Curriculum and Instruction (CIED)

Faculty
Richard Abernathy, Assistant Professor
Dennis E. Beck, Assistant Professor
Ed Bengtson, Assistant Professor
Freddie A. Bowles, Associate Professor
Deborah A. Brown, Instructor
Vinson R. Carter, Instructor
Erin McLin Casey, Assistant Professor
Vicki S. Collet, Assistant Professor
Marta Denise Collier, Associate Professor
Kathleen Collins, Professor
Sean P. Connors, Assistant Professor
Michael Daugherty, Professor
Linda Hale Eilers, Associate Professor
Angela Carlton Elsass, Assistant Professor
Jason L. Endacott, Assistant Professor
Mounir A. Farah, Professor
Barbara C. Gartin, University Professor
Cona D. Gist, Assistant Professor
Christian Z. Goering, Associate Professor
Aleza R.S. Greene, Assistant Professor
Carleton Holt, Associate Professor
Marcia B. Imbeau, Professor
Charlene M. Johnson, Associate Professor
Elizabeth A. Jordan, Instructor
Hayriye Kayl Aydar, Assistant Professor
Laura B. Kent, Associate Professor
Grace R. Kerr, Instructor
Heather D. Kindall, Instructor
Felicia Lincoln, Associate Professor
Elizabeth R. Lorah, Assistant Professor
Chris Lucas, Professor
William McComas, Professor
Denise Ann Mounts, Assistant Professor
Cheryl Ann Murphy, Associate Professor
Betsy Orr, Associate Professor
Donna S. Owen, Instructor
Peggy Schaefer-Whitby, Assistant Professor
Debi A. Smith, Instructor
Tom E.C. Smith, University Professor
Michael J. Wavering, Associate Professor
Cathy Wissehr, Assistant Professor

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http://cied.uark.edu/

Degrees Conferred:
M.Ed. in Curriculum and Instruction (CIED)
M.Ed. in Educational Leadership (http://catalog.uark.edu/archives/2013-14/graduatecatalog/programsofstudy/educationalleadershiptedmed) (EDLE)
M.Ed. in Educational Technology (http://catalog.uark.edu/archives/2013-14/graduatecatalog/programsofstudy/educationaltechnologyetecmed) (ETEC)
M.Ed. in Secondary Education (http://catalog.uark.edu/archives/2013-14/graduatecatalog/programsofstudy/secondaryeducationseed) (SEED)
M.Ed. in Special Education (http://catalog.uark.edu/archives/2013-14/graduatecatalog/programsofstudy/specialeducationspedmed) (SPED)
M.Ed. in Teaching English to Speakers of Other Languages (http://catalog.uark.edu/archives/2013-14/graduatecatalog/programsofstudy/teachingenglishtospeakersofotherlanguages) (TESL)

Graduate Certificates Offered (non-degree):
Applied Behavior Analysis (http://catalog.uark.edu/archives/2013-14/graduatecatalog/programsofstudy/specialeducationspedmed) (APBA)
Arkansas Curriculum/Program Administrator (http://catalog.uark.edu/archives/2013-14/graduatecatalog/programsofstudy/educationalleadershiptedmed) (ACPA)
Building-Level Administration (http://catalog.uark.edu/archives/2013-14/graduatecatalog/programsofstudy/educationalleadershiptedmed) (PSBL)

Licensing Offered:
Additional Licensure Program (ALP) in Middle-Level Education
Additional Licensure Program (ALP) in Special Education (p - grade 4)
Additional Licensure Program (ALP) in Special Education (grades 4-12)

Curriculum and Instruction (M.Ed.)
The M.Ed. Degree in Curriculum and Instruction is designed to provide advanced professional studies in graduate course work for persons who currently hold teaching credentials (such as those found in formal PK-12 settings) or for those with experience as educators who do not require such credentials (i.e. instruction in the community college, informal educational environments such as zoos, nature centers and museums and/or private educational organizations).
Prerequisites to the M.Ed. Degree: Students must apply for entrance to the UA Graduate School before being considered for admission to the M.Ed. in Curriculum and Instruction. In addition to the UA Graduate School admission requirements, students must provide two letters of recommendation and a personal statement discussing reasons for entry into the program accompanied by a discussion of the interest area to be pursued. Students are expected to have at least two years of experience in some education setting before beginning the M.Ed. program but are not required to possess a teaching certificate. Students will be assigned an adviser related to their area of interest. The adviser and student will together prepare a Program of Studies before completion of the first 12 hours of coursework.

