

# Childhood Education (CHED)

The Department of Curriculum and Instruction offers programs that prepare candidates for initial teacher licensure in Elementary Education (K-6). The B.S.E. degree in Childhood Education is not an initial teacher licensure program but instead leads to the Master of Arts in Teaching (M.A.T.), which is the initial teacher licensure preparation program. Information about the M.A.T. degree program can be found in the University of Arkansas *Graduate Catalog*, on the Elementary Education (<http://catalog.uark.edu/graduatecatalog/programsofstudy/elementaryeducationmat/>) page or the Teacher Education (<http://catalog.uark.edu/graduatecatalog/programsofstudy/teachereducation/>) page.

Students majoring in Childhood Education must choose from among four concentrations:

- English as a Second Language Concentration
- Gifted and Talented Concentration
- Reading Concentration
- Science, Technology, Engineering and Math Concentration

## Requirements for B.S.E. in Childhood Education with EASL Concentration

Admission to the B.S.E. in Childhood Education is competitive and consists of a three-stage process; simply meeting the minimum requirements will not guarantee admission to the program. Admission will be determined by the Childhood Education faculty based on the seven items listed below in Stage II.

### Stage I: Pre-Elementary Education (PELED)

Complete 63 hours of program pre-requisites for the Childhood Education B.S. or the Elementary Education B.S.:

1. Obtain a GPA of 3.0 or better on UA coursework.
2. †Complete all program courses with a "C" or better.
3. Obtain a passing score on the Math, Reading, and Writing sections of the Praxis Core or ACT.
4. Complete a background check.

### Stage II: Admission to the Childhood Education Program (CHED)

Admission to the Childhood Education Program is competitive; not all applicants meeting the minimum requirements will be admitted to the program. Applications to the Childhood Education (CHED) program must be submitted by 11:59 p.m. Central Jan. 30.

The application process includes:

1. Submission of the application to teacher education (see the Teacher Education Application Fee (<http://catalog.uark.edu/undergraduatecatalog/feandcosts/othergeneralfees/>)) through the university-wide Teacher Education Support Page (see Razorback Educator Development Hub (<https://teach.uark.edu/>) website (<https://teacher-education.uark.edu/support/>)) Office.
2. Submission of Childhood Education application.
3. Submission of transcripts for all coursework.

4. Submission of two letters of recommendation from college faculty regarding applicants' dispositions.
5. Submission of passing score on Praxis II Multiple Subjects Exam.
6. Current background check.

### Stage III: Requirements for Program Continuation

1. Declaration of endorsement area of ESL, GT, Reading, or STEM.
2. Maintain a cumulative GPA of 3.0 or better.
3. Submission of Internship Application.
4. Oral interview with Elementary Education faculty and internship partner school faculty.
5. Maintain a current background check.
6. Earn a CPR card.
7. Passing score on Praxis II, Principles of Teaching and Learning for graduation.

†All program courses must have a grade of "C" or better. No teaching methods courses may be taken as self-paced (correspondence) courses.

For licensure, students must continue in the Master of Arts in Teaching program, which has limited enrollment. Find out more about the M.A.T. Program (<http://catalog.uark.edu/graduatecatalog/programsofstudy/elementaryeducationmat/>) in the Graduate Catalog.

## Childhood Education Requirements

Students in the Childhood Education program must choose one of four concentrations: English as a Second Language Concentration, a Gifted and Talented Concentration, a Reading Concentration, or a STEM Concentration.

### Dismissal based on Unethical or Unprofessional Behaviors from Childhood Education B.S.E. program

The University of Arkansas' teacher preparation programs adhere to the Code of Ethics of the Education Profession as established by the National Education Association as described in NEA Code of Ethics (<https://nam11.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.nea.org%2Fhome%2F30442.htm&data=04%7C01%7Ckmamisei%40uark.edu%7Cfd8bb3e102c494e5d4408d896ddc5c6%7C79c742c4e61c4fa5be89a3cb566a8%7C7CTWFpbGZsb3d8eyJWljoic4wLjAwMDAiLCJQljoiv2luMzliLCJBTil6lk1haWw%7C1000&sdata=sFoXbbVeQF%2FONoiCaY4xAogtj%2FyQhynSiD%2BQ2JKGo%3D&reserved=0>), Arkansas Division of Elementary and Secondary Education Code of Ethics (<https://nam11.safelinks.protection.outlook.com/?url=http%3A%2F%2Fdese.ade.arkansas.gov%2Fdivisions%2Feducator%2520effectiveness%2Fplsb-professional-ethics-discipline%2Fcode-of-ethics-for-arkansas-educators&data=04%7C01%7Ckmamisei%40uark.edu%7Cfd8bb3e102c494e5d4408d896ddc5c6%7C79c742c4e61c4fa5be89a3cb566a8%7C7CTWFpbGZsb3d8eyJWljoic4wLjAwMDAiLCJQljoiv2luMzliLCJBTil6lk1haWw%7C1000&sdata=HAYktJYGbZoSMpMzHTIYRBguhdsLD9%2BEC3RH0nBKMzQ%3D&reserved=0>), as well as discipline specific codes of ethics and standards found in program handbooks. Violation of these principles may result in probation, suspension, or dismissal of the internship as described:

1. Any incident of ethical misconduct or concern will be documented by the faculty member(s), discussed directly with the student and their mentor, and referred to the program's coordinator or

supervising faculty. It may also be reported to the Teacher Candidate Professional Review Committee.

- The Teacher Candidate Professional Review Committee evaluates the concerns and recommends a course of action, which may range from a zero score on the academic and/or internship work, a failing grade for the course, probation, up to dismissal from a teacher education program.
- Any candidate may be suspended by a Teacher Education Program Coordinator for extreme, unforeseen circumstances such as endangerment of students or others, disruption of schools or classes, felonious behaviors, or ethical violations (i.e. Arkansas Code of Ethics, Code of Student Life). Such suspensions will be referred to the Teacher Candidate Professional Review Committee for review and may become permanent.

The Program Coordinator, in consultation with the Teacher Education Professional Review Committee and the Dean's Office for Academic and Student Affairs in the College of Education and Health Professions, has the authority and responsibility to dismiss a student from the teacher education program for unethical or unprofessional behavior and/or not recommend the student for licensure.

Students are cleared for field experiences in their first year of the program by registering with the **Razorback Educator Development Hub** (see program's handbook). This includes a criminal record and child maltreatment background checks.

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## EASL Concentration (EASL)

