

# GRADUATE AUSTIN TEACHER PROGRAM

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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.

In the graduate program, students engage in academic and professional studies focused on teaching. The graduate program requires nine course credits including six courses specific to each certification field, and a semester-long graduate teaching experience with accompanying seminar.

## Certification Opportunities

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, and mathematics)
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 2015 & 2016: Pass Rates 2016- 2017

Category	Percentage Pass in 2016 Cohort	Percentage Pass in 2017 Cohort
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Pedagogy & Professional Responsibility	100%	100%
Academic Content	100%	100%
Summary	100%	100%
Number in Cohorts	16	15

## Eligibility for Certification

Students completing the MAT degree are eligible for certification in Texas upon passing the appropriate TExES exams and completing the application for certification. Certification candidates also must submit to a criminal history check conducted by the State Board for Educator Certification. At such time the college certification officer, with approval of the Austin Teacher Program Admission Committee, recommends the student to the State Board for Educator Certification for certification.

## 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) or equivalent;
- 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 or three-semester college-level equivalent;
- Writing competency as required by Austin College, and C/I or an English course equivalent;
- Quantitative competency as required by Austin College or equivalent.

## Course Requirements for the Master of Arts in Teaching (MAT) Degree

### Early Childhood through Grade 6 Generalist

The EC-6 Generalist program includes following nine credits:

- Education 520 Educational Foundations
- Education 598 Research and Assessment for Teachers
- Education 530 Foundations of Literacy (1 course credit unit)
- Education 531 Development of Literacy Processes and Competencies (1 course credit unit)
- Education 532 Mathematics in the Elementary School (1 course credit unit)
- Education 533 Science and Social Studies in the Elementary School (1 course credit unit)
- Education 570 Graduate Internship, Elementary (1 course credit unit. Fall and Spring required)
- Education 571 Graduate Clinical Teaching Experience, Elementary (2 course credit units)
- Education 572 Instructional Strategies and Literacy in the Content Areas, Elementary School (concurrent with Education 570 or 571, 1 course credit unit)

## **Grades 4 through 8 (Social Studies, English Language Arts and Reading, Mathematics, Science, or English Language Arts and Reading/Social Studies)**

The middle grade programs include following nine credits:

### Grades 4 through 8 English Language Arts and Reading:

- Education 520 Educational Foundations
- Education 598 Research and Assessment for Teachers
- Education 530 Foundations of Literacy (1 course credit unit)
- Education 531 Development of Literacy Processes and Competencies (1 course credit unit)
- Education 541 Secondary Instruction: English (1 course credit unit)
- Education 549 Secondary Education (1 course credit unit)
- Education 570 or 580 Graduate Internship, Elementary/Secondary (1 course unit. Fall and Spring required)
- Education 571 or 581 Graduate Clinical Teaching Experience, Elementary/Secondary (2 course credit units)
- Education 572 or 582 Instructional Strategies and Literacy in the Content Areas, Elementary/Secondary Schools (concurrent with Education 570 or 571/580 or 581, 1 course credit unit)

### Grades 4 through 8 Social Studies:

- Education 520 Educational Foundations
- Education 598 Research and Assessment for Teachers
- Education 531 Development of Literacy Processes and Competencies (1 course credit unit)
- Education 533 Science and Social Studies in the Elementary School (1 course credit unit)
- Education 542 Secondary Instruction: Social Science (1 course credit unit)
- Education 549 Secondary Education (1 course credit unit)
- Education 570 or 580 Graduate Internship, Elementary/Secondary (1 course unit. Fall and Spring required)
- Education 571 or 581 Graduate Clinical Teaching Experience, Elementary/Secondary (2 course credit units)
- Education 572 or 582 Instructional Strategies and Literacy in the Content Areas, Elementary/Secondary Schools (concurrent with Education 570 or 571/580 or 581, 1 course credit unit)

### Grades 4 through 8 English Language Arts and Reading/Social Studies:

- Education 520 Educational Foundations
- Education 598 Research and Assessment for Teachers
- Education 531 Development of Literacy Processes and Competencies (1 course credit unit)
- Education 541 Secondary Instruction: English (1 course credit unit)
- Education 542 Secondary Instruction: Social Science (1 course credit unit)
- Education 549 Secondary Education (1 course credit unit)