Requirements for the Master of Education Degree (33 hours)
Required Core Courses (21 credits)

Course List

Research Tools and Foundations (9 credits)
Choose one of the following:

CIED 5013 Measurement, Research and Statistical Concepts in the Schools (Su)
CIED 5273 Research in Curriculum and Instruction (Sp, Su, Fa)
CIED 5983 Practicum in C & I (Sp, Su, Fa)

Choose one of the following:

ERSM 5933 Statistics in Education and Health Professions (Sp, Su, Fa)
ERSM 6533 Qualitative Research (Sp, Fa)

Psycho-Sociological Foundations (6 credits)

CIED 5053 Multicultural Issues in Elementary Education (Su) 3

And one of the following:

EDFD 5373 Psychological Foundations of Teaching and Learning (Irregular)
EDFD 5673 Principles of Motivation (Sp)
CIED 5303 Adolescence and Learning (Sp)

Pedagogical Foundations (6 credits)

CIED 5623 The School Curriculum (Sp, Su, Fa) 3
ETEC 5303 Learning with Computers in K-12 Classrooms (Irregular) 3
CATE 5543 Technology for Teaching and Learning (Su, Fa) 3

Interest Areas (All M.Ed. students must choose an interest area)(9 credits minimum)

Course List

Elementary Education
Select four of the following:

CIED 5173 Literacy Assessment and Intervention (Su, Fa)
CIED 5493 Teaching Social Studies (Irregular)
CIED 5533 Teaching Language Arts (Sp)
CIED 5853 Issues in Mathematics Education (Irregular)
CIED 6343 Advanced Science Teaching Methods (Irregular)

Introduction to Reading Education

CIED 5433 Methods and Materials for Teaching Children’s and Adolescent Literature (Irregular)

CIED 5573 Foundations of Literacy (Sp, Su, Fa) 3
CIED 5593 Advanced Diagnosis and Intervention (Irregular) 3

Note: This course sequence does not lead directly to reading licensure but some of these courses may be applied to such an endorsement. Please see adviser regarding this option.

Middle-Level Education (12 credits basic program or 15 credits with endorsement)

CIED 5103 Advanced Middle Level Principles (Sp) 3
CIED 5113 Reading in Middle Schools (Sp, Su, Fa) 3
CIED 5123 Writing Process Across the Curriculum (Middle Level) (Sp) 3
CIED 5293 Special Methods, Interdisciplinary Section (Sp) 3
CIED 5653 Methods of Middle School Instruction (Su) 3

Note: Individuals with a valid teaching credential may take CIED 5303 Adolescence and Learning and the course listed below to earn an endorsement in Teaching at the 5/6 Level. Please see adviser regarding this option.

CIED 5353 Teaching Students with Diverse Needs in Middle Education Settings (Irregular) 3

Gifted Education (9 credits basic program or 18 credits with endorsement)

CIED 599V Special Topics (Sp, Su, Fa) 1-18
CIED 6073 Seminar in Developing Creativity (Irregular) 3
CIED 641V Special Topics in Special Education (Irregular) 1-6

Note: Individuals with a valid teaching certificate may take the following three additional courses in this area to earn an endorsement in Gifted and Talented Education. Please see adviser regarding this option.

CIED 5803 Nature and Needs of the Gifted and Talented (Fa) 3
CIED 5813 Curriculum Development in Gifted and Talented (Sp) 3
CIED 5823 Gifted and Talented (Structured) Practicum (Su) 3

TESOL (9 credits basic or 12 credits with endorsement)

Choose three of the following:

CIED 5923 Second Language Acquisition (Sp) 3
CIED 5933 Second Language Methodologies (Fa) 3
CIED 5943 Teaching People of Other Cultures (Sp) 3
CIED 5953 Second Language Assessment (Sp) 3

Note: Individuals with a valid teaching certificate may take all four classes listed and earn an endorsement in English as a Second Language (ESL). Please see adviser regarding this option.

