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 field-work 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 us from teaching academic content to teaching skills and strategies that foster lifelong learning.

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, literacy across the curriculum, and human developmental processes. All students will implement culturally relevant content and pedagogy in working with English language and human developmental processes. All students will implement culturally relevant content and pedagogy in working with English language 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, 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 2016-2017 was 100%, compared with 95% for the overall state pass rate. Eighteen students were enrolled in the program in 2016-2017. Student teachers spent an average of 40 hours per week in supervised student teaching with a student/faculty ratio of 1.64-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 30 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 for Texas Teacher (TEA) Certification when all requirements are completed.

Professional Education Courses

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

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 304</td>
<td>RACE, CLASS, GENDER IN EDUCATION</td>
<td>3</td>
</tr>
<tr>
<td>or HIST 421</td>
<td>RACE, EDUCATION AND SOCIETY IN THE URBAN SOUTH</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 305</td>
<td>EDUCATIONAL PSYCHOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 316</td>
<td>ASSESSMENT</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 319</td>
<td>TEACHING AND LEARNING WITH INQUIRY</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 320</td>
<td>TEACHING DIVERSE LEARNERS</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 421</td>
<td>CURRICULUM DEVELOPMENT</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 422</td>
<td>LITERACY ACROSS THE CURRICULUM</td>
<td>3</td>
</tr>
</tbody>
</table>

Select 1 from the following: 3

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 460</td>
<td>THEORY AND METHODS: ART</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 461</td>
<td>THEORY AND METHODS: ENGLISH LANGUAGE ARTS &amp; READING (ELAR)</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 462</td>
<td>THEORY AND METHODS: LOTE</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 463</td>
<td>THEORY AND METHODS: MATHEMATICS</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 464</td>
<td>THEORY AND METHODS: PHYSICAL EDUCATION</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 465</td>
<td>THEORY AND METHODS: SCIENCE</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 466</td>
<td>THEORY AND METHODS: SOCIAL STUDIES</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 467</td>
<td>PRACTICUM FOR PRESERVICE TEACHERS</td>
<td>6</td>
</tr>
</tbody>
</table>

Total Credit Hours 30

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

• Applications submitted during sophomore year with minimum 12 credit hours in the content area (15 credit hours for math and science) completed before admission

• Evidence of adequate physical vigor and speech to perform as a teacher in a classroom.

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: http://glasscock.rice.edu/departments/education/teacher-certification-undergraduate-students

Master’s Program

• Master of Arts in Teaching (MAT) Degree (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 (ga.rice.edu/programs-study/departments-programs/continuing-studies/education/teaching-mat) for New Teachers

• Master of Arts in Teaching (MAT) Degree (ga.rice.edu/programs-study/departments-programs/continuing-studies/education/teaching-mat) for Experienced Teachers

• Master of Arts in Teaching (MAT) Degree (ga.rice.edu/programs-study/departments-programs/continuing-studies/education/teaching-mat-for-experienced-teachers-with-principal-certification) for Experienced Teachers with Principal Certification

Associate Dean
Jennifer Gigliotti

Director
Judy Radigan

Professor
Linda M. McNeil

Lecturers
Steve Amstutz
Margaret Crawford
Shelah Crear
Scott Hochberg
Jasmine Jenkins
Judy Radigan
G. Thomas Schanding
Sheila Whitford

Adjunct Professor
Roland B. Smith, Jr.

For Rice University degree-granting programs:
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: Credit cannot be earned for EDUC 202 and EDUC 502.