### Pre-Elementary Education (PELED) requirements <sup>†</sup>

#### State Minimum Core (35 hours)

The following are specifically required for CHED program

|                         |  |   |
|-------------------------|--|---|
| ENGL 10103              | Composition I (ACTS Equivalency = ENGL 1013)   | 3 |
| ENGL 10203              | Composition II (ACTS Equivalency = ENGL 1023)  | 3 |
| MATH 11003              | College Algebra (ACTS Equivalency = MATH 1103)   | 3 |
|                         | or MATH 11103 Quantitative Reasoning (ACTS Equivalency = MATH 1113)  |   |
| BIOL 10103 & BIOL 10101 | Principles of Biology (ACTS Equivalency = BIOL 1014 Lecture) and Principles of Biology Laboratory (ACTS Equivalency = BIOL 1014 Lab) | 4 |
|                         | or BIOL 10004 Biological Principles (ACTS Equivalency = BIOL 1004 Lecture)   |   |

|   |   |   |
|---|---|---|
| HIST 20003                                      | History of the American People to 1877 (ACTS Equivalency = HIST 2113)   | 3 |
|   | or HIST 20103 History of the American People, 1877 to Present (ACTS Equivalency = HIST 2123)  |   |
| GEOL 11103 & GEOL 11101                         | Physical Geology (ACTS Equivalency = GEOL 1114 Lecture) and Physical Geology Laboratory (ACTS Equivalency = GEOL 1114 Lab)  | 4 |
| GEOG 11103                                      | Human Geography (ACTS Equivalency = GEOG 1113)  | 3 |
|   | or ANTH 10203 Introduction to Cultural Anthropology (ACTS Equivalency = ANTH 2013)  |   |
| HIST 11193                                      | Institutions and Ideas of World Civilizations I (ACTS Equivalency = HIST 1113)  | 3 |
|   | or HIST 11293 Institutions and Ideas of World Civilizations II (ACTS Equivalency = HIST 1123)   |   |
| PLSC 20003                                      | American National Government (ACTS Equivalency = PLSC 2003)   | 3 |
| ENGL 11103                                      | World Literature: Beginnings to 1650 CE (ACTS Equivalency = ENGL 2113)  | 3 |
|   | or ENGL 11203 World Literature: 1650CE to Present (ACTS Equivalency = ENGL 2123)  |   |
|   | Choose one of the Fine Arts options: ARCH 10003, ARHS 10003, COMM 10003, DANC 10003, ENGL 20103, HUMN 211H4, LARC 10003, MUSC 10003, MUSC 10103, MUSC 13303, THTR 10003, THTR 10103, THTR 16803, THTR 18803 | 3 |
| <b>Additional PELED requirements (28 hours)</b> |   |   |
| CIED 10103                                      | Introduction to Education   | 3 |
| SPCH 10003                                      | Public Speaking (ACTS Equivalency = SPCH 1003)  | 3 |
| COMM 12303                                      | Media, Community and Citizenship  | 3 |
|   | or PHIL 20003 Introduction to Philosophy (ACTS Equivalency = PHIL 1103)   |   |
|   | or PHIL 21003 Introduction to Ethics (ACTS Equivalency = PHIL 1003)   |   |
|   | or PHIL 22003 Logic (ACTS Equivalency = PHIL 1003)  |   |
|   | or PHIL 31003 Ethics and the Professions  |   |
|   | or PSYC 20003 General Psychology (ACTS Equivalency = PSYC 1103)   |   |
| HIST 33803                                      | Arkansas and the Southwest (or any 3 hr Arkansas history course)  | 3 |
| MATH 22103                                      | Survey of Mathematical Structures I   | 3 |
| MATH 22203                                      | Survey of Mathematical Structures II  | 3 |
| PHYS 10304                                      | Physics for Elementary Education Majors   | 4 |
|   | or ASTR 20003/20001 Survey of the Universe (ACTS Equivalency = PHSC 1204 Lecture)   |   |
|   | or STEM 41004 Astronomy for Educators   |   |
|   | or GEOL 11203/11201 Earth Science (ACTS Equivalency = GEOL 1124 Lecture)  |   |
|   | or ENSC 10003/10001 Environmental Science   |   |
|   | or CHEM 12103/12101 Fundamentals of Chemistry (ACTS Equivalency = CHEM 1214 Lecture)  |   |
|   | or PHYS 10243/10241 Physics and Human Affairs   |   |
| CIED 10003                                      | Introduction to Technology in Education   | 3 |

|  |   |            |
|--|---|------------|
| CIED 30303   | Classroom Learning Theory   | 3          |
| <b>Childhood Education major requirements (45 hours)</b> |   |            |
| To be completed following admission to CHED program:     |   |            |
| General Elective   |   | 3          |
| ENGL 20003   | Advanced Composition  | 3          |
|  | or ENGL 30503 Technical and Professional Writing (ACTS Equivalency = ENGL 2023)           |            |
| MATH 21003   | Principles of Statistics (ACTS Equivalency = MATH 2103) (or any 3-hour statistics course) | 3          |
| CIED 30203   | Survey of Exceptionalities <sup>†</sup>   | 3          |
| CIED 31103   | Emergent Literacy <sup>†</sup>  | 3          |
| CIED 31203   | Primary Mathematics Methods in the K-6 Classroom <sup>†</sup>                             | 3          |
| CIED 31303   | Integrated Social Studies for the K-6 Classroom <sup>†</sup>                              | 3          |
| STEM 31403   | Teaching Science in the Elementary Grades <sup>†</sup>                                    | 3          |
| CIED 34503   | Developmental Literacy <sup>†</sup>   | 3          |
| CIED 41203   | Literacy Assessment and Interventions in the Elementary Classroom                         | 3          |
| CIED 41503   | Learner Centered Classroom Management <sup>†</sup>  | 3          |
| CIED 41803   | Instruction and Assessment of Writing <sup>†</sup>  | 3          |
| CIED 41903   | Intermediate Math Methods   | 3          |
| CIED 45303   | Reading Comprehension Through Children's and Adolescent Literature <sup>†</sup>           | 3          |
| CIED 44003   | Understanding Cultures in the Classroom   | 3          |
| <b>EASL Concentration requirements (12 hours)</b>        |   |            |
| General Electives  |   | 6          |
| STEM 40303   | Introduction to STEM Education <sup>†</sup>   | 3          |
| CIED 44103   | Acquiring a Second Language   | 3          |
| <b>Total Hours</b>                                       |   | <b>120</b> |

<sup>†</sup> Must have a grade of 'C' or better to award degree credit

## Childhood Education B.S.E. (EASL concentration) Eight-Semester Plan

Because this program requires admission to progress, it does not qualify for the university's Eight-Semester Degree Program; however, students who qualify to finish a degree in four years can follow the suggested order of classes below.

| First Year  | Units |        |
|---|-------|--------|
|   | Fall  | Spring |
| ENGL 10103 Composition I (ACTS Equivalency = ENGL 1013) (Satisfies General Education Outcome 1.1) <sup>1</sup>  | 3     |        |
| MATH 11003 College Algebra (ACTS Equivalency = MATH 1103) (or higher) (Satisfies General Education Outcome 2.1) <sup>1</sup><br>or MATH 11103 Quantitative Reasoning (ACTS Equivalency = MATH 1113) | 3     |        |
| CIED 10103 Introduction to Education  | 3     |        |
| SPCH 10003 Public Speaking (ACTS Equivalency = SPCH 1003) (Satisfies General Education Outcomes 1.2 and 5.1)  | 3     |        |
| Choose one of the following: <sup>1</sup>   | 3     |        |

|   |    |    |
|---|----|----|
| COMM 12303 Media, Community and Citizenship (Satisfies General Education Outcome 3.2)   |    |    |
| PHIL 20003 Introduction to Philosophy (ACTS Equivalency = PHIL 1103) (Satisfies General Education Outcome 3.2)  |    |    |
| PHIL 21003 Introduction to Ethics (ACTS Equivalency = PHIL 1003) (Satisfies General Education Outcome 3.2)  |    |    |
| PHIL 22003 Logic (ACTS Equivalency = PHIL 1003)   |    |    |
| PHIL 31003 Ethics and the Professions   |    |    |
| PSYC 20003 General Psychology (ACTS Equivalency = PSYC 1103)  |    |    |
| ENGL 10203 Composition II (ACTS Equivalency = ENGL 1023) (Satisfies General Education Outcome 1.1) <sup>1</sup>   | 3  |    |
| HIST 20003 History of the American People to 1877 (ACTS Equivalency = HIST 2113) (Satisfies General Education Outcomes 3.3 and 4.2) <sup>1</sup><br>or HIST 20103 History of the American People, 1877 to Present (ACTS Equivalency = HIST 2123)<br>Satisfies General Education Outcome 4.1: <sup>1</sup> | 3  |    |
| HIST 11193 Institutions and Ideas of World Civilizations I (ACTS Equivalency = HIST 1113)<br>or HIST 11293 Institutions and Ideas of World Civilizations II (ACTS Equivalency = HIST 1123)<br>Satisfies General Education Outcome 3.4: <sup>1</sup>   | 3  |    |
| GEOL 11103 Physical Geology (ACTS Equivalency = GEOL 1114 Lecture)<br>& GEOL 11101 Physical Geology Laboratory (ACTS Equivalency = GEOL 1114 Lab)   | 4  |    |
| Any Fine Art Core that satisfies General Education Outcome 3.1  | 3  |    |
| Year Total:   | 15 | 16 |

