

EDUCATION

Contact Information

Education

<https://glasscock.rice.edu/departments/education-department> (<https://glasscock.rice.edu/departments/education-department/>)

Anderson-Clarke Center

713-348-4826

Robert G. Bruce

Dean

rgbruce@rice.edu

Brenda Rangel

Assistant Dean

br38@rice.edu

The Education program at Rice University's Susanne M. Glasscock School of Continuing Studies offers a comprehensive educational program that integrates work in courses with fieldwork experience. Additionally, we facilitate a network of support for our students and alumni so that we ensure our teacher leaders continue to grow and evolve as professionals.

Education courses are open to Rice students studying for careers in teaching and to Rice students interested in studying the complexities of the educational system and its role in society. The program provides fieldwork grounded in education research and theory. All of the courses include field-based experiences that encourage students to compare and apply their theoretical work to what is actually happening in schools. Our 21st century mission is to prepare and support teacher leaders to work with diverse students and be responsive to the paradigm shift in education that moves our children from passive recipients of knowledge to active responders to the knowledge they explore.

The Education program engages, prepares, and supports its leaders for student-centered classrooms in a diverse society. The program emphasizes the value of equity in education and the political and educational policies that should undergird that equity. Students acquire a strong foundation in educational leadership, assessment, classroom culture, instructional strategies, and skills. All students will implement culturally responsive content and pedagogy in working with languages and diverse learners as this program acknowledges the changing face of Houston and the nation.

Rice offers four education plans:

1. a program leading to the state of Texas Teacher Certification in combination with the undergraduate degree in the elected subject field(s), including notation of Texas Teacher Certification on the recipient's Rice academic transcript,
2. a Master of Arts in Teaching (MAT) that can be completed concurrently with a Rice bachelor's degree with generally one additional year of study,
3. a Master of Arts in Teaching (MAT) for pre-service teacher candidates, and

4. a Master of Arts in Teaching (MAT) for experienced teachers with an optional route to principal certification.

The Rice Education program balances academic integrity with Texas Education Agency (TEA) compliance. Students seeking additional information about the Education program are encouraged to meet with an advisor in the Education department in Rice University's Susanne M. Glasscock School of Continuing Studies .

Texas Teaching (TEA) Credentials (Texas Teacher and Principal Certifications)

Rice is approved by the State of Texas to offer teacher preparation programs in the following fields: art, English language arts and reading, history, Latin, life sciences, mathematics, physical sciences, physics/mathematics, science, social studies, Spanish, and principalship.

After satisfactory completion of the Rice Education program, which includes the state-mandated examinations for teachers, students are recommended for a Texas teaching credential. The Texas Education Agency (TEA) then awards Texas Teacher Certification (for Grades 7–12) or Principal Certification.

Higher Education Act Title II Reports

The Higher Education Act (HEA) of the U.S. Congress requires each institution of higher education with a teacher preparation program that enrolls students receiving federal assistance under this act to report annually "to the State and the general public" certain information. This information includes the pass rate of their program completers on assessments required by the state for teacher licensure or certification, the statewide pass rate on those assessments and other basic information on their teacher preparation program.

Rice University's Education program is accredited by the state of Texas. The first year pass rate for program completers on assessments required by the state for 2021-2022 was 100%, compared with 88% for the overall state pass rate. Thirty-eight students were enrolled in the program. Student teachers spent an average of 40 hours per week in supervised student teaching with a student/faculty ratio of 2-to-1. Rice Education program graduates are regularly recruited by school districts in Houston and the surrounding areas because of their innovative ideas, content knowledge, expertise, leadership abilities, and dedication to the teaching profession.

Texas Teacher (TEA) Certification for Rice Undergraduates

The Rice University Education program seeks to engage, prepare, and support teacher leaders for student-centered classrooms in a diverse society. While Rice does not award a formal undergraduate academic major, minor or certificate in education, the Education program does offer an academic plan to current Rice degree-seeking undergraduate students, one that fulfills all requirements for Texas Teacher (TEA) Certification for grades 7-12. Upon completion of the Education program, all undergraduate degree requirements, and certification by the State of Texas, Rice students will receive an acknowledgement and formal notation of their Texas Teacher Certification on their official Rice academic transcript.

Undergraduate students participating in the Education program, who wish to obtain Texas Teacher (TEA) Certification must complete:

- A minimum of 21 credit hours to satisfy the Texas Teacher (TEA) Certification requirements. Students must meet with an Education program advisor to develop a course of study.
- All university and major requirements for a Rice University bachelor's degree.
- All courses in teaching field and education with a grade of B- (2.67 grade points) or better.
- All of the content courses specified by the certification field advisor(s). Lists of courses for each subject are available online and in the Education office.
- A minimum of 75 hours of field-based experience in local secondary schools, in conjunction with satisfactory results on background check with participating school districts.

In addition, undergraduate students in the Education program must satisfy the following requirements:

- Students must begin two-semester work in assigned school with first semester curriculum development and theory and methods courses and a second semester full-day practicum with a cooperating teacher (EDUC 421, EDUC 460, EDUC 461, EDUC 462, EDUC 463, EDUC 464, EDUC 465, EDUC 466, and EDUC 467).
- Students must pass the appropriate TExES exams.
- Students must apply with the appropriate Texas state agency (TEA) for Texas Teacher Certification when all requirements are completed.

Professional Education Courses

The following courses fulfill requirements for Texas Teacher Certification. For additional information regarding requirements, students should contact the [Education program](https://teach.rice.edu/texas-teacher-certification-rice-undergraduates/) (<https://teach.rice.edu/texas-teacher-certification-rice-undergraduates/>).

Code	Title	Credit Hours
EDUC 305	EDUCATIONAL PSYCHOLOGY	3
EDUC 316	ASSESSMENT	3
EDUC 320	TEACHING DIVERSE LEARNERS	3
EDUC 421	CURRICULUM DEVELOPMENT	3
Theory and Methods		
<i>Select 1 from the following:</i>		
EDUC 460	THEORY AND METHODS: ART	3
EDUC 461	THEORY AND METHODS: ENGLISH LANGUAGE ARTS & READING (ELAR)	3
EDUC 462	THEORY AND METHODS: LOTE	3
EDUC 463	THEORY AND METHODS: MATHEMATICS	3
EDUC 464	THEORY AND METHODS: PHYSICAL EDUCATION	3
EDUC 465	THEORY AND METHODS: SCIENCE	3
EDUC 466	THEORY AND METHODS: SOCIAL STUDIES	3
Spring Semester Senior Year, Full-time Clinical Teaching		
EDUC 467	PRACTICUM FOR PRESERVICE TEACHERS	6
Total Credit Hours		21

Footnotes and Additional Information

- * The Education Program advises students to take EDUC 304 *Race, Class, Gender in Education* as an introductory course during the fall semester of the freshman year.

Admission

Rice undergraduate students may apply for admission to the Rice University Education program. In support of their application, candidates must submit:

- Official transcripts of previous and current university studies
- Proof of SAT or ACT scores
- Three letters of reference accompanied by the forms provided with the application
- Minimum 2.50 GPA (overall and in the content area)
- Applications submitted during sophomore year must show a minimum of 12 credit hours in the content area (15 credit hours for math and science) completed
- Evidence that the applicant's knowledge, experience, skills, and aptitude are appropriate for the certification sought.