- Education 570 or 580 Graduate Internship, Elementary/Secondary (1 course unit. Fall and Spring required)
- Education 571 or 581 Graduate Clinical Teaching Experience, Elementary/Secondary (2 course credit units)
- Education 572 or 582 Instructional Strategies and Literacy in the Content Areas, Elementary/Secondary Schools (concurrent with Education 570 or 571/580 or 581, 1 course credit unit)

Grades 4 through 8 Mathematics:

- Education 520 Educational Foundations
- Education 598 Research and Assessment for Teachers
- Education 531 Development of Literacy Processes and Competencies (1 course credit unit)
- Education 532 Mathematics in the Elementary School (1 course credit unit)
- Education 543 Secondary Instruction: Mathematics (1 course credit unit)
- Education 549 Secondary Education (1 course credit unit)
- Education 570 or 580 Graduate Internship, Elementary/Secondary (1 course unit. Fall and Spring required)
- Education 571 or 581 Graduate Clinical Teaching Experience, Elementary/Secondary (2 course credit units)
- Education 572 or 582 Instructional Strategies and Literacy in the Content Areas, Elementary/Secondary Schools (concurrent with Education 570 or 571/580 or 581, 1 course credit unit)

Grades 4 through 8 Science:

- Education 520 Educational Foundations
- Education 598 Research and Assessment for Teachers
- Education 531 Development of Literacy Processes and Competencies (1 course credit unit)
- Education 533 Science and Social Studies in the Elementary School (1 course credit unit)
- Education 544 Secondary Instruction: Science (1 course credit unit)
- Education 549 Secondary Education (1 course credit unit)
- Education 570 or 580 Graduate Internship, Elementary/Secondary (1 course unit. Fall and Spring required)
- Education 571 or 581 Graduate Clinical Teaching Experience, Elementary/Secondary (2 course credit units)
- Education 572 or 582 Instructional Strategies and Literacy in the Content Areas, Elementary/Secondary Schools (concurrent with Education 570 or 571/580 or 581, 1 course credit unit)

**Grades 6 through 12 and grades 7 through 12**

These programs include the following nine credits:

- Education 520 Educational Foundations

- Education 598 Research and Assessment for Teachers
- Education 531 (1 course credit unit)

NOTE: Education 532 (also required for mathematics teaching field, 1 course credit unit)

- Education 541-546 Secondary Instruction (selected by academic area, 1 course credit unit)
- Education 549 Secondary Education (1 course credit unit)
- Education 580 – Graduate Internship, Secondary (1 course unit. Fall and Spring required)
- Education 581 Graduate Clinical Teaching Experience, Secondary (2 course credit units)
- Education 582 Instructional Strategies and Literacy in the Content Areas, Secondary School (concurrent with Education 580 or 581, 1 course credit unit)
- One elective graduate courses in the teaching field(s) (1 course credit units)

### **All-Level Program in Art, Languages Other Than English, Music, Physical Education, or Theatre**

The all-level programs include the following nine credits:

#### All-Level Art:

- Education 520 Educational Foundations
- Education 598 Research and Assessment for Teachers
- Education 531 (1 course credit unit)
- Elementary content courses (1 course credit unit)
- Education 549 Secondary Education (1 course credit unit)
- Education 590 Graduate Internship– All Level (1 course unit. Fall and Spring required)
- Education 591 Graduate Clinical Teaching Experience, All-Level (2 course credit units)
- Education 592 Instructional Strategies and Literacy in the Content Areas, All-Level (concurrent with Education 590 or 591, 1 course credit unit)
- Education 546 Teaching Art in the School (1 course credit unit)
- One elective graduate course in education or art (1 course credit unit)