| Second Year   | Units |        |
|---|-------|--------|
|   | Fall  | Spring |
| CIED 10003 Introduction to Technology in Education  | 3     |        |
| GEOG 11103 Human Geography (ACTS Equivalency = GEOG 1113)<br>or ANTH 10203 Introduction to Cultural Anthropology (ACTS Equivalency = ANTH 2013)   | 3     |        |
| ENGL 11103 World Literature: Beginnings to 1650 CE (ACTS Equivalency = ENGL 2113)<br>or ENGL 11203 World Literature: 1650CE to Present (ACTS Equivalency = ENGL 2123)   | 3     |        |
| MATH 22103 Survey of Mathematical Structures I  | 3     |        |
| PHYS 10304 Physics for Elementary Education Majors<br>or ASTR 20003/20001 Survey of the Universe (ACTS Equivalency = PHSC 1204 Lecture)<br>or GEOL 11203/11201 Earth Science (ACTS Equivalency = GEOL 1124 Lecture) | 4     |        |
| PLSC 20003 American National Government (ACTS Equivalency = PLSC 2003)  |       | 3      |

|   |    |    |
|---|----|----|
| MATH 22203 Survey of Mathematical Structures II | 3  |    |
| CIED 30303 Classroom Learning Theory            | 3  |    |
| Select one of the following:                    | 3  |    |
| HIST 33803 Arkansas and the Southwest           |    |    |
| Any 3-hour Arkansas History course              |    |    |
| BIOL 10103 Principles of Biology (ACTS          | 4  |    |
| Equivalency = BIOL 1014 Lecture)                |    |    |
| & BIOL 10101 Principles of Biology Laboratory   |    |    |
| (ACTS Equivalency = BIOL 1014 Lab)              |    |    |
| or BIOL 10004 Biological Principles (ACTS       |    |    |
| Equivalency = BIOL 1004 Lecture)                |    |    |
| Year Total:                                     | 16 | 16 |

| Third Year  | Units |        |
|---|-------|--------|
|   | Fall  | Spring |
| CIED 31103 Emergent Literacy                                | 3     |        |
| CIED 31203 Primary Mathematics Methods in the K-6 Classroom | 3     |        |
| Elective  | 6     |        |
| CIED 30203 Survey of Exceptionalities                       | 3     |        |
| STEM 40303 Introduction to STEM Education                   |       | 3      |
| CIED 34503 Developmental Literacy                           |       | 3      |
| MATH 21003 Principles of Statistics (ACTS                   |       | 3      |
| Equivalency = MATH 2103) (or any 3-hour                     |       |        |
| statistics course)  |       |        |
| Elective  |       | 3      |
| CIED 41903 Intermediate Math Methods                        |       | 3      |
| Year Total:   | 15    | 15     |

| Fourth Year  | Units |        |
|--|-------|--------|
|  | Fall  | Spring |
| CIED 31303 Integrated Social Studies for the K-6 Classroom   | 3     |        |
| CIED 41803 Instruction and Assessment of Writing   | 3     |        |
| ENGL 20003 Advanced Composition  | 3     |        |
| or ENGL 30503 Technical and Professional Writing (ACTS Equivalency = ENGL 2023)  |       |        |
| STEM 31403 Teaching Science in the Elementary Grades   | 3     |        |
| CIED 44003 Understanding Cultures in the Classroom   | 3     |        |
| CIED 41503 Learner Centered Classroom Management   |       | 3      |
| CIED 45303 Reading Comprehension Through Children's and Adolescent Literature (Satisfies General Education Outcome 6.1) <sup>1</sup> |       | 3      |
| CIED 41203 Literacy Assessment and Interventions in the Elementary Classroom   |       | 3      |
| CIED 44103 Acquiring a Second Language   |       | 3      |
| Year Total:  | 15    | 12     |

**Total Units in Sequence:** 120

<sup>1</sup> Students must complete the State Minimum Core requirements (<https://nam03.safelinks.protection.outlook.com/?url=https%3A%2F>

%2Fnextcatalog.uark.edu%2Fundergraduatecatalog%2Fgenerated%2Fstateminimum%2F&data=02%7C01%7Cagriffin%40uark.edu%7Ce4e632415f9b49eda9bf08d7f5c20b91%7C79c742c4e61c4fa5be89a3cb566a%2F1XG8924jwOx8pTlw8IWNAGp0s%3D&reserved=0) as outlined in the Catalog of Studies. The courses that meet the state minimum core also fulfill many of the university's General Education requirements (<https://nam03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fnextcatalog.uark.edu%2Fundergraduatecatalog%2Fgenerated%2Fgeneral%2F&data=02%7C01%7Cagriffin%40uark.edu%7Ce4e632415f9b49eda9bf08d7f5c20b91%7C79c742c4e61c4fa5be89a3cb566a%2B2DWRVEfAqIMsYNX4KXEgX2JdEJJY7Go%3D&reserved=0>), although there are additional considerations to satisfy the general education learning outcomes. Students are encouraged to consult with their academic adviser when making course selections.

## Requirements for B.S.E. in Childhood Education with Gifted and Talented Concentration

Admission to the B.S.E. in Childhood Education is competitive and consists of a three-stage process; simply meeting the minimum requirements will not guarantee admission to the program. Admission will be determined by the Childhood Education faculty based on the seven items listed below in Stage II.

### Stage I: Pre-Elementary Education (PELED)

Complete 63 hours of program pre-requisites for the Childhood Education B.S. or the Elementary Education B.S.:

1. Obtain a GPA of 3.0 or better on UA coursework.
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3. Submission of transcripts for all coursework.
4. Submission of two letters of recommendation from college faculty regarding applicants' dispositions.
5. Submission of passing score on Praxis II Multiple Subjects Exam.
6. Current background check.

### Stage III: Requirements for Program Continuation

1. Declaration of endorsement area of ESL, GT, Reading, or STEM.
2. Maintain a cumulative GPA of 3.0 or better.



3. Submission of Internship Application.
4. Oral interview with Elementary Education faculty and internship partner school faculty.
5. Maintain a current background check.
6. Earn a CPR card.
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%2F30442.htm&data=04%7C01%7Ckmamisei%40uark.edu

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%7C1000&sdata=sFoXbbVeQF%2FONoiCaY4xAogtj

%2FyuQhynSiD%2BQ2JKGo%3D&reserved=0), Arkansas

Division of Elementary and Secondary Education Code of

Ethics (<https://nam11.safelinks.protection.outlook.com/?>

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%7C1000&sdata=HAYkTjYGbZoSMPMzHTIYRBguhdsLD9%

%3D&reserved=0), as well as discipline specific codes of eth

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2. The Teacher Candidate Professional Review Committee evaluates the concerns and recommends a course of action, which may range from a zero score on the academic and/or internship work, a failing grade for the course, probation, up to dismissal from a teacher education program.
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felonious behaviors, or ethical violations (i.e. Arkansas Code of Ethics, Code of Student Life). Such suspensions will be referred to the Teacher Candidate Professional Review Committee for review and may become permanent.