The Texas Education Agency (TEA) requires candidates to undergo a criminal background check prior to field-based experience, prior to clinical training, and prior to being hired as a first-year teacher. Candidates may go through the fingerprinting process before applying for admission. If the results are unsatisfactory, the candidate may petition the TEA for reconsideration of the results. More information on this important rule is on the Education program website at: <https://glasscock.rice.edu/departments/education/teacher-certification-undergraduate-students> (<https://glasscock.rice.edu/departments/education/teacher-certification-undergraduate-students/>)

Master's Program

- **Master of Arts in Teaching (MAT) Degree** (<https://ga.rice.edu/programs-study/departments-programs/continuing-studies/education/teaching-mat-for-rice-undergraduates/>) **for Current Rice Undergraduates**
- **Master of Arts in Teaching (MAT) Degree** (<https://ga.rice.edu/programs-study/departments-programs/continuing-studies/education/teaching-mat/>) **for New Teachers**
- **Master of Arts in Teaching (MAT) Degree** (<https://ga.rice.edu/programs-study/departments-programs/continuing-studies/education/teaching-mat-for-experienced-teachers/>) **for Experienced Teachers**
- **Master of Arts in Teaching (MAT) Degree** (<https://ga.rice.edu/programs-study/departments-programs/continuing-studies/education/teaching-mat-for-experienced-teachers-with-principal-certification/>) **for Experienced Teachers with Principal Certification**

Certificates

- **Certificate in Dual Credit Teacher Credentialing: English** (<https://ga.rice.edu/programs-study/departments-programs/continuing-studies/dual-credit-teacher-credentialing/dual-credit-teacher-credentialing-english/>)
- **Certificate in Dual Credit Teacher Credentialing: History** (<https://ga.rice.edu/programs-study/departments-programs/continuing-studies/dual-credit-teacher-credentialing/dual-credit-teacher-credentialing-history/>)

Dean

Robert G. Bruce

Assistant Dean

Brenda Rangel

Lecturers

Steve Amstutz
Dana Arreola
Shelah Crear
Rick Cruz
Barrett Doke
Anthony Nguyen
Brenda Rangel
Annie Wolfe

For Rice University degree-granting programs:

To view the list of official course offerings, please see [Rice's Course Catalog \(https://courses.rice.edu/admweb!/SWKSCAT.cat?p_action=cata\)](https://courses.rice.edu/admweb!/SWKSCAT.cat?p_action=cata).

To view the most recent semester's course schedule, please see [Rice's Course Schedule \(https://courses.rice.edu/admweb!/SWKSCAT.cat\)](https://courses.rice.edu/admweb!/SWKSCAT.cat).

Education (EDUC)

EDUC 202 - CONTEMPORARY ISSUES IN EDUCATION

Short Title: CONTEMPORARY ISSUES IN EDUC

Department: Education

Grade Mode: Standard Letter

Course Type: Lecture/Laboratory

Credit Hours: 3

Restrictions: Enrollment is limited to Undergraduate, Undergraduate Professional or Visiting Undergraduate level students.

Course Level: Undergraduate Lower-Level

Description: The course examines the way globalization, immigration, privatization and the increasing diversity in our student population is shaping, and being shaped, by America's schools. An exploration of these and other issues from both micro- (student) and macro- (systemic) levels, will be the mainstay of the course. The lenses of sociology, psychology and political economy will be used throughout the semester. The course is open to students in these fields and to students exploring a career in teaching, and is recommended for students entering the teacher education program. This course requires five hours of observation in a local secondary school. Graduate/Undergraduate Equivalency: EDUC 502. Mutually Exclusive: Cannot register for EDUC 202 if student has credit for EDUC 502.

EDUC 238 - SPECIAL TOPICS

Short Title: SPECIAL TOPICS

Department: Education

Grade Mode: Standard Letter

Course Type: Internship/Practicum, Laboratory, Lecture, Seminar, Independent Study

Credit Hours: 1-4

Restrictions: Enrollment is limited to Undergraduate, Undergraduate Professional or Visiting Undergraduate level students.

Course Level: Undergraduate Lower-Level

Description: Topics and credit hours vary each semester. Contact department for current semester's topic(s). Repeatable for Credit.

EDUC 301 - PHILOSOPHICAL, HISTORICAL, AND SOCIAL FOUNDATIONS OF EDUCATION

Short Title: PHIL,HIST&SOC FOUNDTN OF EDUC

Department: Education

Grade Mode: Standard Letter

Course Type: Lecture/Laboratory

Distribution Group: Distribution Group II

Credit Hours: 3

Restrictions: Enrollment is limited to Undergraduate, Undergraduate Professional or Visiting Undergraduate level students.

Course Level: Undergraduate Upper-Level

Description: In this course students analysis events and ideas that have shaped the philosophy and practice of American schools today. It is appropriate for all students interested in the influences and stresses that have created a unique educational system in our culturally diverse country. This course requires five hours of observation in a local secondary school. Graduate/Undergraduate Equivalency: EDUC 501. Mutually Exclusive: Cannot register for EDUC 301 if student has credit for EDUC 501.

EDUC 304 - RACE, CLASS, GENDER IN EDUCATION

Short Title: RACE, CLASS, GENDER IN EDUC

Department: Education

Grade Mode: Standard Letter

Course Type: Seminar

Credit Hours: 3

Restrictions: Enrollment is limited to Undergraduate, Undergraduate Professional or Visiting Undergraduate level students.

Course Level: Undergraduate Upper-Level

Description: This course examines the complex ways in which race, ethnicity, gender, and class intersect and influence the educational experience of students in American schools. By employing an interdisciplinary approach centered both on individuals' lived experiences and educational system as a whole; EDUC 304 explores and critiques these critical issues and their impact on student learning. Likely topics include the historical foundations of race, class and gender in education, segregation, Title IX, and other contemporary topics. Graduate/Undergraduate Equivalency: EDUC 504. Mutually Exclusive: Cannot register for EDUC 304 if student has credit for EDUC 504.

EDUC 305 - EDUCATIONAL PSYCHOLOGY

Short Title: EDUCATIONAL PSYCHOLOGY

Department: Education

Grade Mode: Standard Letter

Course Type: Lecture/Laboratory

Credit Hours: 3

Restrictions: Enrollment is limited to Undergraduate, Undergraduate Professional or Visiting Undergraduate level students.

Course Level: Undergraduate Upper-Level

Description: The goal of this course is to introduce students to a psychological understanding of teaching and learning through an overview of principles, issues, and related research in educational psychology. Students in this course will examine theories of learning, complex cognitive processes, cognitive and emotional development, and motivation. These constructs will be applied to effective instruction, the design of optimum learning environments, assessment of student learning, and teaching in diverse classrooms. Required for those seeking teacher certification. This course requires five hours of observation in a local secondary school. Graduate/Undergraduate Equivalency: EDUC 505. Mutually Exclusive: Cannot register for EDUC 305 if student has credit for EDUC 505.

