



GRADUATE STUDY *at*



RICE

Rice seeks talented and creative individuals who will play leadership roles in the future of American education. Increasing public concern about the quality of public education has spurred careful analysis of school organization, subject matter and children's learning styles. The role of the teacher also is transforming. Rice faculty and teacher-education graduates are championing many exciting reforms that are changing the way children are taught in the Houston area and beyond. The Rice Master of Arts in Teaching (M.A.T.) Program offers a unique opportunity for study in an urban setting with a diverse student population and many opportunities for teachers to be the leaders in school improvement.

If you are passionate about children and care deeply about their futures — consider teaching. If you are excited about a particular topic — discovering a new poet or a planet's unknown moons, solving problems in a laboratory or in a political contest, or conversing in another language — consider teaching. If you want graduate-level professional studies that help you develop your own teaching style and your own capacities to create curriculum and instructional programs for a variety of classroom settings, consider Rice.

Why would a university famous for its programs in engineering and science, history and music care about secondary schools? Because the need for exceptional teachers is great and Rice has a record of success in preparing them. Some of our entering M.A.T. candidates come directly from undergraduate studies at Rice or other universities across the nation. Others are making career changes or reentering the workforce, including a museum educator planning to teach art, a lawyer who always wanted to teach government and a medical researcher who has become a popular and effective physics teacher.

When our graduates leave Rice, they are eagerly sought for teaching positions. They typically become leaders early in their careers, developing innovative curriculum, joining or even leading teacher teams, creating interdisciplinary curriculum, writing programs and student publications and taking responsibility for bringing technology or the arts into their schools.

## THE PROGRAMS

The Master of Arts in Teaching Program invites students with bachelor's degrees to combine professional preparation in education with graduate studies in their major subject fields.

The Rice M.A.T. has three distinctive features that make it especially attractive. First, the degree is designed to be individually tailored around the core teacher certification requirements and the student's own particular needs or desires for enrichment. Second, extensive fieldwork in schools links the children, teachers, and classroom practices of urban schools to the course work. Third, students begin their teaching not as assistants in other teachers' classrooms, but teaching classes themselves in the Rice University Summer School for Grades 8–12. They design courses, prepare curriculum and have full responsibility for their classes, guided by mentor teachers selected for the excellence of their own teaching.

At the core of the 33-hour degree program are the 18 hours of professional education courses and student teaching necessary for state certification. In addition, students take graduate-level courses in their teaching fields and select from related electives to enrich their teaching and their own intellectual growth. Students work closely with an academic advisor to plan their subject field studies.

**GRADUATE STUDY  
IN EDUCATION**  
RICE UNIVERSITY

[EDUCATION.RICE.EDU/](http://EDUCATION.RICE.EDU/)

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FOR ADMISSION  
IN 2013

**Teaching fields offered include:**

Art	Mathematics
English Language Arts and Reading	Physical Education
French	Physical Sciences
German	Physics/Mathematics
Health Science Technology Education	Science
History	Social Studies
Latin	Spanish
Life Sciences	

Professional education courses include extensive study of the historical, political and philosophical backgrounds of American education; the structure, culture and curriculum of secondary schools and their diverse students; and the developmental psychology of children and adolescents. These courses and their related field observations serve as the foundation for the seminars in teaching and curriculum development, which not only offer instructional methods but also close examination of the epistemologies and ways of learning that characterize the subject. The seminars and curriculum development courses do not offer a “Rice recipe” for teaching. Instead, they introduce future teachers to a broad range of teaching strategies, all linked by a commitment to engaging students as active learners and to making school knowledge authentic and meaningful. Students are encouraged to take elective courses such as EDUC 510 *Introduction to Special Education* or EDUC 535 *Urban Education*, as well as courses in supporting fields such as psychology, sociology, and languages other than English.

Depending on a student’s teaching field course requirements, it is usually possible to complete all course work — except the summer school teaching and internship — in one academic year. Part-time study also can be arranged with advisor consent.