English Education

CIED 5843 Representations of American Education in Film (Irregular) 3
CIED 5983 Practicum in C & I (Sp, Su, Fa) (Adolescent Literature) 3
ENGL 5973 Studies in Rhetoric and Composition (Irregular) 3
CIED 599V Special Topics (Sp, Su, Fa) (Issues and Trends in Literacy Education) 1-18

Science Education

CIED 6313 Issues, History, and Rationale of Science Education (Irregular) 3
CIED 6333 Nature of Science: Philosophy of Science for Science Educators (Irregular) 3
CIED 6343 Advanced Science Teaching Methods (Irregular) 3
Social Studies Education

CIED 5493  Teaching Social Studies (Irregular)  3
CIED 567V  Teaching Foreign Cultures in Social Studies Curricula (Sp, Su, Fa)  1-6
CIED 5863  Teaching Global Issues (Odd years, Sp)  3

Research Requirement for the M.Ed. Degree: Students are not required to complete a formal master’s thesis but will take a class (such as CIED 5013 or CIED 5273) that provides an introduction to education research and then design and carry out an action research project in CIED 5893 Practicum in C & I (Sp, Su, Fa). Following this two-course sequence, students will defend their project as the comprehensive exam for the degree. This project will be assessed by a faculty panel which will include the adviser for the student’s program and two other M.Ed. faculty members.

For students who have the experience and desire necessary to complete a formal thesis, this option exists. In such cases, students will form an advisory committee and then propose, write, and defend a thesis project. The successful defense of the thesis will represent the comprehensive exam for the M.Ed. degree. Students who choose the thesis option are not required to complete CIED 5013/CIED 3273 or CIED 5982 but must take six hours of master’s thesis credit (CIED 600V) in place of these two courses.

Curriculum and Instruction (Ed.S.) Requirements for the Educational Specialist Degree:

Admission to the Program: Students who wish to become candidates for the degree of Educational Specialist in Curriculum and Instruction are expected to first complete work equivalent to the requirements for the master’s degree as determined by program faculty and must apply to be admitted to the Graduate School. The application is then sent to the Department of Curriculum and Instruction for admission to the Ed.S. in Curriculum and Instruction (CIED). The applicant will be asked to submit a resume and a brief narrative concerning previous work experiences and education experiences as well as future goals. Since the Ed.S. in CIED has several Areas of Study, the applicant will be asked to indicate which Area of Study he or she will pursue. This information is used to better match each student with a professor who will act as an adviser. Some Areas of Study for the Ed.S. in CIED are offered online, but others are offered only on campus. Therefore, it is important for the applicant to indicate which instructional setting is preferred as well as the preferred Area of Study.

Program Requirements. All Ed.S. programs of study in CIED contain a minimum of 33 semester hours of graduate work beyond the master’s degree. The program of study for each student must include the requirements specified in the particular Area of Study to which the student has been accepted; a minimum of nine semester hours of graduate work in Research Methods; a minimum of nine semester hours of required course work in Curriculum and Instruction and CIED program evaluation; and an original project, research paper, or report for which variable credit no less than three credit hours and no more than six credit hours is required. A grade-point average of 3.25 is required for the Educational Specialist degree program on all graduate hours presented as part of the Ed.S. in CIED.

After a student is accepted into the Ed.S. in CIED, an advisory committee with a minimum of three members will be established, and a program of study will be developed outlining the program of study within the chosen Area of Study. Only the adviser and one other member of the student’s committee may be from the Area of Study specified by the student. The committee’s responsibilities include the determination of deficiencies, acceptability of previous graduate work, approval of the candidate’s program of study, approval of the required Ed.S. Project, and conduct of a final examination. The final examination will be a comprehensive oral evaluation scheduled near the end of the candidate’s program and will include one or both of the following: 1) evaluation of the Ed.S. Project, and 2) evaluation covering material related to the professional preparation of the candidate. A written examination may not be taken to substitute for the oral examination. A written account of the Ed.S. Project will be filed with the Area of Study sponsoring the candidate’s program of study. Upon completion of the Ed.S. requirements and after filing for graduation with the Graduate School, the Graduate School will confer Educational Specialist in Curriculum and Instruction degree.