EDUC 310 - INTRODUCTION TO SPECIAL EDUCATION**Short Title:** INTRODUCTION SPECIAL EDUCATION**Department:** Education**Grade Mode:** Standard Letter**Course Type:** Lecture/Laboratory**Credit Hours:** 3**Restrictions:** Enrollment is limited to Undergraduate, Undergraduate Professional or Visiting Undergraduate level students.**Course Level:** Undergraduate Upper-Level**Description:** This course will introduce and expose students to the field of Special Education. Students will learn about the various individuals who receive special education as well as other types of exceptionality, including giftedness. Controversial issues in this field will be examined along with pertinent legislation. This course will familiarize students with instructional approaches in special education and the social issues impacting the field. Students will visit area schools. This course requires five hours of observation in a local secondary school. Graduate/Undergraduate Equivalency: EDUC 510. Mutually Exclusive: Cannot register for EDUC 310 if student has credit for EDUC 510.**EDUC 315 - ADOLESCENT DEVELOPMENT****Short Title:** ADOLESCENT DEVELOPMENT**Department:** Education**Grade Mode:** Standard Letter**Course Type:** Lecture/Laboratory**Credit Hours:** 3**Restrictions:** Enrollment is limited to Undergraduate, Undergraduate Professional or Visiting Undergraduate level students.**Course Level:** Undergraduate Upper-Level**Description:** The goal of this course is to introduce students to basic theories of adolescent development and cognition. The course will examine principles and concepts in the areas of physical, emotional and psychological development, identity formation, sexuality, and family and peer relations. Other 'hot topics' such as substance abuse, eating disorders, and teenagers and the media will also be examined. This course requires five hours of observation in a local secondary school. Graduate/Undergraduate Equivalency: EDUC 515. Mutually Exclusive: Cannot register for EDUC 315 if student has credit for EDUC 515.**EDUC 316 - ASSESSMENT****Short Title:** ASSESSMENT**Department:** Education**Grade Mode:** Standard Letter**Course Type:** Seminar**Credit Hours:** 3**Restrictions:** Enrollment is limited to Undergraduate, Undergraduate Professional or Visiting Undergraduate level students.**Course Level:** Undergraduate Upper-Level**Description:** In this course, students will use formative and summative assessment to drive instructional decisions. Disaggregation of student data growth in the classroom and on standardized tests will foster academic achievement. Graduate/Undergraduate Equivalency: EDUC 516. Mutually Exclusive: Cannot register for EDUC 316 if student has credit for EDUC 516.**EDUC 319 - TEACHING AND LEARNING WITH INQUIRY****Short Title:** TEACHING & LEARNING W/INQUIRY**Department:** Education**Grade Mode:** Standard Letter**Course Type:** Lecture/Laboratory**Credit Hours:** 3**Restrictions:** Enrollment is limited to Undergraduate, Undergraduate Professional or Visiting Undergraduate level students.**Course Level:** Undergraduate Upper-Level**Description:** Education for the 21st Century of change and innovation demands problem-solving and critical thinking skills. This course approaches the teaching of context areas with a student-focused lens that engages inquiring minds with the small group exploration of open-ended problems. Lesson structure, activities, and assessment will be integral to the course. This course requires five hours of observation in a local secondary school. Graduate/Undergraduate Equivalency: EDUC 519. Mutually Exclusive: Cannot register for EDUC 319 if student has credit for EDUC 519.**EDUC 320 - TEACHING DIVERSE LEARNERS****Short Title:** TEACHING DIVERSE LEARNERS**Department:** Education**Grade Mode:** Standard Letter**Course Type:** Lecture/Laboratory**Credit Hours:** 3**Restrictions:** Enrollment is limited to Undergraduate, Undergraduate Professional or Visiting Undergraduate level students.**Course Level:** Undergraduate Upper-Level**Description:** This course offers pedagogies for learners who have different ways of seeing the world, different experiences, and different learning needs. A variety of teaching methods and strategies help special needs students, gifted and talented students and English language learners succeed in the classroom. This course also addresses effective communication in ARDS, LPACS, and staffing within classrooms. Students learn about the support personnel who can assist the classroom teacher. Required for certification. This course requires five hours of observation in a local secondary school. Graduate/Undergraduate Equivalency: EDUC 520. Mutually Exclusive: Cannot register for EDUC 320 if student has credit for EDUC 520.**EDUC 323 - CREATIVE WRITING IN THE CLASSROOM****Short Title:** CREATIVE WRITING IN CLASSROOM**Department:** Education**Grade Mode:** Standard Letter**Course Type:** Lecture/Laboratory**Credit Hours:** 3**Restrictions:** Enrollment is limited to Undergraduate, Undergraduate Professional or Visiting Undergraduate level students.**Course Level:** Undergraduate Upper-Level**Description:** Rice students enrolled in this intensive summer internship will work alongside master teachers and professional writers to promote creative thinking and writing with middle and high school students. Students in this course will explore arts integration pedagogy, engage in the classroom planning process, lead lessons, facilitate student writing, and develop anthologies to showcase student voices. Instructor Permission Required. Graduate/Undergraduate Equivalency: EDUC 523. Mutually Exclusive: Cannot register for EDUC 323 if student has credit for EDUC 523. Repeatable for Credit.

EDUC 325 - ADOLESCENT LITERATURE**Short Title:** ADOLESCENT LITERATURE**Department:** Education**Grade Mode:** Standard Letter**Course Type:** Lecture/Laboratory**Distribution Group:** Distribution Group I**Credit Hours:** 3**Restrictions:** Enrollment is limited to Undergraduate, Undergraduate Professional or Visiting Undergraduate level students.**Course Level:** Undergraduate Upper-Level**Description:** The nature of adolescence in an increasingly complex and diversity society is examined through literature written for and about adolescents and young adults. This study of the cultural, literary and developmental issues in adolescent literature is relevant to students of literature, psychology, child development, anthropology and sociology, and is recommended for students preparing to become teachers. This course requires five hours of observation in a local secondary school. Graduate/Undergraduate Equivalency: EDUC 525. Mutually Exclusive: Cannot register for EDUC 325 if student has credit for EDUC 525.**EDUC 330 - THE AMERICAN HIGH SCHOOL****Short Title:** THE AMERICAN HIGH SCHOOL**Department:** Education**Grade Mode:** Standard Letter**Course Type:** Lecture/Laboratory**Credit Hours:** 3**Restrictions:** Enrollment is limited to Undergraduate, Undergraduate Professional or Visiting Undergraduate level students.**Course Level:** Undergraduate Upper-Level**Description:** Historically one of the few universally experienced institutions in the U.S., the American high school has been an essential rite of passage for youth and an essential building block of democracy. Students in this course will study the historical origins of the high school and examine its roles in the economy, culture, and the lives of youth. Using field study of an urban high school (15 hours of observation required for undergraduates), students will analyze the contemporary high school and debate about its future. Graduate/Undergraduate Equivalency: EDUC 530. Mutually Exclusive: Cannot register for EDUC 330 if student has credit for EDUC 530.**EDUC 335 - URBAN EDUCATION: ISSUES, POLICY, AND PRACTICE****Short Title:** URBAN ED:ISSUES, POLICY & PRAC**Department:** Education**Grade Mode:** Standard Letter**Course Type:** Lecture/Laboratory**Credit Hours:** 3**Restrictions:** Enrollment is limited to Undergraduate, Undergraduate Professional or Visiting Undergraduate level students.**Course Level:** Undergraduate Upper-Level**Description:** This course focuses on the major issues facing urban education, including poverty, the implications of racial and ethnic diversity for educational institutions, and strategies for improving academic achievement in urban schools. Students will examine sociological, political, cultural and educational research and theory, as well as explore strategies for improvement of urban education at the classroom, school and policy levels. This course requires five hours of observation in a local secondary school. Graduate/Undergraduate Equivalency: EDUC 535. Mutually Exclusive: Cannot register for EDUC 335 if student has credit for EDUC 535.**EDUC 345 - EDUCATIONAL TECHNOLOGIES & DIGITAL LEARNING****Short Title:** EDUC TECH & DIGITAL LRNING**Department:** Education**Grade Mode:** Standard Letter**Course Type:** Lecture/Laboratory**Credit Hours:** 3**Restrictions:** Enrollment is limited to Undergraduate, Undergraduate Professional or Visiting Undergraduate level students.**Course Level:** Undergraduate Upper-Level**Description:** The primary purposes of this course is to prepare teachers to identify and evaluate effective, appropriate data and curriculum management systems/programs that improve student achievement; to determine how technologies can personalize and accelerate learning goals for students; and understand how technology can be used to change communication and pedagogical practices in the classroom. This course is required for certification. This course requires five hours of observation in a local secondary school. Graduate/Undergraduate Equivalency: EDUC 545. Mutually Exclusive: Cannot register for EDUC 345 if student has credit for EDUC 545.**EDUC 350 - EDUCATION POLICY: FROM LEGISLATURES TO CLASSROOMS****Short Title:** EDUCATION POLICY**Department:** Education**Grade Mode:** Standard Letter**Course Type:** Lecture/Laboratory**Credit Hours:** 3**Restrictions:** Enrollment is limited to Undergraduate, Undergraduate Professional or Visiting Undergraduate level students.**Course Level:** Undergraduate Upper-Level**Description:** Policy issues in this course include school funding, curriculum decisions, accountability systems, discipline policies, and other areas. What are the major policy discussions affecting K-12 education today, and how are they resolved in the political arena? Who drives policy in each of these areas and what role can or does research-based analysis play? We will answer these questions and more as we explore the political arena of educational policy. This class requires five hours of observation in a local secondary school. Graduate/Undergraduate Equivalency: EDUC 550. Mutually Exclusive: Cannot register for EDUC 350 if student has credit for EDUC 550/POST 340.**EDUC 421 - CURRICULUM DEVELOPMENT****Short Title:** CURRICULUM DEVELOPMENT**Department:** Education**Grade Mode:** Standard Letter**Course Type:** Lecture/Laboratory**Credit Hours:** 3**Restrictions:** Enrollment limited to students with a class of Senior. Enrollment is limited to Undergraduate, Undergraduate Professional or Visiting Undergraduate level students.**Course Level:** Undergraduate Upper-Level**Description:** This course is the first of a two-part series for preservice teachers. It offers a reflective study of classroom practice through seventy-five (75) hours of observation in secondary schools and teaching activities under the guidance of cooperating teachers and education team members in an actual classroom setting. This course includes opportunities to structure lessons for diverse student populations with whole group and small group lessons. This course is required for certification. Instructor Permission Required. Graduate/Undergraduate Equivalency: EDUC 521. Mutually Exclusive: Cannot register for EDUC 421 if student has credit for EDUC 521.