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(<https://nam11.safelinks.protection.outlook.com/?url=http>

<http://catalog.uark.edu/undergraduatecatalog>

## Academic regulations student academic appeals

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%2B1avTFgxh5XFV80XdeBVvInxmiEAaQ1pr

### Gifted and Talented Concentration

### Pre-Elementary Education (PELED) requirements <sup>†</sup>

| State Minimum Core                     |  | 35 |
|--|--|----|
| Specifically required for CHED program |  |    |
| ENGL 10103                             | Composition I (ACTS Equivalency = ENGL 1013)   |    |
| ENGL 10203                             | Composition II (ACTS Equivalency = ENGL 1023)  |    |
| MATH 11003                             | College Algebra (ACTS Equivalency = MATH 1103)   |    |
|  | or MATH 11103 Quantitative Reasoning (ACTS Equivalency = MATH 1113)  |    |
| BIOL 10103 & BIOL 10101                | Principles of Biology (ACTS Equivalency = BIOL 1014 Lecture) and Principles of Biology Laboratory (ACTS Equivalency = BIOL 1014 Lab) |    |
|  | or BIOL 10003 Biological Principles (ACTS Equivalency = BIOL 1004 Lecture)   |    |
| GEOL 11103 & GEOL 11101                | Physical Geology (ACTS Equivalency = GEOL 1114 Lecture) and Physical Geology Laboratory (ACTS Equivalency = GEOL 1114 Lab)           |    |
| HIST 20003                             | History of the American People to 1877 (ACTS Equivalency = HIST 2113)  |    |
|  | or HIST 20103 History of the American People, 1877 to Present (ACTS Equivalency = HIST 2123)   |    |

|  |   |
|--|---|
| GEOG 11103   | Human Geography (ACTS Equivalency = GEOG 1113)  |
| or ANTH 102  | Introduction to Cultural Anthropology (ACTS Equivalency = ANTH 2013)                      |
| HIST 11193   | Institutions and Ideas of World Civilizations I (ACTS Equivalency = HIST 1113)            |
| or HIST 11293  | Institutions and Ideas of World Civilizations II (ACTS Equivalency = HIST 1123)           |
| PLSC 20003   | American National Government (ACTS Equivalency = PLSC 2003)                               |
| ENGL 11103   | World Literature: Beginnings to 1650 CE (ACTS Equivalency = ENGL 2113)                    |
| or ENGL 11203  | World Literature: 1650CE to Present (ACTS Equivalency = ENGL 2123)                        |
| <b>Additional PELED requirements</b>                 |   |
| CIED 10003   | Introduction to Technology in Education   |
| CIED 10103   | Introduction to Education   |
| SPCH 10003   | Public Speaking (ACTS Equivalency = SPCH 1003)  |
| COMM 12303   | Media, Community and Citizenship  |
| or PHIL 200  | Introduction to Philosophy (ACTS Equivalency = PHIL 1103)                                 |
| or PHIL 210  | Introduction to Ethics (ACTS Equivalency = PHIL 1003)                                     |
| or PHIL 220  | Logic (ACTS Equivalency = PHIL 1003)  |
| or PHIL 310  | Ethics and the Professions  |
| or PSYC 200  | General Psychology (ACTS Equivalency = PSYC 1103)   |
| HIST 33803   | Arkansas and the Southwest (or any 3 hr Arkansas history course)                          |
| MATH 22103   | Survey of Mathematical Structures I   |
| MATH 22203   | Survey of Mathematical Structures II  |
| PHYS 10304   | Physics for Elementary Education Majors   |
| or GEOL 11203/11201                                  | Earth Science (ACTS Equivalency = GEOL 1124 Lecture)                                      |
| or ASTR 20003/20001                                  | Survey of the Universe (ACTS Equivalency = PHSC 1204 Lecture)                             |
| or STEM 410  | Astronomy for Educators   |
| or ENSC 10003/10001                                  | Environmental Science   |
| or CHEM 12103/12101                                  | Fundamentals of Chemistry (ACTS Equivalency = CHEM 1214 Lecture)                          |
| or PHYS 10243/10241                                  | Physics and Human Affairs   |
| CIED 30303   | Classroom Learning Theory   |
| <b>Childhood Education major requirements</b>        |   |
| To be completed following admission to CHED program: |   |
| 3 hours Elective                                     |   |
| CIED 44003   | Understanding Cultures in the Classroom   |
| ENGL 20003   | Advanced Composition  |
| or ENGL 300  | Technical and Professional Writing (ACTS Equivalency = ENGL 2023)                         |
| MATH 21003   | Principles of Statistics (ACTS Equivalency = MATH 2103) (or any 3-hour statistics course) |
| CIED 30203   | Survey of Exceptionalities <sup>†</sup>   |

|  |   |
|--|---|
| CIED 31103                             | Emergent Literacy <sup>†</sup>  |
| CIED 31203                             | Primary Mathematics Methods in the K-6 Classroom <sup>†</sup>                   |
| CIED 31303                             | Integrated Social Studies for the K-6 Classroom <sup>†</sup>                    |
| STEM 31403                             | Teaching Science in the Elementary Grades <sup>†</sup>                          |
| CIED 34503                             | Developmental Literacy <sup>†</sup>   |
| CIED 41203                             | Literacy Assessment and Interventions in the Elementary Classroom               |
| CIED 41503                             | Learner Centered Classroom Management <sup>†</sup>                              |
| CIED 41803                             | Instruction and Assessment of Writing <sup>†</sup>                              |
| CIED 41903                             | Intermediate Math Methods   |
| CIED 45303                             | Reading Comprehension Through Children's and Adolescent Literature <sup>†</sup> |
| <b>GATE Concentration requirements</b> |   |
| CIED 49003                             | Nature and Needs of the Gifted and Talented                                     |
| CIED 49103                             | Curriculum Development in Gifted and Talented                                   |
| CIED 44203                             | Teaching English as a Second Language <sup>†</sup>                              |
| STEM 40303                             | Introduction to STEM Education <sup>†</sup>                                     |
| <b>Total Hours</b>                     |   |
| <b>120</b>                             |   |

<sup>†</sup> Must have a grade of 'C' or better to award degree credit

<sup>1</sup> Or any 3-hour Arkansas History course

## Childhood Education B.S.E. with Gifted and Talented Concentration Eight-Semester Plan

Because this program requires admission to progress, it does not qualify for the university's Eight-Semester Degree Program; however, students who qualify to finish a degree in four years can follow the suggested order of classes below.