EDUC 238 - SPECIAL TOPICS  
**Short Title:** SPECIAL TOPICS  
**Department:** Education  
**Grade Mode:** Standard Letter  
**Course Type:** Internship/Practicum, Lecture, Seminar, Laboratory  
**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: Credit cannot be earned for EDUC 301 and 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: Credit cannot be earned for EDUC 304 and 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: Credit cannot be earned for EDUC 305 and 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: Credit cannot be earned for EDUC 310 and 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: Credit cannot be earned for EDUC 315 and 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: Credit cannot be earned for EDUC 316 and 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: The nature of adolescence in an increasingly complex and innovation demands problem-solving and critical thinking skills. This course approaches the teaching of context areas with a student-focused lens that engages inquiry 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: Credit cannot be earned for EDUC 319 and 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: Credit cannot be earned for EDUC 320 and 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: Credit cannot be earned for EDUC 323 and 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: Education for the 21st Century of change and innovation 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: Credit cannot be earned for EDUC 325 and 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: Credit cannot be earned for EDUC 330 and 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: Credit cannot be earned for EDUC 335 and 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: Credit cannot be earned for EDUC 345 and 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: Credit cannot be earned for EDUC 350 and 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: Credit cannot be earned for EDUC 421 and 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: Credit cannot be earned for EDUC 422 and 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: Credit cannot be earned for EDUC 460 and 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: Credit cannot be earned for EDUC 461 and 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: Credit cannot be earned for EDUC 462 and 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: Credit cannot be earned for EDUC 463 and 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: Credit cannot be earned for EDUC 464 and 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: Credit cannot be earned for EDUC 465 and 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: Credit cannot be earned for EDUC 466 and 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: Credit cannot be earned for EDUC 467 and EDUC 567.

EDUC 470 - FIELD-BASED STUDIES IN TEACHING AND LEARNING
Short Title: FLD-BASED STDY TEACH & LRG
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: Credit cannot be earned for EDUC 470 and EDUC 570.
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: Credit cannot be earned for EDUC 502 and 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: Credit cannot be earned for EDUC 504 and 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 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: Credit cannot be earned for EDUC 515 and EDUC 315.

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: Credit cannot be earned for EDUC 510 and 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: Credit cannot be earned for EDUC 515 and 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: The course will introduce students to the field of 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: Credit cannot be earned for EDUC 516 and 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: Credit cannot be earned for EDUC 519 and EDUC 319.