EDUC 422 - LITERACY ACROSS THE CURRICULUM**Short Title:** LITERACY ACROSS THE CURRICULUM**Department:** Education**Grade Mode:** Standard Letter**Course Type:** Lecture/Laboratory**Credit Hours:** 3**Restrictions:** Enrollment is limited to Undergraduate, Undergraduate Professional or Visiting Undergraduate level students.**Course Level:** Undergraduate Upper-Level**Description:** How students are taught to read and write in all academic and elective disciplines is critical to the academic development of adolescents. In this course multiple literacies will be discussed in terms of theory and practice. Students will examine reading, writing, listening, speaking and thinking strategies across the curriculum and their impact on learning. Additionally students will investigate, plan, and practice the skills of using literacy strategies for the specific discipline. Required for certification. This course requires five hours of observation in a local secondary school. Graduate/Undergraduate Equivalency: EDUC 522. Mutually Exclusive: Cannot register for EDUC 422 if student has credit for EDUC 522.**EDUC 460 - THEORY AND METHODS: ART****Short Title:** THEORY AND METHODS: ART**Department:** Education**Grade Mode:** Standard Letter**Course Type:** Lecture/Laboratory**Credit Hours:** 3**Restrictions:** Students with a class of Freshman may not enroll. Enrollment is limited to Undergraduate, Undergraduate Professional or Visiting Undergraduate level students.**Course Level:** Undergraduate Upper-Level**Description:** This course involves the study and integration of theory and methods with observation and practice in the classroom through the facilitation of student-led, student-centered activities. Under the guidance of education support team members, the course offers multiple methods for implementing curriculum with diverse students. Required for certification. This course includes a minimum of 5 hours of observation in a local secondary school. Graduate/Undergraduate Equivalency: EDUC 560. Mutually Exclusive: Cannot register for EDUC 460 if student has credit for EDUC 560.**EDUC 461 - THEORY AND METHODS: ENGLISH LANGUAGE ARTS & READING (ELAR)****Short Title:** THEORY AND METHODS: ELAR**Department:** Education**Grade Mode:** Standard Letter**Course Type:** Lecture/Laboratory**Credit Hours:** 3**Restrictions:** Students with a class of Freshman may not enroll. Enrollment is limited to Undergraduate, Undergraduate Professional or Visiting Undergraduate level students.**Course Level:** Undergraduate Upper-Level**Description:** This course involves the study and integration of theory and methods with observation and practice in the classroom through the facilitation of student-led, student-centered activities. Under the guidance of education support team members, the course offers multiple methods for implementing curriculum with diverse students. Required for certification. This course includes a minimum of 5 hours of observation in a local secondary school. Graduate/Undergraduate Equivalency: EDUC 561. Mutually Exclusive: Cannot register for EDUC 461 if student has credit for EDUC 561.**EDUC 462 - THEORY AND METHODS: LOTE****Short Title:** THEORY AND METHODS: LOTE**Department:** Education**Grade Mode:** Standard Letter**Course Type:** Lecture/Laboratory**Credit Hours:** 3**Restrictions:** Students with a class of Freshman may not enroll. Enrollment is limited to Undergraduate, Undergraduate Professional or Visiting Undergraduate level students.**Course Level:** Undergraduate Upper-Level**Description:** This course involves the study and integration of theory and methods with observation and practice in the classroom through the facilitation of student-led, student-centered activities. Under the guidance of education support team members, the course offers multiple methods for implementing curriculum with diverse students. Required for certification. This course includes a minimum of 5 hours of observation in a local secondary school. Graduate/Undergraduate Equivalency: EDUC 562. Mutually Exclusive: Cannot register for EDUC 462 if student has credit for EDUC 562.**EDUC 463 - THEORY AND METHODS: MATHEMATICS****Short Title:** THEORY AND METHODS: MATHEMATICS**Department:** Education**Grade Mode:** Standard Letter**Course Type:** Lecture/Laboratory**Credit Hours:** 1-3**Restrictions:** Students with a class of Freshman may not enroll. Enrollment is limited to Undergraduate, Undergraduate Professional or Visiting Undergraduate level students.**Course Level:** Undergraduate Upper-Level**Description:** This course involves the study and integration of theory and methods with observation and practice in the classroom through the facilitation of student-led, student-centered activities. Under the guidance of education support team members, the course offers multiple methods for implementing curriculum with diverse students. Required for certification. This course includes a minimum of 5 hours of observation in a local secondary school. Graduate/Undergraduate Equivalency: EDUC 563. Mutually Exclusive: Cannot register for EDUC 463 if student has credit for EDUC 563.**EDUC 464 - THEORY AND METHODS: PHYSICAL EDUCATION****Short Title:** THEORY AND METHODS: PHYSICAL ED**Department:** Education**Grade Mode:** Standard Letter**Course Type:** Lecture/Laboratory**Credit Hours:** 3**Restrictions:** Students with a class of Freshman may not enroll. Enrollment is limited to Undergraduate, Undergraduate Professional or Visiting Undergraduate level students.**Course Level:** Undergraduate Upper-Level**Description:** This course involves the study and integration of theory and methods with observation and practice in the classroom through the facilitation of student-led, student-centered activities. Under the guidance of education support team members, the course offers multiple methods for implementing curriculum with diverse students. Required for certification. This course includes a minimum of 5 hours of observation in a local secondary school. Graduate/Undergraduate Equivalency: EDUC 564. Mutually Exclusive: Cannot register for EDUC 464 if student has credit for EDUC 564.