| First Year   | Units |        |
|--|-------|--------|
|  | Fall  | Spring |
| ENGL 10103 Composition I (ACTS Equivalency = ENGL 1013) (Satisfies General Education Outcome 1.1) <sup>1</sup>   | 3     |        |
| MATH 11003 College Algebra (ACTS Equivalency = MATH 1103) (Satisfies General Education Outcome 2.1) <sup>1</sup> | 3     |        |
| or MATH 11103 Quantitative Reasoning (ACTS Equivalency = MATH 1113)  |       |        |
| Choose one of the following: <sup>1</sup>  | 3     |        |
| COMM 12303 Media, Community and Citizenship (Satisfies General Education Outcome 3.2)                            |       |        |
| PHIL 20003 Introduction to Philosophy (ACTS Equivalency = PHIL 1103) (Satisfies General Education Outcome 3.2)   |       |        |
| PHIL 21003 Introduction to Ethics (ACTS Equivalency = PHIL 1003) (Satisfies General Education Outcome 3.2)       |       |        |
| PHIL 22003 Logic (ACTS Equivalency = PHIL 1003) (Satisfies General Education Outcome 5.1)                        |       |        |
| PHIL 31003 Ethics and the Professions (Satisfies General Education Outcome 5.1)                                  |       |        |

| PSYC 20003 General Psychology (ACTS Equivalency = PSYC 1103)   |    | Select one of the following:  |                                      | HIST 33803 Arkansas and the Southwest |                     |
|--|----|---|--------------------------------------|---------------------------------------|---------------------|
| CIED 10103 Introduction to Education   | 3  | Any 3-hour Arkansas History course  |                                      | 3                                     |                     |
| SPCH 10003 Public Speaking (ACTS Equivalency = SPCH 1003) (Satisfies General Education Outcomes 1.2 and 5.1)   | 3  | BIOL 10103 Principles of Biology (ACTS Equivalency = BIOL 1014 Lecture) & BIOL 10101 Principles of Biology Laboratory (ACTS Equivalency = BIOL 1014 Lab) or BIOL 10004 Biological Principles (ACTS Equivalency = BIOL 1004 Lecture) |                                      | 4                                     |                     |
| ENGL 10203 Composition II (ACTS Equivalency = ENGL 1023) (Satisfies General Education Outcome 1.1) <sup>1</sup>  | 3  | Year Total:   |                                      | 16                                    | 16                  |
| HIST 20003 History of the American People to 1877 (ACTS Equivalency = HIST 2113) (Satisfies General Education Outcomes 3.2, 3.3, and 4.2) <sup>1</sup> or HIST 20103 History of the American People, 1877 to Present (ACTS Equivalency = HIST 2123) Satisfies General Education Outcomes 3.2, 3.3, and 4.1: <sup>1</sup>   | 3  |   |                                      |                                       |                     |
| HIST 11193 Institutions and Ideas of World Civilizations I (ACTS Equivalency = HIST 1113) or HIST 11293 Institutions and Ideas of World Civilizations II (ACTS Equivalency = HIST 1123) Satisfies General Education Outcome 3.4: <sup>1</sup>  | 3  |   |                                      |                                       |                     |
| GEOL 11103 Physical Geology (ACTS Equivalency = GEOL 1114 Lecture) & GEOL 11101 Physical Geology Laboratory (ACTS Equivalency = GEOL 1114 Lab)   | 4  |   |                                      |                                       |                     |
| Any Fine Art Core that satisfies General Education Outcome 3.1   | 3  |   |                                      |                                       |                     |
| Year Total:  | 15 | 16  |                                      |                                       |                     |
| <b>Second Year</b>   |    | <b>Third Year</b>   |                                      | <b>Fall</b>                           | <b>Units Spring</b> |
| CIED 10003 Introduction to Technology in Education   | 3  | CIED 44003 Understanding Cultures in the Classroom  |                                      | 3                                     |                     |
| GEOG 11103 Human Geography (ACTS Equivalency = GEOG 1113) or ANTH 10203 Introduction to Cultural Anthropology (ACTS Equivalency = ANTH 2013)   | 3  | CIED 31103 Emergent Literacy  |                                      | 3                                     |                     |
| ENGL 11103 World Literature: Beginnings to 1650 CE (ACTS Equivalency = ENGL 2113) or ENGL 11203 World Literature: 1650CE to Present (ACTS Equivalency = ENGL 2123)   | 3  | CIED 31203 Primary Mathematics Methods in the K-6 Classroom   |                                      | 3                                     |                     |
| MATH 22103 Survey of Mathematical Structures I   | 3  | CIED 44203 Teaching English as a Second Language  |                                      | 3                                     |                     |
| PHYS 10304 Physics for Elementary Education Majors or ASTR 20003/20001 Survey of the Universe (ACTS Equivalency = PHSC 1204 Lecture) or STEM 41004 Astronomy for Educators or GEOL 11203/11201 Earth Science (ACTS Equivalency = GEOL 1124 Lecture) or ENSC 10003/10001 Environmental Science or CHEM 12103/12101 Fundamentals of Chemistry (ACTS Equivalency = CHEM 1214 Lecture) or PHYS 10243/10241 Physics and Human Affairs | 4  | CIED 30203 Survey of Exceptionalities   |                                      | 3                                     |                     |
| PLSC 20003 American National Government (ACTS Equivalency = PLSC 2003)   | 3  | STEM 40303 Introduction to STEM Education   |                                      |                                       | 3                   |
| MATH 22203 Survey of Mathematical Structures II  | 3  | CIED 34503 Developmental Literacy   |                                      |                                       | 3                   |
| CIED 30303 Classroom Learning Theory   | 3  | MATH 21003 Principles of Statistics (ACTS Equivalency = MATH 2103) (or any 3-hour statistics course)  |                                      |                                       | 3                   |
|  |    |   | Elective                             |                                       | 3                   |
|  |    |   | CIED 41903 Intermediate Math Methods |                                       | 3                   |
|  |    |   | Year Total:                          | 15                                    | 15                  |
| <b>Fourth Year</b>   |    | <b>Fall</b>   |                                      | <b>Units Spring</b>                   |                     |
|  |    | CIED 31303 Integrated Social Studies for the K-6 Classroom  |                                      | 3                                     |                     |
|  |    | CIED 41803 Instruction and Assessment of Writing  |                                      | 3                                     |                     |
|  |    | ENGL 20003 Advanced Composition or ENGL 30503 Technical and Professional Writing (ACTS Equivalency = ENGL 2023)   |                                      | 3                                     |                     |
|  |    | STEM 31403 Teaching Science in the Elementary Grades  |                                      | 3                                     |                     |
|  |    | CIED 49003 Nature and Needs of the Gifted and Talented  |                                      | 3                                     |                     |
|  |    | CIED 41503 Learner Centered Classroom Management  |                                      |                                       | 3                   |
|  |    | CIED 45303 Reading Comprehension Through Children's and Adolescent Literature (Satisfies General Education Outcome 6.1) <sup>1</sup>  |                                      |                                       | 3                   |
|  |    | CIED 41203 Literacy Assessment and Interventions in the Elementary Classroom  |                                      |                                       | 3                   |
|  |    | CIED 49103 Curriculum Development in Gifted and Talented  |                                      |                                       | 3                   |
|  |    | Year Total:   |                                      | 15                                    | 12                  |
| <b>Total Units in Sequence:</b>  |    |   |                                      | <b>120</b>                            |                     |

<sup>1</sup> Students must complete the State Minimum Core requirements (<https://nam03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fnextcatalog.uark.edu%2Fundergraduatecatalog%2Fgeneral%2Fstateminimum%2F&data=02%7C01%7Caggriffin%40uark.edu%7Ce4e632415f9b49eda9bf08d7f5c20b91%7C79c742c4e61c4fa5be89a3cb566a80d1%7C0%7C0%7C637248086069611524&sdata=4bJ2Oob83N8KfTKGD%2F1XG8924jwOx8pTlw8IWNAGp0s%3D&reserved=0>) as outlined in the Catalog of Studies. The courses that meet the state minimum core also fulfill many of the university's General Education requirements (<https://nam03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fnextcatalog.uark.edu%2Fundergraduatecatalog%2Fgeneral%2Fgeneral%2F&data=02%7C01%7Caggriffin%40uark.edu%7Ce4e632415f9b49eda9bf08d7f5c20b91%7C79c742c4e61c4fa5be89a3cb566a80d1%7C0%7C0%7C637248086069611524&sdata=4bJ2Oob83N8KfTKGD%2F1XG8924jwOx8pTlw8IWNAGp0s%3D&reserved=0>), although there are additional considerations to satisfy the general education learning outcomes. Students are encouraged to consult with their academic adviser when making course selections.