Curriculum and Instruction (Ph.D.)

The Ph.D. Program in Curriculum and Instruction: The emphasis of the Doctor of Philosophy degree program in curriculum and instruction is on the generation of new knowledge or the reformulation of existing knowledge as a basis for the development of education theory rather than solely on the improvement of educational practice. Persons working toward the Ph.D. will likely be involved in the improvement of practice, but will primarily focus on the development of research skills and the application of research endeavors to develop a theoretical basis for guiding future investigations and improving practice. The majority of those completing the Ph.D. will seek positions as professors and educational researchers in institutions of higher education.

Prerequisites to the Doctor of Philosophy Degree Program:

Applicants for the degree of Doctor of Philosophy must meet the following requirements in addition to the applicable requirements of the University prior to admission to the degree program:

1. Have a minimum grade-point average of 3.50 on all prior graduate courses.
2. Have a master’s degree with a minimum of 33 semester hours in a related area.
3. Present Graduate Record Examinations scores of approximately 149 on the quantitative section, 151 on the verbal section, and an appropriate score on the writing portion completed no more than five years prior to the date of application.
4. Have completed a minimum of three years full-time professional teaching experience or equivalent employment experiences prior to the application to the doctoral program.
5. Demonstrate career goals and research areas that can be satisfied by the skills and interests of members of the CIED faculty which include but are not limited to instructional technology, mathematics education, social studies education, science education, career and technical education, English education, language education, educational leadership, special education, TESOL, elementary education, gifted and talented education and related areas.
6. Submit the materials requested in the supplemental application (available on line or from the CIED graduate coordinator). These materials include a personal statement, writing sample and resume. A personal interview and/or prior contact with a member of the Ph.D. faculty is highly recommended before applying.
Requirements for the Doctor of Philosophy Degree: After acceptance into the program, the candidate for the Doctor of Philosophy degree must meet the general University degree requirements, and complete a minimum of 102 semester hours of graduate study approved by the student’s Doctoral Advisory Committee, including 60 semester hours taken on this campus.

The program of study for the Doctor of Philosophy candidate must include the following:

1. 33 semester hours or more in an approved master’s degree program

2. 15 hours in research and statistics to include the following:

   Course List

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>ESRM 6403</td>
<td>Educational Statistics and Data Processing</td>
<td>3</td>
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<tr>
<td></td>
<td>(Sp, Su, Fa)</td>
<td></td>
</tr>
<tr>
<td>ESRM 6413</td>
<td>Experimental Design in Education (Sp)</td>
<td>3</td>
</tr>
<tr>
<td>ESRM 6623</td>
<td>Techniques of Research in Education (Sp, Su)</td>
<td>3</td>
</tr>
<tr>
<td>Select two of the following:</td>
<td>6</td>
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<tr>
<td>ESRM 6423</td>
<td>Multiple Regression Techniques for Education</td>
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<tr>
<td></td>
<td>(Fa)</td>
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<tr>
<td>ESRM 6453</td>
<td>Applied Multivariate Statistics (Sp)</td>
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<tr>
<td>CIED 6443</td>
<td>Mixed Methods Research (Sp)</td>
<td></td>
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<tr>
<td>ESRM 6533</td>
<td>Qualitative Research (Sp, Fa)</td>
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<tr>
<td>ESRM 6653</td>
<td>Measurement and Evaluation (Irregular)</td>
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<tr>
<td>ESRM 699V</td>
<td>Seminar (Irregular)</td>
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<tr>
<td>Other 5000- or 6000-level classes with approval of advisory committee</td>
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   Total Hours 15

3. 24 semester hours of curriculum and instruction courses to include 3 semester hours of curriculum development, 3 semester hours in instructional theory, 3 semester hours of multicultural education, 3 semester hours of teaching internship, 3 semester hours of research internship, and 9 hours of CIED electives.

4. 12 semester hours in the cognate field approved by the student’s Doctoral Advisory Committee

5. 18 semester hours or more of dissertation.

Note: Electives/cognate hours must be taken outside the specific program but may still be taken within the Department of Curriculum and Instruction. Elective/cognate hours may include the specialization in a content area; no more than 6 hours may be taken as independent study.