EDUC 465 - THEORY AND METHODS: SCIENCE**Short Title:** THEORY AND METHODS: SCIENCE**Department:** Education**Grade Mode:** Standard Letter**Course Type:** Lecture/Laboratory**Credit Hours:** 1-3**Restrictions:** Students with a class of Freshman may not enroll. Enrollment is limited to Undergraduate, Undergraduate Professional or Visiting Undergraduate level students.**Course Level:** Undergraduate Upper-Level**Description:** This course involves the study and integration of theory and methods with observation and practice in the classroom through the facilitation of student-led, student-centered activities. Under the guidance of education support team members, the course offers multiple methods for implementing curriculum with diverse students. Required for certification. This course includes a minimum of 5 hours of observation in a local secondary school. Graduate/Undergraduate Equivalency: EDUC 565. Mutually Exclusive: Cannot register for EDUC 465 if student has credit for EDUC 565.**EDUC 466 - THEORY AND METHODS: SOCIAL STUDIES****Short Title:** THEORY AND METHODS: SOCIAL STUD**Department:** Education**Grade Mode:** Standard Letter**Course Type:** Lecture/Laboratory**Credit Hours:** 3**Restrictions:** Students with a class of Freshman may not enroll. Enrollment is limited to Undergraduate, Undergraduate Professional or Visiting Undergraduate level students.**Course Level:** Undergraduate Upper-Level**Description:** This course involves the study and integration of theory and methods with observation and practice in the classroom through the facilitation of student-led, student-centered activities. Under the guidance of education support team members, the course offers multiple methods for implementing curriculum with diverse students. Required for certification. This course includes a minimum of 5 hours of observation in a local secondary school. Graduate/Undergraduate Equivalency: EDUC 566. Mutually Exclusive: Cannot register for EDUC 466 if student has credit for EDUC 566.**EDUC 467 - PRACTICUM FOR PRESERVICE TEACHERS****Short Title:** PRACT FOR PRESERVICE TEACHERS**Department:** Education**Grade Mode:** Standard Letter**Course Type:** Internship/Practicum**Credit Hours:** 6**Restrictions:** Enrollment is limited to Undergraduate, Undergraduate Professional or Visiting Undergraduate level students.**Course Level:** Undergraduate Upper-Level**Prerequisite(s):** (EDUC 460 or EDUC 461 or EDUC 462 or EDUC 463 or EDUC 464 or EDUC 465 or EDUC 466) and EDUC 421**Description:** This is the second course in the two-part series for preservice teachers. In this field-based practicum. The preservice teacher will have a concentrated experience in student teaching based on the lesson development, pedagogical explorations, and field-based work of the previous semester. Students are expected to follow the assigned district/campus academic calendar for the semester of student teaching. This course is required for certification. Graduate/Undergraduate Equivalency: EDUC 567. Mutually Exclusive: Cannot register for EDUC 467 if student has credit for EDUC 567.**EDUC 470 - FIELD-BASED STUDIES IN TEACHING AND LEARNING****Short Title:** FLD-BASED STDY TEACH & LRNG**Department:** Education**Grade Mode:** Standard Letter**Course Type:** Seminar**Credit Hours:** 1-3**Restrictions:** Students with a class of Freshman or Sophomore may not enroll. Enrollment is limited to Undergraduate, Undergraduate Professional or Visiting Undergraduate level students.**Course Level:** Undergraduate Upper-Level**Description:** The study of critical issues in urban education uses ethnographic research methods to study a wide range of educational subjects, from policy impact to classroom practice, from curriculum and pedagogy to the cultures of the children. The course includes a seminar on research methodologies, with a focus on ethnography; independent research projects in a local school setting; and directed case studies. It is open particularly to students in education, sociology, psychology, anthropology and cultural studies. Graduate/Undergraduate Equivalency: EDUC 570. Mutually Exclusive: Cannot register for EDUC 470 if student has credit for EDUC 570.**EDUC 477 - SPECIAL TOPICS****Short Title:** SPECIAL TOPICS**Department:** Education**Grade Mode:** Standard Letter**Course Type:** Internship/Practicum, Seminar, Laboratory, Lecture**Credit Hours:** 1-4**Restrictions:** Enrollment is limited to Undergraduate, Undergraduate Professional or Visiting Undergraduate level students.**Course Level:** Undergraduate Upper-Level**Description:** Topics and credit hours vary each semester. Contact department for current semester's topic(s). Repeatable for Credit.**EDUC 491 - INDEPENDENT STUDY AND RESEARCH****Short Title:** INDEPENDENT STUDY AND RESEARCH**Department:** Education**Grade Mode:** Standard Letter**Course Type:** Research**Credit Hours:** 1-3**Restrictions:** Enrollment is limited to Undergraduate, Undergraduate Professional or Visiting Undergraduate level students.**Course Level:** Undergraduate Upper-Level**Description:** This course uses ethnographic and quantitative research methods to study a specific issue in education. Independent research projects may include literature reviews and analysis, and/or case studies in school settings. Instructor Permission Required. Graduate/Undergraduate Equivalency: EDUC 591. Mutually Exclusive: Cannot register for EDUC 491 if student has credit for EDUC 591. Repeatable for Credit.

EDUC 501 - PHILOSOPHICAL, HISTORICAL, AND SOCIAL FOUNDATIONS OF EDUCATION**Short Title:** PHIL,HIST,&SOC FOUNDTN OF EDUC**Department:** Education**Grade Mode:** Standard Letter**Course Type:** Lecture/Laboratory**Credit Hours:** 3**Restrictions:** Enrollment is limited to Graduate level students.**Course Level:** Graduate

Description: In this course students analysis events and ideas that have shaped the philosophy and practice of American schools today. It is appropriate for all students interested in the influences and stresses that have created a unique educational system in our culturally diverse country. This course requires five hours of observation in a local secondary school. Additional assignments are required beyond those for EDUC 301. Graduate/Undergraduate Equivalency: EDUC 301. Mutually Exclusive: Cannot register for EDUC 501 if student has credit for EDUC 301.

EDUC 502 - CONTEMPORARY ISSUES IN EDUCATION**Short Title:** CONTEMPORARY ISSUES IN EDUC**Department:** Education**Grade Mode:** Standard Letter**Course Type:** Lecture/Laboratory**Credit Hours:** 3**Restrictions:** Enrollment is limited to Graduate level students.**Course Level:** Graduate

Description: The course examines the way globalization, immigration, privatization and the increasing diversity in our student population is shaping, and being shaped, by America's schools. An exploration of these and other issues from both micro- (student) and macro- (systemic) levels, will be the mainstay of the course. The lenses of sociology, psychology and political economy will be used throughout the semester. The course is open to students in these fields and to students exploring a career in teaching, and is recommended for students entering the teacher education program. This course requires five hours of observation in a local secondary school. Additional assignments are required beyond those for EDUC 202. Graduate/Undergraduate Equivalency: EDUC 202. Mutually Exclusive: Cannot register for EDUC 502 if student has credit for EDUC 202.

EDUC 504 - RACE, CLASS, GENDER IN EDUCATION**Short Title:** RACE, CLASS, GENDER IN EDUC**Department:** Education**Grade Mode:** Standard Letter**Course Type:** Seminar**Credit Hours:** 3**Restrictions:** Enrollment is limited to Graduate level students.**Course Level:** Graduate

Description: This course examines the complex ways in which race, ethnicity, gender, and class intersect and influence the educational experience of students in American schools. By employing an interdisciplinary approach centered both on individuals' lived experiences and educational system as a whole; EDUC 504 explores and critiques these critical issues and their impact on student learning. Likely topics include the historical foundations of race, class and gender in education, segregation, Title IX, and other contemporary topics. This graduate equivalent of EDUC 304 requires additional assignments. Graduate/Undergraduate Equivalency: EDUC 304. Mutually Exclusive: Cannot register for EDUC 504 if student has credit for EDUC 304.

EDUC 505 - EDUCATIONAL PSYCHOLOGY**Short Title:** EDUCATIONAL PSYCHOLOGY**Department:** Education**Grade Mode:** Standard Letter**Course Type:** Lecture/Laboratory**Credit Hours:** 3**Restrictions:** Enrollment is limited to Graduate level students.**Course Level:** Graduate

Description: The goal of this course is to introduce students to a psychological understanding of teaching and learning through an overview of principles, issues, and related research in educational psychology. Students in this course will examine theories of learning, complex cognitive processes, cognitive and emotional development, and motivation. These constructs will be applied to effective instruction, the design of optimum learning environments, assessment of student learning, and teaching in diverse classrooms. Required for those seeking teacher certification. This course requires five hours of observation in a local secondary school. Graduate/Undergraduate Equivalency: EDUC 305. Mutually Exclusive: Cannot register for EDUC 505 if student has credit for EDUC 305.

EDUC 510 - INTRODUCTION TO SPECIAL EDUCATION**Short Title:** INTRODUCTION SPECIAL EDUCATION**Department:** Education**Grade Mode:** Standard Letter**Course Type:** Lecture/Laboratory**Credit Hours:** 3**Restrictions:** Enrollment is limited to Graduate level students.**Course Level:** Graduate

Description: This course will introduce and expose students to the field of Special Education. Students will learn about the various individuals who receive special education as well as other types of exceptionality, including giftedness. Controversial issues in this field will be examined along with pertinent legislation. This course will familiarize students with instructional approaches in special education and the social issues impacting the field. Students will visit area schools. This course requires five hours of observation in a local secondary school. Recommended for certification. Additional assignments are required beyond those for EDUC 310. Graduate/Undergraduate Equivalency: EDUC 310. Mutually Exclusive: Cannot register for EDUC 510 if student has credit for EDUC 310.