EDUC 520 - 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 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: Credit cannot be earned for EDUC 520 and 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: Credit cannot be earned for EDUC 521 and 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: Credit cannot be earned for EDUC 522 and 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: Credit cannot be earned for EDUC 523 and 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: Credit cannot be earned for EDUC 525 and EDUC 325.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Short Title</th>
<th>Department</th>
<th>Course Type</th>
<th>Grade Mode</th>
<th>Credit Hours</th>
<th>Restrictions</th>
<th>Course Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 530</td>
<td>THE AMERICAN HIGH SCHOOL</td>
<td>THE AMERICAN HIGH SCHOOL</td>
<td>Education</td>
<td>Lecture/Laboratory</td>
<td>Standard Letter</td>
<td>3</td>
<td>Enrollment is limited to Graduate level students.</td>
<td>Graduate</td>
<td>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: Credit cannot be earned for EDUC 530 and EDUC 330.</td>
</tr>
<tr>
<td>EDUC 535</td>
<td>URBAN EDUCATION: ISSUES, POLICY, AND PRACTICE</td>
<td>URBAN ED: ISSUES, POLICY &amp; PRAC</td>
<td>Education</td>
<td>Lecture/Laboratory</td>
<td>Standard Letter</td>
<td>3</td>
<td>Enrollment is limited to Graduate level students.</td>
<td>Graduate</td>
<td>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: Credit cannot be earned for EDUC 535 and EDUC 335.</td>
</tr>
<tr>
<td>EDUC 540</td>
<td>SEMINAR FOR FIRST-YEAR TEACHERS</td>
<td>SEMINAR FOR FIRST-YR TEACHERS</td>
<td>Education</td>
<td>Internship/Practicum</td>
<td>Standard Letter</td>
<td>3</td>
<td>Enrollment is limited to Graduate level students.</td>
<td>Graduate</td>
<td>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.</td>
</tr>
<tr>
<td>EDUC 545</td>
<td>EDUCATIONAL TECHNOLOGIES &amp; DIGITAL LEARNING</td>
<td>EDUC TECH &amp; DIGITAL LRNING</td>
<td>Education</td>
<td>Lecture/Laboratory</td>
<td>Standard Letter</td>
<td>3</td>
<td>Enrollment is limited to Graduate level students.</td>
<td>Graduate</td>
<td>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: Credit cannot be earned for EDUC 545 and EDUC 345.</td>
</tr>
<tr>
<td>EDUC 550</td>
<td>EDUCATION POLICY: FROM LEGISLATURES TO CLASSROOMS</td>
<td>EDUCATION POLICY</td>
<td>Education</td>
<td>Lecture/Laboratory</td>
<td>Standard Letter</td>
<td>3</td>
<td>Enrollment is limited to Graduate level students.</td>
<td>Graduate</td>
<td>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: Credit cannot be earned for EDUC 550 and EDUC 350/POST 340.</td>
</tr>
<tr>
<td>EDUC 560</td>
<td>THEORY AND METHODS: ART</td>
<td>THEORY AND METHODS: ART</td>
<td>Education</td>
<td>Lecture/Laboratory</td>
<td>Standard Letter</td>
<td>3</td>
<td>Enrollment is limited to Graduate level students.</td>
<td>Graduate</td>
<td>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: Credit cannot be earned for EDUC 560 and EDUC 460.</td>
</tr>
</tbody>
</table>
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: Credit cannot be earned for EDUC 561 and 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: Credit cannot be earned for EDUC 562 and 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: Credit cannot be earned for EDUC 563 and 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: Students with a class of Freshman may not enroll. 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: Credit cannot be earned for EDUC 564 and 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: Credit cannot be earned for EDUC 565 and 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: Credit cannot be earned for EDUC 566 and EDUC 466.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Short Title</th>
<th>Department</th>
<th>Grade Mode</th>
<th>Course Type</th>
<th>Credit Hours</th>
<th>Restrictions</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 567</td>
<td>PRACTICUM FOR PRESERVICE TEACHERS</td>
<td>PRACT FOR PRESERVICE TEACHERS</td>
<td>Education</td>
<td>Standard Letter</td>
<td>Internship/Practicum</td>
<td>6</td>
<td>Enrollment is limited to Graduate level students.</td>
<td>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.</td>
</tr>
<tr>
<td>EDUC 570</td>
<td>FIELD-BASED STUDIES IN TEACHING AND LEARNING</td>
<td>FLD-BASED STDY TEACH &amp; LRNG</td>
<td>Education</td>
<td>Standard Letter</td>
<td>Seminar</td>
<td>1-6</td>
<td>Enrollment is limited to Graduate level students.</td>
<td>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 467. Mutually Exclusive: Credit cannot be earned for EDUC 567 and EDUC 467. Repeatable for Credit.</td>
</tr>
<tr>
<td>EDUC 597</td>
