

Education

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The Austin Teacher Program (ATP) prepares teachers through a rigorous four and a half to five-year experiential program combining an undergraduate liberal arts degree with a Master of Arts in Teaching degree culminating in initial certification. It is the mission of the program to prepare empowered professional decision makers through course work and field experiences that require collaboration, critique, inquiry, and reflection. Texas Teacher Certification is available only upon completion of BA, MAT, and Texas Education Agency requirements.

The Austin Teacher Program (ATP)

Austin College offers prospective teachers a five-year teacher education program, which terminates with the Master of Arts in Teaching (MAT) degree (see Graduate Programs for more information about the graduate-level program). The primary goal of teacher education at Austin College is to prepare teachers who will have the breadth and depth of intellectual development that is afforded by a vigorous undergraduate liberal arts education. The program strives to educate individuals who will be active learners in their personal and professional lives, who will become dedicated and creative teachers, and who will be educational leaders in their schools.

Undergraduate students can begin their preparation for the graduate-level certification by adopting a minor in education.

A **minor in education** consists of:

- _____ EDUC 115
- _____ EDUC 225
- _____ EDUC 351
- _____ EDUC 475
- _____ Approved Elective

Other Considerations When Planning for the Minor:

- Courses in the minor must be taken for a grade.
- A minor in Education is not required to pursue the MAT.

Total Credits Requirement = 5 course credits

Certification Opportunities

Students receive teacher certification upon satisfactory completion of the Master of Arts in Teaching at Austin College and all certification requirements.

The Austin Teacher Program (ATP) is fully accredited through the Texas State Board for Educator Certification, a division of the Texas Education Agency. Upon completion of all certification requirements, a Texas teaching certificate is obtainable in one of five categories:

1. Early childhood through grade 6 generalist (EC-6);
2. Grades 4 through 8 (social studies, English language arts and reading, mathematics, science, or English language arts and reading/social studies);
3. Grades 6 through 12 (physical science)
4. Grades 7 through 12 (English language arts and reading, history, life science, mathematics, and math/physics)
5. An all-level certificate in physical education, art, music, theatre, languages other than English (French, Latin, or Spanish).

A listing of requirements for teaching fields is available in the ATP office and on the [ATP website](#). The Texas Education Agency has the power to change minimum requirements at any time. TITLE II Information: As mandated by the Title II Act and made available on the [Title II website](#), the following table provides information about the pass rates on the TExES exams required for certification:

Title II Report Data for Cohort Years 2017 & 2018: Pass Rates 2018-2019

Category	Percentage Pass in 2018 Cohort	Percentage Pass in 2019 Cohort
Pedagogy & Professional Responsibility	100%	100%
Academic Content	93%	96%
Number in Cohort	13	20

In the undergraduate phase of the ATP, students complete a major and a minor in their chosen areas of study, a sequence of undergraduate education courses, and liberal arts courses required for certification. Students may also minor in Education which includes many of the undergraduate education courses required for entrance into the ATP. Students will be assigned an ATP faculty member as an advisor and should work carefully with their ATP advisor, as well as their Austin College mentor, in planning their program of study.

Certification Field Content Requirements

Teaching field requirements are not necessarily the same as requirements for a major or minor. Students seeking EC-6 Generalist certification may select a major in one of the following academic fields: art, biology, English, French, history, mathematics, music, exercise and sport studies, psychology, Spanish, or communication studies. Students seeking 4 through 8, 6 through 12, 7 through 12 or all-level certificates usually major in their teaching field.

A listing of requirements for each certification area is available in the ATP office and on the [ATP website](#).

Undergraduate Education Courses

- Education 115 American Education: A Changing Landscape
- Education 225 Schools and Society*

- Education 351 The Learner-Teacher Interaction*
- Education 475 The Learner, The Teacher, and The Curriculum*
- Education 493 Teaching for Diversity and Inclusion

Education 115, 225, 351, and 475 all include classroom placements. A background check will be run for each teaching experience. School districts have the authority to deny access to their schools based on the results. Students must arrange their own transportation to all field placements.

*These courses are required for admission into the graduate phase.

Students may choose to minor in Education. See description of the minor above.

Liberal Arts Courses Required for Certification

The courses listed below are required of **all** students seeking teaching certification:

- History 162 or 163 (U.S. History);
- One Psychology course: Choice of Educational Psychology or Life Span Psychology or approved course (Psychology 101 is generally a prerequisite);
- Foreign language competency as required by Austin College (three-semester equivalent);
- Writing competency as required by Austin College, and C/I or an English course;
- Quantitative competency as required by Austin College.