**Student Teaching.** The Rice student-teaching experience is unique. The first prolonged teaching experience takes place during the Rice Summer School for Grades 8–12. During this six-week summer school, more than 400 middle school and high school students attend courses designed and taught by Rice student teachers, who are supervised by mentor teachers from Houston-area public and private schools. The Rice Summer School for Grades 8–12 encourages novice teachers to begin teaching subjects they are comfortable with in a supportive and creative setting and across age, grade and cultural differences. In the past, students designed such courses as *Crime and Punishment* (a study of the legal system), *The Write Stuff* (writing workshop) and *Oh, Sick!* (a study of diseases in humans), along with classes in math, art, sports and languages.

**Internship.** The Master of Arts in Teaching degree culminates with the internship — a semester of teaching as a professional, full-time, salaried teacher in a Houston-area secondary school, supervised by Rice faculty and supported by an accompanying seminar. Interns are not traditional student teachers, however. The schools accept them as first-year teachers and the student teachers begin their teaching careers as they finish their academic programs. Permission for the internship is contingent upon completing a successful apprenticeship in the Rice Summer School for Grades 8–12.

**Visiting Post-Baccalaureate Certification.** A nondegree visiting post-baccalaureate plan leading to secondary teacher certification is available for those who have earned bachelor’s degrees but do not choose to pursue a graduate degree. Inquiries about admission requirements should be directed to the Education Certification Office. Candidates complete all requirements for secondary teacher certifica-

tion, including professional education courses and courses in their selected teaching fields.

**Rice Undergraduate Program.** Rice students may apply to the department for admission to the undergraduate teacher education program during their sophomore year and may begin the program as juniors or seniors. They can contact the department director or administrator for more information on admission criteria and procedures or for an appointment to discuss this program with a member of the faculty.

## 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 enrolling 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 Teacher Education Program is accredited by the state of Texas. The first-year pass rate for program completers on assessments required by the state for 2009–10 was 100 percent compared with 93 percent for the overall state pass rate. The combined cumulative pass rate for program completers on assessments required by the state for 2008–10 was 100 percent compared to 98 percent for the overall state pass rate. Seventeen students were enrolled in the program in 20010–11. Student teachers spent an average of 40 hours per week in supervised student teaching with a student/faculty ratio of 1.4 to 1. Rice teacher education program graduates are highly recruited by school districts in the Houston and surrounding areas because of their innovative ideas, leadership abilities and dedication to the teaching profession.

## THE RICE UNIVERSITY CENTER FOR EDUCATION

The Rice University Center for Education’s research, teacher enhancement and school reform programs offer opportunities for graduate students in research assistantships and project assistantships to participate in programs that are nationally recognized for their success in transforming teaching in urban schools and for their analysis of the factors shaping educational quality and equity. More information at [centerforeducation.rice.edu](http://centerforeducation.rice.edu).

*Linda McSpadden McNeil, Director*

## FACULTY/CURRENT RESEARCH

**Meredith Skura.** Department Chair. Ph.D. Yale University. Professor Skura has published *The Literary Use of the Psychoanalytic Process*, *Shakespeare the Actor and the Purposes of Playing*, and *Tudor Autobiography: Listening for Inwardness*. She teaches courses in Renaissance drama and has held Guggenheim, National Endowment of the Humanities, American Council of the Learned Societies and Folger Shakespeare Library Fellowships.

**Lissa Heckelman.** Ph.D. Claremont Graduate University. A researcher and educator with experience in diverse situations, Dr. Heckelman has taught in Australia, Germany and California, where



she worked with high school and adult English and literacy students for eight years. Since arriving in Houston, she has worked in research and evaluation with the Houston Independent School District (HISD) and with the Rice/HISD Model Science Laboratory as a program evaluator. Her research interests include assessment of the teaching and learning process, with an emphasis on understanding how students demonstrate their achievements.