EDUC 515 - ADOLESCENT DEVELOPMENT**Short Title:** ADOLESCENT DEVELOPMENT**Department:** Education**Grade Mode:** Standard Letter**Course Type:** Lecture/Laboratory**Credit Hours:** 3**Restrictions:** Enrollment is limited to Graduate level students.**Course Level:** Graduate

Description: The goal of this course is to introduce students to basic theories of adolescent development and cognition. The course will examine principles and concepts in the areas of physical, emotional and psychological development, identity formation, sexuality, and family and peer relations. Other 'hot topics' such as substance abuse, eating disorders, and teenagers and the media will also be examined. This course requires five hours of observation in a local secondary school. Additional assignments are required beyond those for EDUC 315. Graduate/Undergraduate Equivalency: EDUC 315. Mutually Exclusive: Cannot register for EDUC 515 if student has credit for EDUC 315.

EDUC 516 - ASSESSMENT**Short Title:** ASSESSMENT**Department:** Education**Grade Mode:** Standard Letter**Course Type:** Seminar**Credit Hours:** 3**Restrictions:** Enrollment is limited to Graduate level students.**Course Level:** Graduate

Description: In this course, students will use formative and summative assessment to drive instructional decisions. Disaggregation of student data growth in the classroom and on standardized tests will foster academic achievement. Additional requirements are required beyond those for EDUC 316. Graduate/Undergraduate Equivalency: EDUC 316. Mutually Exclusive: Cannot register for EDUC 516 if student has credit for EDUC 316.

EDUC 519 - TEACHING AND LEARNING WITH INQUIRY**Short Title:** TEACHING & LEARNING W/INQUIRY**Department:** Education**Grade Mode:** Standard Letter**Course Type:** Lecture/Laboratory**Credit Hours:** 3**Restrictions:** Enrollment is limited to Graduate level students.**Course Level:** Graduate

Description: Education for the 21st Century of change and innovation demands problem-solving and critical thinking skills. This course approaches the teaching of context areas with a student-focused lens that engages inquiring minds with the small group exploration of open-ended problems. Lesson structure, activities, and assessment will be integral to the course. This course requires five hours of observation in a local secondary school. Additional assignments are required beyond those of EDUC 319. Graduate/Undergraduate Equivalency: EDUC 319. Mutually Exclusive: Cannot register for EDUC 519 if student has credit for EDUC 319.

EDUC 520 - TEACHING DIVERSE LEARNERS**Short Title:** TEACHING DIVERSE LEARNERS**Department:** Education**Grade Mode:** Standard Letter**Course Type:** Seminar**Credit Hours:** 3**Restrictions:** Enrollment is limited to Graduate level students.**Course Level:** Graduate

Description: This course offers pedagogies for learners who have different ways of seeing the world, different experiences, and different learning needs. A variety of teaching methods and strategies help special needs students, gifted and talented students and English language learners succeed in the classroom. This course also addresses effective communication in ARDS, LPACS, and staffing within classrooms. Students learn about the support personnel who can assist the classroom teacher. Required for certification. This course requires five hours of observation in a local secondary school. Additional assignments are required beyond those for EDUC 320. Graduate/Undergraduate Equivalency: EDUC 320. Mutually Exclusive: Cannot register for EDUC 520 if student has credit for EDUC 320.

EDUC 521 - CURRICULUM DEVELOPMENT**Short Title:** CURRICULUM DEVELOPMENT**Department:** Education**Grade Mode:** Standard Letter**Course Type:** Lecture/Laboratory**Credit Hours:** 3**Restrictions:** Enrollment is limited to Graduate level students.**Course Level:** Graduate

Description: This course is the first of a two-part series for preservice teachers. It offers a reflective study of classroom practice through seventy-five (75) hours of observation in secondary schools and teaching activities under the guidance of cooperating teachers and education team members in an actual classroom setting. This course includes opportunities to structure lessons for diverse student populations with whole group and small group lessons. This course is required for certification. Additional assignments are required beyond those for EDUC 421. Instructor Permission Required. Graduate/Undergraduate Equivalency: EDUC 421. Mutually Exclusive: Cannot register for EDUC 521 if student has credit for EDUC 421.

EDUC 522 - LITERACY ACROSS THE CURRICULUM**Short Title:** LITERACY ACROSS THE CURRICULUM**Department:** Education**Grade Mode:** Standard Letter**Course Type:** Lecture/Laboratory**Credit Hours:** 3**Restrictions:** Enrollment is limited to Graduate level students.**Course Level:** Graduate

Description: How students are taught to read and write in all academic and elective disciplines is critical to the academic development of adolescents. In this course multiple literacies will be discussed in terms of theory and practice. Students will examine reading, writing, listening, speaking and thinking strategies across the curriculum and their impact on learning. Additionally students will investigate, plan, and practice the skills of using literacy strategies for the specific discipline. Required for certification. This course requires five hours of observation in a local secondary school. Additional assignments are required beyond those for EDUC 422. Graduate/Undergraduate Equivalency: EDUC 422. Mutually Exclusive: Cannot register for EDUC 522 if student has credit for EDUC 422.

EDUC 523 - CREATIVE WRITING IN THE CLASSROOM**Short Title:** CREATIVE WRITING IN CLASSROOM**Department:** Education**Grade Mode:** Standard Letter**Course Type:** Lecture/Laboratory**Credit Hours:** 3**Restrictions:** Enrollment is limited to Graduate level students.**Course Level:** Graduate

Description: Rice students enrolled in this intensive summer internship will work alongside master teachers and professional writers to promote creative thinking and writing with middle and high school students. Students in this course will explore arts integration pedagogy, engage in the classroom planning process, lead lessons, facilitate student writing, and develop anthologies to showcase student voices. Additional assignments are required beyond those for EDUC 323. Instructor Permission Required. Graduate/Undergraduate Equivalency: EDUC 323. Mutually Exclusive: Cannot register for EDUC 523 if student has credit for EDUC 323. Repeatable for Credit.

EDUC 525 - ADOLESCENT LITERATURE**Short Title:** ADOLESCENT LITERATURE**Department:** Education**Grade Mode:** Standard Letter**Course Type:** Lecture/Laboratory**Credit Hours:** 3**Restrictions:** Enrollment is limited to Graduate level students.**Course Level:** Graduate

Description: The nature of adolescence in an increasingly complex and diversity society is examined through literature written for and about adolescents and young adults. This study of the cultural, literary and developmental issues in adolescent literature is relevant to students of literature, psychology, child development, anthropology and sociology, and is recommended for students preparing to become teachers. This course requires five hours of observation in a local secondary school. Additional assignments are required beyond those for EDUC 325. Graduate/Undergraduate Equivalency: EDUC 325. Mutually Exclusive: Cannot register for EDUC 525 if student has credit for EDUC 325.

EDUC 530 - THE AMERICAN HIGH SCHOOL**Short Title:** THE AMERICAN HIGH SCHOOL**Department:** Education**Grade Mode:** Standard Letter**Course Type:** Lecture/Laboratory**Credit Hours:** 3**Restrictions:** Enrollment is limited to Graduate level students.**Course Level:** Graduate

Description: Historically one of the few universally experienced institutions in the U.S., the American high school has been an essential rite of passage for youth and an essential building block of Democracy. This course will study the historical origins of the high school; examine its roles in the economy, our culture, and the lives of youth. We will examine the contemporary high school and debates about its future, through the field of study of an urban high school (20 hours of observation required for graduates). Required for certification unless EDUC 501 is substituted. Additional assignments are required. Graduate/Undergraduate Equivalency: EDUC 330. Mutually Exclusive: Cannot register for EDUC 530 if student has credit for EDUC 330.