## Requirements for B.S.E. in Childhood Education with Reading Concentration

Admission to the B.S.E. in Childhood Education is competitive and consists of a three-stage process; simply meeting the minimum requirements will not guarantee admission to the program. Admission will be determined by the Childhood Education faculty based on the seven items listed below in Stage II.

### Stage I: Pre-Elementary Education (PELED)

Complete 63 hours of program pre-requisites for the Childhood Education B.S. or the Elementary Education B.S.:

1. Obtain a GPA of 3.0 or better on UA coursework.
2. †Complete all program courses with a "C" or better.
3. Obtain a passing score on the Math, Reading, and Writing sections of the Praxis Core or ACT.
4. Complete a background check.

### Stage II: Admission to the Childhood Education Program (CHED)

Admission to the Childhood Education Program is competitive; not all applicants meeting the minimum requirements will be admitted to the program. Applications to the Childhood Education (CHED) program must be submitted by 11:59 p.m. Central Jan. 30.

The application process includes:

1. Submission of the application to teacher education (see the Teacher Education Application Fee (<http://catalog.uark.edu/undergraduatecatalog/feeandcosts/othergeneralfees/>)) through the university-wide Teacher Education Support Page (see Razorback Educator Development Hub (<https://teach.uark.edu/>) website (<https://teacher-education.uark.edu/support/>)) Office.
2. Submission of Childhood Education application.
3. Submission of transcripts for all coursework.
4. Submission of two letters of recommendation from college faculty regarding applicants' dispositions.
5. Submission of passing score on Praxis II Multiple Subjects Exam.
6. Current background check.

### Stage III: Requirements for Program Continuation

1. Declaration of endorsement area of ESL, GT, Reading, or STEM.
2. Maintain a cumulative GPA of 3.0 or better.
3. Submission of Internship Application.
4. Oral interview with Elementary Education faculty and internship partner school faculty.
5. Maintain a current background check.
6. Earn a CPR card.
7. Passing score on Praxis II, Principles of Teaching and Learning for graduation.

†All program courses must have a grade of "C" or better. No teaching methods courses may be repeated. Open courses

For licensure, students must continue in the Master of Arts in Teaching program, which has limited enrollment. Find out more about the M.A.T. Program (<http://catalog.uark.edu/graduatecatalog/programsofstudy/elementaryeducationmat/>) in the Graduate Catalog.

## Childhood Education Requirements

Students in the Childhood Education program must choose one of four concentrations: English as a Second Language Concentration, a Gifted and Talented Concentration, a Reading Concentration, or a STEM Concentration.

### Dismissal based on Unethical or Unprofessional Behaviors from Childhood Education B.S.E. program

The University of Arkansas' teacher preparation programs adhere to the Code of Ethics of the Education Profession as established by the National Education Association as described in NEA Code of Ethics (<https://nam11.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.nea.org%2Fhome%2F30442.htm&data=04%7C01%7Ckmamisei%40uark.edu%7Cfdbbbc3e102c494e5d4408d896ddc5c6%7C79c742c4e61c4fa5be89a3cb566a80d1%7C0%7C0%7C637248086069611524&sdata=sFoXbbVeQF%2FONoiCaY4xAgotj%2FyQhynSiD%2BQ2JKGo%3D&reserved=0>), Arkansas Division of Elementary and Secondary Education Code of Ethics (<https://nam11.safelinks.protection.outlook.com/?url=http%3A%2F%2Fdese.ade.arkansas.gov%2Fdivisions%2Feducator%2520effectiveness%2Fplsb-professional-ethics-discipline%2Fcode-of-ethics-for-arkansas-educators&data=04%7C01%7Ckmamisei%40uark.edu%7Cfdbbbc3e102c494e5d4408d896ddc5c6%7C79c742c4e61c4fa5be89a3cb566a80d1%7C0%7C0%7C637248086069611524&sdata=HAYktJYGbZoSMPMzHTIYRBguhdsLD9%2BEC3RH0NBKmqZQ%3D&reserved=0>), as well as discipline specific codes of ethics and standards found in program handbooks. Violation of these principles may result in probation, suspension, or dismissal of the internship as described:

1. Any incident of ethical misconduct or concern will be documented by the faculty member(s), discussed directly with the student and their mentor, and referred to the program's coordinator or supervising faculty. It may also be reported to the Teacher Candidate Professional Review Committee.
2. The Teacher Candidate Professional Review Committee evaluates the concerns and recommends a course of action, which may range from a zero score on the academic and/or internship work, a failing grade for the course, probation, up to dismissal from a teacher education program.



3. Any candidate may be suspended by a Teacher Education Program Coordinator for extreme, unforeseen circumstances such as endangerment of students or others, disruption of schools or classes, felonious behaviors, or ethical violations (i.e. Arkansas Code of Ethics, Code of Student Life). Such suspensions will be referred to the Teacher Candidate Professional Review Committee for review and may become permanent.

The Program Coordinator, in consultation with the Teacher Education Professional Review Committee and the Dean's Office for Academic and Student Affairs in the College of Education and Health Professions, has the authority and responsibility to dismiss a student from the teacher education program for unethical or unprofessional behavior and/or not recommend the student for licensure.

Students are cleared for field experiences in their first year of the program by registering with the Razorback Educator Development Hub (see program's handbook). This includes a criminal record and child maltreatment background checks.

More detailed guidelines about the policies, supports, and other requirements are provided in the program's handbook, as well as on the Razorback Educator Development Hub the Office of Teacher Education website or the Teacher Education Support page.

Students who have been dismissed on the basis of unethical or unprofessional conduct may appeal the decision following the procedures outlined under the Student Grievances and Appeals section of the Undergraduate Catalog of Studies (<https://nam11.safelinks.protection.outlook.com/?url=http%3A%2F%2Fcatalog.uark.edu%2Fundergraduatecatalog%2Facademicregulations%2Fstudentacademicappeals%2F&data=04%7C01%7Caggriffin%40uark.edu%7C2ce8b829e8e040a2614108d8b32229d4%7C79c742c4e61c4fa5be89a3c%7CCTWFpbGZsb3d8eyJWljiMC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTiI6I1hvdWw%3D&data=HJfCw%2BlavTFgx5n3xFS0XdeBVlnxmiEAaQ1prgywk%3D&reserved=0>).