**Shanicca Joshua**, M.Ed. The University of North Carolina at Charlotte. Shanicca Joshua is an educator who has experience in many areas of contemporary education. Throughout her career she has served the educational community as a public school teacher, assistant principal, curriculum consultant and hospital school administrator. Her experience with classroom instruction and curriculum development has allowed her to develop a comprehensive academic program for patients and families living with various medical diagnoses with a special focus on childhood cancer. She is a national leader in the area of hospital school programming and is actively involved in various organizations and support programs for educators of children with medical needs.

**Linda McNeil**, Ph.D. University of Wisconsin. Dr. McNeil is a leading figure in national school reform, a professor and the author of *Contradictions of Control: School Structure and School Knowledge* (1986) and *Contradictions of School Reform: The Educational Cost of Standardized Testing* (2000). Her writings analyze the tension between educational excellence and the increasing standardization of education in the U.S. Her research and work in urban school reform center on the policies and organizational factors shaping teaching and learning. She has taught at the Harvard University Graduate School of Education, was a visiting scholar at the Stanford University School of Education. She has been vice president of Curriculum Studies Division of the American Education Research Association and editor of the Social and Institutional Analysis section of the *American Educational Research Journal*. She is founding director of the Rice University Center for Education (<http://centerforeducation.rice.edu>). Her research encompasses curriculum theory, urban schools, school organization and assessment, and educational policy, with a special focus on equity and the education of historically underserved youth.

**Ned C. Moss**, Ed.D. University of Houston. Dr. Moss has taught graduate-level gifted and talented courses at the University of Houston, as well as graduate and undergraduate courses in political science at the University of Houston and Houston Community College, for 30 years. In addition, he has taught leadership courses at Sam Houston University. At Jones High School in Houston ISD, he taught all

the social studies at the high school level in the Vanguard G/T Program and was program coordinator and social studies chair. He was the magnet coordinator in G/T in the Central Administrative Offices of Houston ISD, and for 3 years was the G/T education specialist at the Region VI Education Service Center in Huntsville, TX. His most recent assignment was as the director of advanced studies for the Lamar Consolidated ISD. His research has been in the area of gifted Latinas, and he has consulted with many districts across Texas and presented at state conferences in both gifted education and social studies.

**Judy Radigan**, Ph.D. University of Houston. Dr. Radigan spent more than 20 years teaching high school English, debate, speech, drama, and ESL in Texas. She also served as an elementary school principal for five years. Her research interests continue to center on the education of minority students and the development of critical literacy in high school students

**Roland B. Smith, Jr.** Ed.D. Harvard University. Dr. Smith is associate provost for diversity and inclusion and adjunct professor of education and sociology. Administratively, he has special responsibilities for diversity outreach, recruitment, and retention issues. He also works to advance Rice's commitment to cultural inclusiveness as chair of the Council on Diversity and Inclusion. He serves on the Graduate Council and Institutional Review Board (IRB) and coordinates the Mellon Undergraduate Fellows Program. Before coming to Rice, he served as a faculty member, director of the Urban Institute for Community and Educational Initiatives, and executive assistant to the president at the University of Notre Dame. Having served on several regional and national boards, he is past president of the American Association of Blacks in Higher Education. In Texas and Houston, he serves as board chair of LifeGift Organ and Tissue Transplant Center, board member for the Texas Association of Black Personnel in Higher Education, and member of the Houston Read Commission. His research interests include the culture of higher education, school-university collaboration, diversity in higher education and ethnographic methodology.

**Carolynne White**, M.S.Ed. University of Houston. Carolynne White is a teacher and researcher in the use of technology in education. She taught and consulted in special education in New Jersey before moving to Texas. She coordinated OwlLink, Rice University's Outreach Distance Education Project, connecting students at four high schools to Rice for an SAT preparation class. She has designed and provided a teacher's summer training program on the use of computers in education and also has taught computer skills to Model Science Lab teachers.