#### All-Level Languages Other Than English:

- Education 520 Educational Foundations
- Education 598 Research and Assessment for Teachers
- Education 530 (1 course credit unit)
- Education 549 Secondary Education (1 course credit unit)
- Education 590 Graduate Internship– All Level (1 course unit. Fall and Spring required)
- Education 591 Graduate Clinical Teaching Experience, All-Level (2 course credit units)
- Education 592 Instructional Strategies and Literacy in the Content Areas, All-Level (concurrent with Education 590 or 591, 1 course credit unit)
- Modern Languages 503 Teaching Modern Languages (1 course credit unit)
- One elective graduate course in change Spanish, French, Latin, or German (1 course credit unit)

#### All-Level Music:

- Education 520 Educational Foundations
- Education 598 Research and Assessment for Teachers
- Education 531 Development of Literacy Processes and Competencies (1 course credit unit)
- Education 549 Secondary Education (1 course credit unit)
- Education 590 Graduate Internship– All Level (1 course unit. Fall and Spring required)
- Education 591 Graduate Clinical Teaching Experience, All-Level (2 course credit units)
- Education 592 Instructional Strategies and Literacy in the Content Areas, All-Level (concurrent with Education 590 or 591, 1 course credit unit)
- Education 546 Teaching Music in the School (1 course credit unit)
- One elective graduate course in education or music (1 course credit unit)

#### All-Level Physical Education:

- Education 520 Educational Foundations
- Education 598 Research and Assessment for Teachers
- Education 531 Development of Literacy Processes and Competencies (1 course credit unit)
- Education 549 Secondary Education (1 course credit unit)
- Education 590 Graduate Internship– All Level (1 course unit. Fall and Spring required)
- Education 591 Graduate Clinical Teaching Experience, All-Level (2 course credit units)
- Education 592 Instructional Strategies and Literacy in the Content Areas, All-Level (concurrent with Education 590 or 591, 1 course credit unit)
- Exercise and Sport Studies 562 Current Trends in Elementary and Secondary Exercise and Sport Studies (1 course credit unit)
- One elective graduate course in education or physical education (1 course credit unit)

#### All-Level Theatre:

- Education 520 Educational Foundations
- Education 598 Research and Assessment for Teachers
- Education 531 Development of Literacy Processes and Competencies (1 course credit unit)
- Education 549 Secondary Education (1 course credit unit)
- Education 590 Graduate Internship– All Level (1 course unit. Fall and Spring required)
- Education 591 Graduate Teaching Experience, All-Level (2 course credit units)
- Education 592 Instructional Strategies and Literacy in the Content Areas, All-Level (concurrent with Education 590 or 591, 1 course credit unit)
- Education 546 Teaching Theatre in the School (1 course credit unit)
- One elective graduate course in education or theatre (1 course credit unit)

## **COURSES**

### **EDUC 520 Educational Foundations**

Introduction to the historical, philosophical, and social foundations of education. It focuses on the following areas: (1) development of K-12 education in the United States and the schools of thought that have influenced American education, (2) the relationship between schools and society, with special emphasis on the impact on school laws and policies, and (3) meeting the needs of an increasingly diverse student population including special education students and English Language Learners. PREQ: Education 475. (Each summer)

### **EDUC 530 Foundations of Literacy**

Introduction to beginning literacy strategies. Students closely investigate the factors which promote successful literacy learning. Knowledge of the theoretical and developmental foundations of beginning literacy provides the perspective for classroom practices. Observing and documenting emergent reading behaviors, determining prerequisites for literacy acquisition, and structuring a developmentally appropriate, print-rich learning environment for beginning readers are skills to be developed. Exploration of modifications in instruction that are crucial for early literacy learners as some struggle with dyslexia, vision or hearing issues or simply a lack of pre-requisite literacy experiences before school are included in planning. Course includes a lab consisting of a school placement of a minimum of 30 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: Education 475. (Generally fall only)

### **EDUC 531 Development of Literacy Processes and Competencies**

This course focuses on personal definitions of reading and writing as a starting point. The graduate students' definitions coupled with their students' needs, including dyslexia modifications, and their expanding knowledge of more sophisticated literacy instruction is the goal of this class. College and Career Readiness Standards (secondary standards) and STAAR objectives (elementary standards) are important in this planning as well, leading all teachers (regardless of certification level) to teach students how to comprehend challenging texts and how to write in an analytical way in all content areas. Course includes a lab consisting of a school placement of a minimum of 30 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: Education 475. (Summer and as needed in fall)