EDUC 535 - URBAN EDUCATION: ISSUES, POLICY, AND PRACTICE**Short Title:** URBAN ED:ISSUES, POLICY & PRAC**Department:** Education**Grade Mode:** Standard Letter**Course Type:** Lecture/Laboratory**Credit Hours:** 3**Restrictions:** Enrollment is limited to Graduate level students.**Course Level:** Graduate

Description: This course focuses on the major issues facing urban education, including poverty, the implications of racial and ethnic diversity for educational institutions, and strategies for improving academic achievement in urban schools. Students will examine sociological, political, cultural and educational research and theory, as well as explore strategies for improvement of urban education at the classroom, school and policy levels. This course requires five hours of observation in a local secondary school. Additional assignments are required beyond those for EDUC 335. Graduate/Undergraduate Equivalency: EDUC 335. Mutually Exclusive: Cannot register for EDUC 535 if student has credit for EDUC 335.

EDUC 540 - SEMINAR FOR FIRST-YEAR TEACHERS**Short Title:** SEMINAR FOR FIRST-YR TEACHERS**Department:** Education**Grade Mode:** Standard Letter**Course Type:** Internship/Practicum**Credit Hours:** 3**Restrictions:** Enrollment is limited to Graduate level students.**Course Level:** Graduate

Description: In this single-year internship, first year teachers will be supported in their work by field supervisors. In a weekly seminar, teachers will analyze their practice with current theories in education. Teachers will also develop and defend portfolios of their work. This course is required for stand certification and for the Master of Arts in Teaching. Repeatable for Credit.

EDUC 545 - EDUCATIONAL TECHNOLOGIES & DIGITAL LEARNING**Short Title:** EDUC TECH & DIGITAL LRNING**Department:** Education**Grade Mode:** Standard Letter**Course Type:** Lecture/Laboratory**Credit Hours:** 3**Restrictions:** Enrollment is limited to Graduate level students.**Course Level:** Graduate

Description: The primary purposes of this course is to prepare teachers to identify and evaluate effective, appropriate data and curriculum management systems/programs that improve student achievement; to determine how technologies can personalize and accelerate learning goals for students; and understand how technology can be used to change communication and pedagogical practices in the classroom. This course is required for certification. This course requires five hours of observation in a local secondary school. Additional assignments are required beyond those for EDUC 345. Graduate/Undergraduate Equivalency: EDUC 345. Mutually Exclusive: Cannot register for EDUC 545 if student has credit for EDUC 345.

EDUC 550 - EDUCATION POLICY: FROM LEGISLATURES TO CLASSROOMS**Short Title:** EDUCATION POLICY**Department:** Education**Grade Mode:** Standard Letter**Course Type:** Lecture/Laboratory**Credit Hours:** 3**Restrictions:** Enrollment is limited to Graduate level students.**Course Level:** Graduate

Description: Policy issues in this course include school funding, curriculum decisions, accountability systems, discipline policies, and other areas. What are the major policy discussions affecting K-12 education today, and how are they resolved in the political arena? Who drives policy in each of these areas and what role can or does research-based analysis play? We will answer these questions and more as we explore the political arena of educational policy. This class requires five hours of observation in a local secondary school. Additional assignments are required beyond those for EDUC 350. Graduate/Undergraduate Equivalency: EDUC 350. Mutually Exclusive: Cannot register for EDUC 550 if student has credit for EDUC 350/POST 340.

EDUC 560 - THEORY AND METHODS: ART**Short Title:** THEORY AND METHODS: ART**Department:** Education**Grade Mode:** Standard Letter**Course Type:** Lecture/Laboratory**Credit Hours:** 3**Restrictions:** Enrollment is limited to Graduate level students.**Course Level:** Graduate

Description: This course involves the study and integration of theory and methods with observation and practice in the classroom through the facilitation of student-led, student-centered activities. Under the guidance of education support team members, the course offers multiple methods for implementing curriculum with diverse students. Required for certification. This course includes a minimum of 5 hours of observation in a local secondary school. Additional assignments are required beyond those for EDUC 460. Graduate/Undergraduate Equivalency: EDUC 460. Mutually Exclusive: Cannot register for EDUC 560 if student has credit for EDUC 460.

EDUC 561 - THEORY AND METHODS: ENGLISH LANGUAGE ARTS & READING (ELAR)**Short Title:** THEORY AND METHODS: ELAR**Department:** Education**Grade Mode:** Standard Letter**Course Type:** Lecture/Laboratory**Credit Hours:** 3**Restrictions:** Enrollment is limited to Graduate level students.**Course Level:** Graduate

Description: This course involves the study and integration of theory and methods with observation and practice in the classroom through the facilitation of student-led, student-centered activities. Under the guidance of education support team members, the course offers multiple methods for implementing curriculum with diverse students. Required for certification. This course includes a minimum of 5 hours of observation in a local secondary school. Additional assignments are required beyond those for EDUC 461. Graduate/Undergraduate Equivalency: EDUC 461. Mutually Exclusive: Cannot register for EDUC 561 if student has credit for EDUC 461.

EDUC 562 - THEORY AND METHODS: LOTE**Short Title:** THEORY AND METHODS: LOTE**Department:** Education**Grade Mode:** Standard Letter**Course Type:** Lecture/Laboratory**Credit Hours:** 3**Restrictions:** Enrollment is limited to Graduate level students.**Course Level:** Graduate

Description: This course involves the study and integration of theory and methods with observation and practice in the classroom through the facilitation of student-led, student-centered activities. Under the guidance of education support team members, the course offers multiple methods for implementing curriculum with diverse students. Required for certification. This course includes a minimum of 5 hours of observation in a local secondary school. Additional assignments are required beyond those for EDUC 462. Graduate/Undergraduate Equivalency: EDUC 462. Mutually Exclusive: Cannot register for EDUC 562 if student has credit for EDUC 462.

EDUC 563 - THEORY AND METHODS: MATHEMATICS**Short Title:** THEORY AND METHODS: MATHEMATICS**Department:** Education**Grade Mode:** Standard Letter**Course Type:** Lecture/Laboratory**Credit Hours:** 1-3**Restrictions:** Enrollment is limited to Graduate level students.**Course Level:** Graduate

Description: This course involves the study and integration of theory and methods with observation and practice in the classroom through the facilitation of student-led, student-centered activities. Under the guidance of education support team members, the course offers multiple methods for implementing curriculum with diverse students. Required for certification. This course includes a minimum of 5 hours of observation in a local secondary school. Additional assignments are required beyond those for EDUC 463. Graduate/Undergraduate Equivalency: EDUC 463. Mutually Exclusive: Cannot register for EDUC 563 if student has credit for EDUC 463.

EDUC 564 - THEORY AND METHODS: PHYSICAL EDUCATION**Short Title:** THEORY AND METHODS: PHYSICAL ED**Department:** Education**Grade Mode:** Standard Letter**Course Type:** Lecture/Laboratory**Credit Hours:** 3**Restrictions:** Enrollment is limited to Graduate level students.**Course Level:** Graduate

Description: This course involves the study and integration of theory and methods with observation and practice in the classroom through the facilitation of student-led, student-centered activities. Under the guidance of education support team members, the course offers multiple methods for implementing curriculum with diverse students. Required for certification. This course includes a minimum of 5 hours of observation in a local secondary school. Additional assignments are required beyond those for EDUC 464. Graduate/Undergraduate Equivalency: EDUC 464. Mutually Exclusive: Cannot register for EDUC 564 if student has credit for EDUC 464.

EDUC 565 - THEORY AND METHODS: SCIENCE**Short Title:** THEORY AND METHODS: SCIENCE**Department:** Education**Grade Mode:** Standard Letter**Course Type:** Lecture/Laboratory**Credit Hours:** 1-3**Restrictions:** Enrollment is limited to Graduate level students.**Course Level:** Graduate

Description: This course involves the study and integration of theory and methods with observation and practice in the classroom through the facilitation of student-led, student-centered activities. Under the guidance of education support team members, the course offers multiple methods for implementing curriculum with diverse students. Required for certification. This course includes a minimum of 5 hours of observation in a local secondary school. Additional assignments are required beyond those for EDUC 465. Graduate/Undergraduate Equivalency: EDUC 465. Mutually Exclusive: Cannot register for EDUC 565 if student has credit for EDUC 465.