<td>PRACTICUM FOR PRINCIPALS</td>
<td>PRACT FOR PRINCIPALS</td>
<td>Education</td>
<td>Graduate</td>
<td>Internship/Practicum</td>
<td>3</td>
<td>Enrollment is limited to Graduate level students.</td>
<td>During this two-semester course 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.</td>
</tr>
<tr>
<td>EDUC 591</td>
<td>INDEPENDENT STUDY AND RESEARCH</td>
<td>INDEPENDENT STUDY AND RESEARCH</td>
<td>Education</td>
<td>Standard Letter</td>
<td>Research</td>
<td>1-3</td>
<td>Enrollment is limited to Graduate level students.</td>
<td>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: Credit cannot be earned for EDUC 591 and EDUC 491. Repeatable for Credit.</td>
</tr>
<tr>
<td>EDUC 595</td>
<td>CAPSTONE</td>
<td>CAPSTONE</td>
<td>Education</td>
<td>Graduate</td>
<td>Seminar</td>
<td>3</td>
<td>Enrollment is limited to Graduate level students.</td>
<td>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.</td>
</tr>
<tr>
<td>EDUC 596</td>
<td>ORGANIZATIONAL LEADERSHIP</td>
<td>ORGANIZATIONAL LEADERSHIP</td>
<td>Education</td>
<td>Graduate</td>
<td>Seminar</td>
<td>3</td>
<td>Enrollment is limited to Graduate level students.</td>
<td>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.</td>
</tr>
<tr>
<td>EDUC 590</td>
<td>INSTRUCTIONAL LEADERSHIP</td>
<td>INSTRUCTIONAL LEADERSHIP</td>
<td>Education</td>
<td>Graduate</td>
<td>Seminar</td>
<td>3</td>
<td>Enrollment is limited to Graduate level students.</td>
<td>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.</td>
</tr>
<tr>
<td>EDUC 564 or EDUC 565 or EDUC 566) and EDUC 521</td>
<td></td>
<td></td>
<td>Education</td>
<td>Graduate</td>
<td>Internship/Practicum</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 567</td>
<td>PRACTICUM FOR PRESERVICE TEACHERS</td>
<td>PRACT FOR PRESERVICE TEACHERS</td>
<td>Education</td>
<td>Standard Letter</td>
<td>Internship/Practicum</td>
<td>6</td>
<td>Enrollment is limited to Graduate level students.</td>
<td>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.</td>
</tr>
<tr>
<td>EDUC 570</td>
<td>FIELD-BASED STUDIES IN TEACHING AND LEARNING</td>
<td>FLD-BASED STDY TEACH &amp; LRNG</td>
<td>Education</td>
<td>Standard Letter</td>
<td>Seminar</td>
<td>1-6</td>
<td>Enrollment is limited to Graduate level students.</td>
<td>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 467. Mutually Exclusive: Credit cannot be earned for EDUC 567 and EDUC 467. Repeatable for Credit.</td>
</tr>
<tr>
<td>EDUC 597</td>
<td>PRACTICUM FOR PRINCIPALS</td>
<td>PRACT FOR PRINCIPALS</td>
<td>Education</td>
<td>Graduate</td>
<td>Internship/Practicum</td>
<td>3</td>
<td>Enrollment is limited to Graduate level students.</td>
<td>During this two-semester course 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.</td>
</tr>
<tr>
<td>EDUC 591</td>
<td>INDEPENDENT STUDY AND RESEARCH</td>
<td>INDEPENDENT STUDY AND RESEARCH</td>
<td>Education</td>
<td>Standard Letter</td>
<td>Research</td>
<td>1-3</td>
<td>Enrollment is limited to Graduate level students.</td>
<td>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: Credit cannot be earned for EDUC 591 and EDUC 491. Repeatable for Credit.</td>
</tr>
<tr>
<td>EDUC 595</td>
<td>CAPSTONE</td>
<td>CAPSTONE</td>
<td>Education</td>
<td>Graduate</td>
<td>Seminar</td>
<td>3</td>
<td>Enrollment is limited to Graduate level students.</td>
<td>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.</td>
</tr>
<tr>
<td>EDUC 596</td>
<td>ORGANIZATIONAL LEADERSHIP</td>
<td>ORGANIZATIONAL LEADERSHIP</td>
<td>Education</td>
<td>Graduate</td>
<td>Seminar</td>
<td>3</td>
<td>Enrollment is limited to Graduate level students.</td>
<td>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.</td>
</tr>
<tr>
<td>EDUC 590</td>
<td>INSTRUCTIONAL LEADERSHIP</td>
<td>INSTRUCTIONAL LEADERSHIP</td>
<td>Education</td>
<td>Graduate</td>
<td>Seminar</td>
<td>3</td>
<td>Enrollment is limited to Graduate level students.</td>
<td>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.</td>
</tr>
</tbody>
</table>
EDUC 677 - SPECIAL TOPICS
Short Title: SPECIAL TOPICS
Department: Education
Grade Mode: Standard Letter
Course Type: Seminar, Lecture, Laboratory, Internship/Practicum
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

Program Description and Code
• Education: EDUC

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
• Degree Program Option - Experienced Teachers: MAT-EXP
• Degree Program Option - Experienced Teachers with Principal Certification: MAT-PRN

CIP Code and Description ¹
• EDUC Major/Program: CIP Code/Title: 13.1205 - Secondary Education and Teaching

¹ 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) 2010 Codes and Descriptions from the National Center for Education Statistics: https://nces.ed.gov/ipeds/cipcode/