### **EDUC 532 Mathematics in the Elementary School**

Preparation of prospective elementary and middle school teachers of mathematics. Students learn to create positive learning experiences for their students as they acquire both mathematical concepts and computational skills and then apply them in problem-solving situations. Emphasis is placed on understanding the developing child and the impact that development has on instruction. Recommendations made by the National Council of Teachers of Mathematics and the National Council of Supervisors of Mathematics are stressed, including use of problem solving as an integral part of the curriculum, the importance continual assessment plays in instruction, and the integration of technology throughout the program. 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: Education 475. The course includes a seven-week field experience. (Each fall or spring)

### **EDUC 533 Science and Social Studies in the Elementary School**

Combination of the curriculum of science and social studies as taught in elementary/middle school based on how children learn best. Learning experiences are discussed, demonstrated, and practiced by students in this course as they prepare to become elementary/middle school teachers. Earth science, physical science, and life science topics are all included in the science strand. Both concepts and processes specific to science education are included. The social studies strand is built on a foundation of history, geography, economics, government, citizenship, culture, science, technology and society, and social studies skills. The course includes a field experience with graduate students teaching a summer camp for the local school district. Course includes a lab consisting of a school placement of a minimum of 40 hours. All placements within a school require a background and criminal history check. PREQ: Education 475. (Each summer)

### **EDUC 540 Topics in Education**

A study of selected topics. Variable course credit. May be repeated when topic varies. (Offered on an occasional basis)

### **EDUC 541-547 Secondary Instruction**

In these courses students will focus on the content and pedagogy of their teaching field for middle and high school levels. 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: Education 475. (Generally once a year)

EDUC 541 Secondary Instruction: English

EDUC 542 Secondary Instruction: Social Science

EDUC 543 Secondary Instruction: Mathematics

EDUC 544 Secondary Instruction: Science

EDUC 546 Secondary Instruction: Fine Arts

### **EDUC 549 Secondary Education**

Study of current practices and policies in American secondary schools. Students explore issues and challenges facing today's middle and high schools. Other topics studied include secondary school reform efforts, ways of assessing school effectiveness, alternative models for organizing secondary schools, adolescent development, and instructional models with an emphasis on differentiation and teaching for understanding. PREQ: Education 475. (Each summer)

### **EDUC 550 Alternative Graduate Study**

Alternative graduate offering. Occasionally a student may request an alternative graduate course for a graduate requirement for the MAT. Topics may vary depending on the needs of the student.

### **EDUC 560 Graduate Independent Study**

See program faculty for more information.

### **EDUC 570 Graduate Internship, Elementary**

Graduate teaching experience. This course provides graduate students with extended opportunities to increase competence through actual teaching experience as interns in public or



approved private schools. During the practicum, students are observed and coached by ATP faculty members, observers, and school personnel. Students also engage in reflection about their own teaching. Interns are employed by a school district to teach on a part-time or full-time basis and report to the assigned school on the date specified in the contract. (Both fall and spring required) COREQ: Education 572. May be repeated for a total of two course credit units.

### **EDUC 571 Graduate Clinical Teaching Experience, Elementary**

Graduate teaching experience. This course provides graduate students with extended opportunities to increase competence through actual teaching experience as graduate student teachers or interns in public or approved private schools. During the practicum, students are observed and coached by ATP faculty members and school personnel. Students also engage in reflection about their own teaching. Variable course credit not to exceed two course credit units. Student teachers follow the supervising teacher's schedule for the length of time designated. Interns are employed by a school district to teach on a part-time or full-time basis and report to the assigned school on the date specified in the contract. PREQ: Successful completion of at least five graduate courses including all methods courses. COREQ: Education 572. (Each fall and spring)

### **EDUC 572 Instructional Strategies and Literacy in the Content Areas, Elementary School**

A seminar course taken concurrently with Education 570 or 571. The course has three foci: instructional methods and strategies, the integration of reading and writing skills in the content areas, and the development of an understanding of the educational system, including legal and ethical aspects of teaching with emphasis upon the state and local structure. PREQ: Successful completion of all graduate work leading to graduate teaching. COREQ: Either Education 570 or 571. (Each fall and spring)