Other certificate specific requirements are listed on the Austin Teacher Program website.

COURSES

EDUC 115 American Education: A Changing Landscape

Political, social, and economic issues both reflect and shape American schools. In this course, students will explore the often conflicting purposes and values that are revealed in issues such as bullying, social media, gender identity, and school athletics. Course activities may include guest speakers, personal research, collaborative projects, and technology-based presentations. Course includes a lab consisting of a school placement of 10 hours. All placements within a school require a background and criminal history check. Preference for Freshmen students. Requirements met: Social Sciences Breadth/Discover and Systems of Power, Privilege, and Inequality. (Each fall and spring)

EDUC 225 Schools and Society

A critical study of schooling, teaching, and learning. Among topics to be analyzed: effective teaching, effective schools, equity issues, learning theory, and diversity. Other activities include school placement responsibilities research projects and presentations. Course includes a lab consisting of a school placement of a minimum of 10 hours. All placements within a school require a background and criminal history check. Requirements met: Social Sciences Breadth/Discover. (Each fall and spring)

EDUC 250 Topics in Education

A study of selected topics offered on an occasional basis. May be repeated when the topic varies.

EDUC 251 Children's Literature

This course studies literature through a wide-ranging study of genre, author's craft, culture, themes, characterization. Students learn to use this literature as models for writing, comprehension strategies. Teaching strategies are created with each book that is read to clarify for students the learning potential for readers from beginning reading strategies like rhyming to sophisticated understandings about literacy and the world they live in. (January term)

EDUC 260 Intermediate Directed Study

Student investigation of topic of interest working in collaboration with a faculty member resulting in significant oral and written work. See On-Campus Learning Opportunities for more information. PREQ: Freshman January term or Sophomore standing. Special permission required. Offered in variable course credit from 0.25-1.00.

EDUC 351 The Learner-Teacher Interaction

A study of and experience with effective teaching practices. This course serves to inform students of the theoretical bases of effective teaching and to provide practice in developing specific teaching behaviors and communication skills that are associated with effective teaching. This field-based and campus-based course focuses on three major areas – effective teacher-pupil interaction, pedagogical knowledge (including digital pedagogy) and learner diversity. Course includes a lab consisting of a school placement of a minimum of 35 hours. Students should allow a two-hour block of time for teaching and travel time. All placements within a school require a background and criminal history check. PREQ: Sophomore standing or higher, Education 225 with a grade of B- or better, or instructor permission. Requirements met: Applied Learning Experience. (Each fall and spring)

EDUC 360/460 Advanced Directed Study

Student investigation of topic of interest related to the major or minor working in collaboration with a faculty member resulting in significant oral and written work. See On-Campus Learning Opportunities for more information. PREQ: Junior or Senior standing. Special permission required. Offered for variable course credit from 0.25-1.00.

EDUC 475 The Learner, the Teacher, and The Curriculum

A study of and practice with planning and implementing instruction. Education 475 students will be able to demonstrate knowledge of instructional planning, classroom management, and effective teaching practices. Other topics include curriculum, classroom communication, strategies for differentiation, and the educational implications of brain research. Course includes a lab consisting of a school placement of a minimum of 45 hours. Students should allow a two-hour block of time for teaching and travel time. All placements within a school require a background and criminal history check. PREQ: Junior standing and completion of Education 351 checkpoint requirements including successful teaching experience from Education 351 with a grade of B- or higher. Students wishing to fast track the graduate program should take 475 by the spring semester of their junior year. (475A – spring only, 475B – fall and spring)

EDUC 490: Independent Study

Student-driven independent work to produce a high quality body of work such as paper, report, art project, etc. See On-Campus Learning Opportunities for more information. PREQ: Junior or Senior standing. Special permission required. Offered in variable course credit from 0.25-1.00.

EDUC 492: Independent Study Off-Campus/NSOC

Student-driven independent study in a topic related to the major completed at an off-campus site. See Off-Campus Learning Opportunities for more information. PREQ: Junior or Senior standing. Special permission required. Offered in variable course credit from 0.25-1.00

EDUC 493: Teaching for Diversity and Inclusion

This course will focus on the theories, issues and instructional practices to best serve learners from diverse cultural, linguistic and academic backgrounds. The course will include strategies to support English Language Learners and students with and without disabilities. PREQ: Education 475 or instructor permission.