## Reading Concentration

### Pre-Elementary Education (PELED) requirements <sup>†</sup>

|  |  |
|--|--|
| State Minimum Core                     | 35   |
| Specifically required for CHED program |  |
| ENGL 10103                             | Composition I (ACTS Equivalency = ENGL 1013)   |
| ENGL 10203                             | Composition II (ACTS Equivalency = ENGL 1023)  |
| MATH 11003                             | College Algebra (ACTS Equivalency = MATH 1103)   |
|  | or MATH 111 Quantitative Reasoning (ACTS Equivalency = MATH 1113)  |
| BIOL 10103 & BIOL 10101                | Principles of Biology (ACTS Equivalency = BIOL 1014 Lecture) and Principles of Biology Laboratory (ACTS Equivalency = BIOL 1014 Lab) |
|  | or BIOL 1000 Biological Principles (ACTS Equivalency = BIOL 1004 Lecture)  |
| GEOL 11103 & GEOL 11101                | Physical Geology (ACTS Equivalency = GEOL 1114 Lecture) and Physical Geology Laboratory (ACTS Equivalency = GEOL 1114 Lab)           |
| HIST 20003                             | History of the American People to 1877 (ACTS Equivalency = HIST 2113)  |

or HIST 20103 History of the American People, 1877 to Present (ACTS Equivalency = HIST 2123)

GEOG 11103 Human Geography (ACTS Equivalency = GEOG 1113)

or ANTH 102 Introduction to Cultural Anthropology (ACTS Equivalency = ANTH 2013)

HIST 11193 Institutions and Ideas of World Civilizations I (ACTS Equivalency = HIST 1113)

or HIST 11293 Institutions and Ideas of World Civilizations II (ACTS Equivalency = HIST 1123)

PLSC 20003 American National Government (ACTS Equivalency = PLSC 2003)

ENGL 11103 World Literature: Beginnings to 1650 CE (ACTS Equivalency = ENGL 2113)

or ENGL 11203 World Literature: 1650CE to Present (ACTS Equivalency = ENGL 2123)

### Additional PELED requirements 28

|                     |  |
|---------------------|--|
| CIED 10003          | Introduction to Technology in Education                          |
| CIED 10103          | Introduction to Education  |
| SPCH 10003          | Public Speaking (ACTS Equivalency = SPCH 1003)                   |
| COMM 12303          | Media, Community and Citizenship                                 |
| or PHIL 200         | Introduction to Philosophy (ACTS Equivalency = PHIL 1103)        |
| or PHIL 210         | Introduction to Ethics (ACTS Equivalency = PHIL 1003)            |
| or PHIL 220         | Logic (ACTS Equivalency = PHIL 1003)                             |
| or PHIL 310         | Ethics and the Professions                                       |
| or PSYC 20          | General Psychology (ACTS Equivalency = PSYC 1103)                |
| HIST 33803          | Arkansas and the Southwest (or any 3hr Arkansas history course)  |
| MATH 22103          | Survey of Mathematical Structures I                              |
| MATH 22203          | Survey of Mathematical Structures II                             |
| PHYS 10304          | Physics for Elementary Education Majors                          |
| or GEOL 11203/11201 | Earth Science (ACTS Equivalency = GEOL 1124 Lecture)             |
| or ASTR 20003/20001 | Survey of the Universe (ACTS Equivalency = PHSC 1204 Lecture)    |
| or STEM 41          | Astronomy for Educators  |
| or ENSC 10003/10001 | Environmental Science  |
| or CHEM 12103/12101 | Fundamentals of Chemistry (ACTS Equivalency = CHEM 1214 Lecture) |
| or PHYS 10243/10241 | Physics and Human Affairs  |

CIED 30303 Classroom Learning Theory

### Childhood Education major requirements 45

To be completed following admission to CHED program:

3 hours Elective

CIED 44003 Understanding Cultures in the Classroom

ENGL 20003 Advanced Composition

or ENGL 303 Technical and Professional Writing (ACTS Equivalency = ENGL 2023)

|  |   |
|--|---|
| MATH 21003                             | Principles of Statistics (ACTS Equivalency = MATH 2103) (or any 3-hour statistics course) |
| CIED 30203                             | Survey of Exceptionalities <sup>†</sup>   |
| CIED 31103                             | Emergent Literacy <sup>†</sup>  |
| CIED 31203                             | Primary Mathematics Methods in the K-6 Classroom <sup>†</sup>                             |
| CIED 31303                             | Integrated Social Studies for the K-6 Classroom <sup>†</sup>                              |
| STEM 31403                             | Teaching Science in the Elementary Grades <sup>†</sup>                                    |
| CIED 34503                             | Developmental Literacy  |
| CIED 41203                             | Literacy Assessment and Interventions in the Elementary Classroom                         |
| CIED 41503                             | Learner Centered Classroom Management <sup>†</sup>  |
| CIED 41803                             | Instruction and Assessment of Writing   |
| CIED 41903                             | Intermediate Math Methods   |
| CIED 45303                             | Reading Comprehension Through Children's and Adolescent Literature                        |
| <b>READ Concentration requirements</b> |   |
| STEM 40303                             | Introduction to STEM Education  |
| SPED 41703                             | Introduction to Dyslexia: Literacy Development and Structure of Language                  |
| CIED 44203                             | Teaching English as a Second Language <sup>†</sup>  |
| SPED 44803                             | Teaching Literacy Skills to Students with Disabilities                                    |
| <b>Total Hours</b>                     |   |
| <b>120</b>                             |   |

<sup>†</sup> Must have a grade of 'C' or better to award degree credit

## Childhood Education B.S.E. with Reading Concentration Eight-Semester Plan

Because this program requires admission to progress, it does not qualify for the university's Eight-Semester Degree Program; however, students who qualify to finish a degree in four years can follow the suggested order of classes below.

| First Year   |      | Units  |
|--|------|--------|
|  | Fall | Spring |
| ENGL 10103 Composition I (ACTS Equivalency = ENGL 1013) (Satisfies General Education Outcome 1.1) <sup>1</sup>   | 3    |        |
| MATH 11003 College Algebra (ACTS Equivalency = MATH 1103) (Satisfies General Education Outcome 2.1) <sup>1</sup> | 3    |        |
| or MATH 11103 Quantitative Reasoning (ACTS Equivalency = MATH 1113)  |      |        |
| Choose one of the following: <sup>1</sup>  | 3    |        |
| COMM 12303 Media, Community and Citizenship (Satisfies General Education Outcome 3.2)                            |      |        |
| PHIL 20003 Introduction to Philosophy (ACTS Equivalency = PHIL 1103) (Satisfies General Education Outcome 3.2)   |      |        |
| PHIL 21003 Introduction to Ethics (ACTS Equivalency = PHIL 1003) (Satisfies General Education Outcome 3.2)       |      |        |

|  |    |    |
|--|----|----|
| PHIL 22003 Logic (ACTS Equivalency = PHIL 1003) (Satisfies General Education Outcome 5.1)  |    |    |
| PHIL 31003 Ethics and the Professions (Satisfies General Education Outcome 5.1)  |    |    |
| PSYC 20003 General Psychology (ACTS Equivalency = PSYC 1103)   |    |    |
| CIED 10103 Introduction to Education   | 3  |    |
| SPCH 10003 Public Speaking (ACTS Equivalency = SPCH 1003) (Satisfies General Education Outcomes 1.2 and 5.1)   | 3  |    |
| ENGL 10203 Composition II (ACTS Equivalency = ENGL 1023) (Satisfies General Education Outcome 1.1) <sup>1</sup>  |    | 3  |
| HIST 20003 History of the American People to 1877 (ACTS Equivalency = HIST 2113) (Satisfies General Education Outcomes 3.2, 3.3, and 4.2) <sup>1</sup> |    | 3  |
| or HIST 20103 History of the American People, 1877 to Present (ACTS Equivalency = HIST 2123)   |    |    |
| Satisfies General Education Outcome 4.1: <sup>1</sup>  |    |    |
| HIST 11193 Institutions and Ideas of World Civilizations I (ACTS Equivalency = HIST 1113)  |    | 3  |
| or HIST 11293 Institutions and Ideas of World Civilizations II (ACTS Equivalency = HIST 1123)  |    |    |
| Satisfies General Education Outcome 3.4: <sup>1</sup>  |    |    |
| GEOL 11103 Physical Geology (ACTS Equivalency = GEOL 1114 Lecture)   |    | 4  |
| & GEOL 11101 Physical Geology Laboratory (ACTS Equivalency = GEOL 1114 Lab)  |    |    |
| Any Fine Art Core that satisfies General Education Outcome 3.1   |    | 3  |
| Year Total:  | 15 | 16 |