EDUC 566 - THEORY AND METHODS: SOCIAL STUDIES**Short Title:** THEORY AND METHODS: SOCIAL STUD**Department:** Education**Grade Mode:** Standard Letter**Course Type:** Lecture/Laboratory**Credit Hours:** 3**Restrictions:** Enrollment is limited to Graduate level students.**Course Level:** Graduate

Description: This course involves the study and integration of theory and methods with observation and practice in the classroom through the facilitation of student-led, student-centered activities. Under the guidance of education support team members, the course offers multiple methods for implementing curriculum with diverse students. Required for certification. This course includes a minimum of 5 hours of observation in a local secondary school. Additional assignments are required beyond those for EDUC 466. Graduate/Undergraduate Equivalency: EDUC 466. Mutually Exclusive: Cannot register for EDUC 566 if student has credit for EDUC 466.

EDUC 567 - PRACTICUM FOR PRESERVICE TEACHERS**Short Title:** PRACT FOR PRESERVICE TEACHERS**Department:** Education**Grade Mode:** Standard Letter**Course Type:** Internship/Practicum**Credit Hours:** 6**Restrictions:** Enrollment is limited to Graduate level students.**Course Level:** Graduate**Prerequisite(s):** (EDUC 560 or EDUC 561 or EDUC 562 or EDUC 563 or EDUC 564 or EDUC 565 or EDUC 566) and EDUC 521

Description: This is the second course in the two-part series for preservice teachers. In this field-based practicum. The preservice teacher will have a concentrated experience in student teaching based on the lesson development, pedagogical explorations, and field-based work of the previous semester. Students are expected to follow the assigned district/campus academic calendar for the semester of student teaching. This course is required for certification. Additional assignments are required beyond those for EDUC 467. Graduate/Undergraduate Equivalency: EDUC 467. Mutually Exclusive: Cannot register for EDUC 567 if student has credit for EDUC 467. Repeatable for Credit.

EDUC 570 - FIELD-BASED STUDIES IN TEACHING AND LEARNING**Short Title:** FLD-BASED STDY TEACH & LRNG**Department:** Education**Grade Mode:** Standard Letter**Course Type:** Seminar**Credit Hours:** 1-6**Restrictions:** Enrollment is limited to Graduate level students.**Course Level:** Graduate

Description: The study of critical issues in urban education uses ethnographic research methods to study a wide range of educational subjects, from policy impact to classroom practice, from curriculum and pedagogy to the cultures of the children. The course includes a seminar on research methodologies, with a focus on ethnography; independent research projects in a local school setting; and directed case studies. It is open particularly to students in education, sociology, psychology, anthropology and cultural studies. Additional assignments are required beyond those for EDUC 470. Graduate/Undergraduate Equivalency: EDUC 470. Mutually Exclusive: Cannot register for EDUC 570 if student has credit for EDUC 470.

EDUC 590 - INSTRUCTIONAL LEADERSHIP**Short Title:** INSTRUCTIONAL LEADERSHIP**Department:** Education**Grade Mode:** Standard Letter**Course Type:** Seminar**Credit Hours:** 1-3**Restrictions:** Enrollment is limited to Graduate level students.**Course Level:** Graduate**Prerequisite(s):** EDUC 516 and EDUC 520 and EDUC 545

Description: A focus on professional student-centered coaching techniques empowers students in this course to become catalysts for instructional improvement and student achievement. As current practitioners in the field, students use their personal experiences while adding foundational and progressive research, advanced methodologies, and curriculum tools to enhance the capacity of leaders in the educational arena. Repeatable for Credit.

EDUC 591 - INDEPENDENT STUDY AND RESEARCH**Short Title:** INDEPENDENT STUDY AND RESEARCH**Department:** Education**Grade Mode:** Standard Letter**Course Type:** Research**Credit Hours:** 1-3**Restrictions:** Enrollment is limited to Graduate level students.**Course Level:** Graduate

Description: This course uses ethnographic and quantitative research methods to study a specific issue in education. Independent research projects may include literature reviews and analysis, and/or case studies in school settings. Additional assignments are required beyond those for EDUC 491. Instructor Permission Required. Graduate/Undergraduate Equivalency: EDUC 491. Mutually Exclusive: Cannot register for EDUC 591 if student has credit for EDUC 491. Repeatable for Credit.

EDUC 595 - CAPSTONE**Short Title:** CAPSTONE**Department:** Education**Grade Mode:** Standard Letter**Course Type:** Seminar**Credit Hours:** 3**Restrictions:** Enrollment is limited to Graduate level students.**Course Level:** Graduate

Description: The Capstone Project is the culmination of the program as the student melds the MAT course of study specialization with classroom experience. The work in this two-semester course is showcased in a portfolio to be defended before an academic committee. Repeatable for Credit.

EDUC 596 - ORGANIZATIONAL LEADERSHIP**Short Title:** ORGANIZATIONAL LEADERSHIP**Department:** Education**Grade Mode:** Standard Letter**Course Type:** Seminar**Credit Hours:** 3**Restrictions:** Enrollment is limited to Graduate level students.**Course Level:** Graduate**Corequisite:** EDUC 590

Description: Students will be challenged in workshops that test a leader's ability to solve problems that include school finance management, student demographics and test scores, teachers' effectiveness, and the community's needs. Department Permission Required.

EDUC 597 - PRACTICUM FOR PRINCIPALS**Short Title:** PRACTICUM FOR PRINCIPALS**Department:** Education**Grade Mode:** Standard Letter**Course Type:** Internship/Practicum**Credit Hours:** 3**Restrictions:** Enrollment is limited to Graduate level students.**Course Level:** Graduate**Prerequisite(s):** EDUC 504 and EDUC 516 and EDUC 590 and EDUC 596**Description:** During this two-semester course students will be implementing the knowledge gained from classroom experiences into tasks in their home schools under guidance of a school mentor and a field supervisor. Department Permission Required. Repeatable for Credit.**EDUC 677 - SPECIAL TOPICS****Short Title:** SPECIAL TOPICS**Department:** Education**Grade Mode:** Standard Letter**Course Type:** Independent Study, Internship/Practicum, Laboratory, Lecture, Seminar, Lecture/Laboratory**Credit Hours:** 1-4**Restrictions:** Enrollment is limited to Graduate or Visiting Graduate level students.**Course Level:** Graduate**Description:** Topics and credit hours vary each semester. Contact department for current semester's topic(s). Repeatable for Credit.

Description and Code Legend

Note: Internally, the university uses the following descriptions, codes, and abbreviations for this academic program. The following is a quick reference:

Course Catalog/Schedule

- Course offerings/subject code: EDUC

Department (or Program) Description and Code

- Education: EDUC (MAT degree)
- School of Continuing Studies: SOCS (Certificates in Dual Credit Teacher Credentialing)

Graduate Degree Description and Code

- Master of Arts in Teaching degree: MAT

Graduate Degree Program Description and Code

- Degree Program in Education: EDUC

Graduate Degree Program Option Descriptions and Codes*

- Degree Program Option - Current Rice Undergraduates: MAT
- Degree Program Option - New Teachers: MAT-NEW
- Degree Program Option - Experienced Teachers: MAT-EXP
- Degree Program Option - Experienced Teachers with Principal Certification: MAT-PRN

Graduate Certificate Descriptions and Codes

- Certificate in Dual Credit Teacher Credentialing - English: DCE
- Certificate in Dual Credit Teacher Credentialing - History: DCH

CIP Code and Description ¹

- EDUC Major/Program: CIP Code/Title: 13.1205 - Secondary Education and Teaching

- DCE Certificate: CIP Code/Title: 13.1305 - English/Language Arts Teacher Education
- DCH Certificate: CIP Code/Title: 13.1328 - History Arts Teacher Education

* *Systems Use Only: this information is used solely by internal offices at Rice University (such as OTR, GPS, etc.) and primarily within student information systems and support.*

¹ Classification of Instructional Programs (CIP) 2020 Codes and Descriptions from the National Center for Education Statistics: <https://nces.ed.gov/ipeds/cipcode/>