## ABOUT RICE AND HOUSTON

Rice is a leading American research university—small, private and highly selective—distinguished by a collaborative, interdisciplinary culture and a global perspective. Only a few miles from downtown Houston, it occupies an architecturally distinctive, 285-acre campus shaded by nearly 4,000 trees. State-of-the-art facilities and laboratories, internationally renowned centers and institutes and one of the country's largest endowments support an ideal learning and living environment.

The university attracts a diverse group of highly talented students and faculty with outstanding graduate and professional programs in the humanities, social sciences, natural sciences, engineering, architecture, music and business. With just 2,374 graduate students and 3,708 undergraduates, it offers an unusual opportunity to forge close relationships with eminent faculty scholars and researchers and the option to tailor graduate programs to specific interests.

Houston offers all the expected educational, cultural and commercial advantages of a large urban center, and more. It's home of the Texas Medical Center, the largest concentration of medical schools, hospitals and research facilities in the world, as well as several other universities. Rice has cooperative programs with the University of Houston, Baylor College of Medicine, the University of Texas Health Science Center and Texas Southern



University. Houston is one of the few U.S. cities with resident companies in all four major performing arts—drama, ballet, opera and symphony. It also boasts a museum district featuring exhibits of national and international prominence.

As urban as it is, Houston also is a surprisingly green city. Houstonians enjoy the outdoors in more than 300 municipal parks and 120 open spaces, and many frequent the beach at Galveston Island, only a 45-minute drive away. Other short trips include Austin, the state's capital, and historic San Antonio, both of which are a little more than three hours away.

### CAMPUS VISIT

We encourage you to visit Rice at any time for a firsthand look at the department and the beautiful, tree-lined campus near the heart of historic Houston. Feel free to contact the department administrator for the names of graduate students who can answer questions you may have about the department or the university.

### ADMISSION

Applicants to the Rice Master of Arts in Teaching program apply to the Education Certification Office for review by the education faculty and the Rice Office of Graduate Studies. Selection for admission is based on scholarly ability, commitment to teaching, and promise of potential as a teacher.

Applications may be obtained online at [www.education.rice.edu](http://www.education.rice.edu). For additional information, please contact:

Rice University  
**Education Certification Department**—MS 146  
Herman Brown Hall, Room 30  
P. O. Box 1892  
Houston, TX 77251-1892  
713-348-4826  
Fax: 713-348-5459  
E-mail: [educ@rice.edu](mailto:educ@rice.edu)

In support of the application, MAT candidates must have an undergraduate degree and submit:

- transcripts of previous university studies
- four letters of reference
- Graduate Record Examination scores
- an \$85 application fee



Rice University and the Education Certification Program strongly encourage applications from minorities.

### FINANCIAL ASSISTANCE

Financial assistance includes a limited number of tuition waivers; partial tuition waivers; and opportunities for employment through the Education Certification Program, the research and teacher enhancement programs of the Rice University Center for Education, and related faculty-led activities throughout the university. Applicants for admission to the MAT program who wish to be considered for financial assistance should so indicate on the application for admission.

### FOR MORE INFORMATION:

Call 713-348-4826

Education Certification homepage:

[www.education.rice.edu](http://www.education.rice.edu)

Rice University homepage:

[www.rice.edu](http://www.rice.edu)

Rice University Office of Graduate and Postdoctoral

Studies homepage:

[graduate.rice.edu](http://graduate.rice.edu)

Rice Summer School for Grades 8–12:

[www.ruf.rice.edu/~edsumsch/](http://www.ruf.rice.edu/~edsumsch/)

Graduate Student Assoc. homepage:

[gsa.rice.edu](http://gsa.rice.edu)

City of Houston homepage:

[www.houstontx.gov](http://www.houstontx.gov)

Houston information from the *Houston Chronicle*:

[www.chron.com](http://www.chron.com)

Houston information from the Greater Houston Partnership:

[www.houston.org](http://www.houston.org)

Houston information from Citysearch:

[houston.citysearch.com](http://houston.citysearch.com)