### **EDUC 580 – Graduate Internship, Secondary**

Graduate teaching experience. This course provides graduate students with extended opportunities to increase competence through actual teaching experience as interns in public or approved private schools. During the practicum, students are observed and coached by ATP faculty members, observers, and school personnel. Students also engage in reflection about their own teaching. Interns are employed by a school district to teach on a part-time or full-time basis and report to the assigned school on the date specified in the contract. (Both fall and spring required) COREQ: Education 582. Variable course credit not to exceed two course credit units.

### **EDUC 581 Graduate Clinical Teaching Experience, Secondary**

Graduate teaching experience. This course provides graduate students with extended opportunities to increase competence through actual teaching experience as graduate student teachers or interns in public or approved private schools. During the practicum, students are observed and coached by ATP faculty members and school personnel. Students also engage in reflection about their own teaching. Student teachers follow the supervising teacher's schedule for the length of time designated. Interns are employed by a school district to teach on a part-time or full-time basis and report to the assigned school on the date specified in the contract. PREQ: Successful completion of at least two graduate education courses, one of which is the appropriate secondary instruction course. COREQ: Education 582. (Each fall and spring)

### **EDUC 582 Instructional Strategies and Literacy in the Content Areas, Secondary School**

A seminar course taken concurrently with Education 580 or 581. The course has three foci: instructional methods and strategies, the integration of reading and writing skills in the content areas, and the development of an understanding of the educational system, including legal and ethical aspects of teaching with emphasis upon state and local structure. PREQ: Successful completion of all graduate work leading to graduate teaching. COREQ: Either Education 580 or 581. (Each fall and spring)

### **EDUC 590 Graduate Internship– All Level**

Graduate teaching experience. This course provides graduate students with extended opportunities to increase competence through actual teaching experience as interns in public or approved private schools. During the practicum, students are observed and coached by ATP faculty members, observers, and school personnel. Students also engage in reflection about their own teaching. Interns are employed by a school district to teach on a part-time or full-time basis and report to the assigned school on the date specified in the contract. COREQ: Education 592. Variable course credit not to exceed two course credit units. (Both fall and spring required)

### **EDUC 591 Graduate Clinical Teaching Experience, All-Level**

Graduate teaching experience. This course provides graduate students with extended opportunities to increase competence through actual teaching experience as graduate student teachers or interns in public or approved private schools. During the practicum, students are observed and coached by ATP faculty members and school personnel. Students also engage in reflection about their own teaching. Student teachers follow the supervising teacher's schedule for the length of time designated. Interns are employed by a school district to teach on a part-time or full-time basis and report to the assigned school on the date specified in the contract. PREQ: Successful completion of at least two graduate education courses, one of which is the appropriate secondary instruction course. COREQ: Education 592. (Each fall and spring)

### **EDUC 592 Instructional Strategies and Literacy in the Content Areas, All-Level**

A seminar course taken concurrently with Education 590 or 591. The course has three foci: instructional methods and strategies, the integration of reading and writing skills in the content areas, and the development of an understanding of the educational system, including legal and ethical aspects of teaching with emphasis upon state and local structure. PREQ: Successful completion of all graduate work leading to graduate teaching. COREQ: Either Education 590 or 591. (Each fall and spring)

### **EDUC 598 Research and Assessment for Teachers**

Classroom assessment issues and topics related to educational research. Methods of classroom evaluation, test construction, and test interpretation as well as purposes of testing and social, legal, and ethical issues connected with testing will be examined. The educational research segment of the course has two strands: the acquisition of necessary information to foster the research process, and an opportunity to develop a hands-on knowledge of both qualitative and quantitative research methodology. (Each fall and spring)

## **Exercise and Sport Studies**

**ESS 562 Current Trends in Elementary and Secondary Exercise and Sport Studies**

Students will investigate a variety of concerns in physical education which will include trends in methodology, curriculum design, student evaluations, teacher evaluation, extra-curricular opportunities, and identification of concerns that could affect physical education and athletics in the future. (As needed)