td>
</tr>
<tr>
<td>Student Teaching</td>
<td>Emergency/B-Alert (bad weather)</td>
</tr>
</tbody>
</table>

“To-Do”

Preparing for Admission (This is a summary from the top of page 6. For detailed information, return to page 6)

1. Participate in an information session for prospective master’s students in ESL
2. Receive this Information Packet for Prospective MA-TESOL Students and complete p. 9
3. Have official transcripts from all colleges attended (even if just one course) sent to gradschool@uab.edu or UAB Graduate School, 1720 2nd Avenue South, Lister Hill Library—G03, Birmingham AL 35294-0013
4. Obtain a passing score on either the MAT (388+) or GRE (290+ current or 850+ former) before deadline for submitting an admission application. Information about exams is provided at these websites: http://www.uab.edu/testing/institutional-tests/mat and http://www.ets.org/gre. If you already have a passing score from several years ago, you may request a waiver of the 5-year limit.

Applying for Admission (This is a summary from page 7. For detailed information, return to page 7.)

5. Submit your degree-seeking application by the deadline (Nov. 15 for spring, April 15 for summer, July 15 for fall), list 3 people as references, and pay $50 online.
6. Periodically check the status of your application and accompanying materials
7. After receiving your admission email from the Graduate School, do the following: Process or reactivate your BlazerID www.uab.edu/blazerid and follow all other instructions in your admission letter
8. Obtain medical clearance during first semester: http://www.uab.edu/studenthealth/medical-clearance
9. Applicants who are non-native speakers of English (regardless of citizenship)
   Take the TOEFL (this is in preparation for eventually seeking employment as an ESL teacher)
10. International applicants Meet criteria at http://www.uab.edu/global/international-students-and-scholars
11. —
I am interested in learning more about the MA-TESOL

Name ___________________________ Preferred Name/Nickname __________________

Home Phone___________________ Cell___________________ Work Phone____________________

Home E-mail___________________ Work E-mail____________________

Home Address ________________________________________ City___________________ AL zip_______

Current Place of Employment _________________________________________________________

Undergraduate degree: major__________ minor_________ college/univ.___________________ year graduated___

Graduate: degree____ major__________ minor_________ college/univ.___________________ year graduated___

Other Degrees/Studies: __________________________________________________________________

Other Languages: _____________________________________ Other cultures: ___________________

Reasons for pursuing MA-TESOL: _________________________________________________________

Prerequisites: Minimum GPA of 2.5 in undergraduate courses

Non-native speakers of English (regardless of citizenship): TOEFL exam

Depending on language level, non-English speakers should pursue MA-TESOL

MA-TESOL Requirements

EESL 610 Second Language Acquisition or EESL 607 Second Language Learning
EESL 615 Grammar and Linguistics for ESL Teachers
EESL 617 Teaching English within a Global Context
EESL 625 Phonology for Second Language Teachers
EESL 627 Teaching Adult Language Learners
EESL 637 Methods for Teaching English as an International Language
EESL 647 Instruction and Assessment: Reading and Writing
EESL 657 Instruction and Assessment: Listening and Speaking
EESL 667 Teaching English for Specific Purposes

Integrated Practicum Experiences

EESL 007 Community English Teaching (from 4 to 7 semesters)

EESL 677 and EESL 697 (prerequisite: 6 graduate courses and 3 semesters of EESL 007)

EESL 677 Field Studies (to be taken concurrently with EESL 697)

EESL 697 ESL Practicum: Shadowing (to be taken concurrently with EESL 677)

EESL 698 Teaching Apprenticeship (prerequisite: All of the above)

I am aware of the following:

1) Students must take all of the above courses and follow all stipulated procedures in order to obtain a Masters of Arts in Education degree for Teaching English to Speakers of Other Languages (MA-TESOL).

2) Students must read and follow the program plan, the course map, the advising sheet, and the procedures for carrying out the integrated practicum experiences in order to complete the MA-TESOL.

3) The information described in this information packet is valid only up until the date on this packet.

4) Students must always demonstrate a high level of professional dispositions worthy of the teaching profession. Failure to do so will result in an unsatisfactory professional dispositions form.

5) Non-native speakers of English (regardless of citizenship) must take the TOEFL. This is to ensure that MA-TESOL students can demonstrate their command of English when seeking an ESL teaching position.

6) If recommended by an instructor, students must take an academic writing course: GRD 727 and/or EEC 660.

7) Students must confer with their faculty advisor and/or program director whenever they have questions concerning their program. Advisors give advice, but they are not responsible for students’ program or degree.

8) Students must submit an Application for Degree online at least 6 months prior to graduation.

9) This MA-TESOL program is a non-certification option and does not provide K-12 certification in Alabama.

10) If students wish to pursue K-12 certification, they must first apply to UAB’s alternative master’s program (AMP) and meet all prerequisites for becoming unconditionally admitted to SOE’s Alternative Teacher Education Program.

Signature: ___________________________ Date: ___________________