| Second Year  |      | Units  |
|--|------|--------|
|  | Fall | Spring |
| CIED 10003 Introduction to Technology in Education                                   | 3    |        |
| GEOG 11103 Human Geography (ACTS Equivalency = GEOG 1113)                            | 3    |        |
| or ANTH 10203 Introduction to Cultural Anthropology (ACTS Equivalency = ANTH 2013)   |      |        |
| ENGL 11103 World Literature: Beginnings to 1650 CE (ACTS Equivalency = ENGL 2113)    | 3    |        |
| or ENGL 11203 World Literature: 1650CE to Present (ACTS Equivalency = ENGL 2123)     |      |        |
| MATH 22103 Survey of Mathematical Structures I                                       | 3    |        |
| PHYS 10304 Physics for Elementary Education Majors                                   | 4    |        |
| or ASTR 20003/20001 Survey of the Universe (ACTS Equivalency = PHSC 1204 Lecture)    |      |        |
| or STEM 41004 Astronomy for Educators  |      |        |
| or GEOL 11203/11201 Earth Science (ACTS Equivalency = GEOL 1124 Lecture)             |      |        |
| or ENSC 10003/10001 Environmental Science  |      |        |
| or CHEM 12103/12101 Fundamentals of Chemistry (ACTS Equivalency = CHEM 1214 Lecture) |      |        |
| or PHYS 10243/10241 Physics and Human Affairs  |      |        |

|  |    |    |
|--|----|----|
| PLSC 20003 American National Government (ACTS Equivalency = PLSC 2003)           | 3  |    |
| MATH 22203 Survey of Mathematical Structures II                                  | 3  |    |
| CIED 30303 Classroom Learning Theory   | 3  |    |
| Select one of the following:   | 3  |    |
| HIST 33803 Arkansas and the Southwest  |    |    |
| Any 3-hour Arkansas History course   |    |    |
| BIOL 10103 Principles of Biology (ACTS Equivalency = BIOL 1014 Lecture)          | 4  |    |
| & BIOL 10101 Principles of Biology Laboratory (ACTS Equivalency = BIOL 1014 Lab) |    |    |
| or BIOL 10004 Biological Principles (ACTS Equivalency = BIOL 1004 Lecture)       |    |    |
| Year Total:  | 16 | 16 |

| Third Year   | Units |        |
|--|-------|--------|
|  | Fall  | Spring |
| CIED 44003 Understanding Cultures in the Classroom   | 3     |        |
| CIED 31103 Emergent Literacy   | 3     |        |
| CIED 31203 Primary Mathematics Methods in the K-6 Classroom  | 3     |        |
| Electives  | 3     |        |
| CIED 30203 Survey of Exceptionalities  | 3     |        |
| STEM 40303 Introduction to STEM Education  | 3     |        |
| CIED 34503 Developmental Literacy  | 3     |        |
| MATH 21003 Principles of Statistics (ACTS Equivalency = MATH 2103) (or any 3-hour statistics course) | 3     |        |
| CIED 41903 Intermediate Math Methods   | 3     |        |
| ENGL 20003 Advanced Composition  | 3     |        |
| or ENGL 30503 Technical and Professional Writing (ACTS Equivalency = ENGL 2023)                      |       |        |
| Year Total:  | 15    | 15     |

| Fourth Year  | Units |        |
|--|-------|--------|
|  | Fall  | Spring |
| CIED 41803 Instruction and Assessment of Writing   | 3     |        |
| CIED 31303 Integrated Social Studies for the K-6 Classroom   | 3     |        |
| STEM 31403 Teaching Science in the Elementary Grades   | 3     |        |
| CIED 44203 Teaching English as a Second Language   | 3     |        |
| CIED 45303 Reading Comprehension Through Children's and Adolescent Literature (Satisfies General Education Outcome 6.1) <sup>1</sup> | 3     |        |
| CIED 41503 Learner Centered Classroom Management   | 3     |        |
| CIED 41203 Literacy Assessment and Interventions in the Elementary Classroom   | 3     |        |
| SPED 41703 Introduction to Dyslexia: Literacy Development and Structure of Language  | 3     |        |
| SPED 44803 Teaching Literacy Skills to Students with Disabilities  | 3     |        |

|                                 |            |    |
|---------------------------------|------------|----|
| Year Total:                     | 12         | 15 |
| <b>Total Units in Sequence:</b> | <b>120</b> |    |

<sup>1</sup> Students must complete the State Minimum Core requirements (<https://nam03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fnextcatalog.uark.edu%2Fundergraduatecatalog%2Fgened%2Fstateminimum%2F&data=02%7C01%7Cagriffin%40uark.edu%7Ce4e632415f9b49eda9bf08d7f5c20b91%7C79c742c4e61c4fa5be89a3cb566a%2F1XG8924jwOx8pTlw8IWNAGp0s%3D&reserved=0>) as outlined in the Catalog of Studies. The courses that meet the state minimum core also fulfill many of the university's General Education requirements (<https://nam03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fnextcatalog.uark.edu%2Fundergraduatecatalog%2Fgened%2Fgeneraleducation%2F&data=02%7C01%7Cagriffin%40uark.edu%7Ce4e632415f9b49eda9bf08d7f5c20b91%7C79c742c4e61c4fa5be89a3cb566a%2BDWRVEfAqIMsYNX4KXEgX2JdEJJY7Go%3D&reserved=0>), although there are additional considerations to satisfy the general education learning outcomes. Students are encouraged to consult with their academic adviser when making course selections.

## Requirements for B.S.E. in Childhood Education with STEM Concentration

Admission to the B.S.E. in Childhood Education is competitive and consists of a three-stage process; simply meeting the minimum requirements will not guarantee admission to the program. Admission will be determined by the Childhood Education faculty based on the seven items listed below in Stage II.

### Stage I: Pre-Elementary Education (PELED)

Complete 63 hours of program pre-requisites for the Childhood Education B.S. or the Elementary Education B.S.:

1. Obtain a GPA of 3.0 or better on UA coursework.
2. †Complete all program courses with a "C" or better.
3. Obtain a passing score on the Math, Reading, and Writing sections of the Praxis Core or ACT.
4. Complete a background check.

### Stage II: Admission to the Childhood Education Program (CHED)

Admission to the Childhood Education Program is competitive; not all applicants meeting the minimum requirements will be admitted to the program. Applications to the Childhood Education (CHED) program must be submitted by 11:59 p.m. Central Jan. 30.

The application process includes:

1. Submission of the application to teacher education (see the Teacher Education Application Fee (<http://catalog.uark.edu/undergraduatecatalog/feesandcosts/othergeneralfees/>)) through the university-wide Teacher Education Support Page (see Razorback Educator Development Hub (<https://teach.uark.edu/>) website (<https://teacher-education.uark.edu/support/>)) Office.
2. Submission of Childhood Education application.
3. Submission of transcripts for all coursework.
4. Submission of two letters of recommendation from college faculty regarding applicants' dispositions.

5. Submission of passing score on Praxis II Multiple Subjects Exam.
6. Current background check.

### Stage III: Requirements for Program Continuation

1. Declaration of endorsement area of ESL, GT, Reading, or STEM.
2. Maintain a cumulative GPA of 3.0 or better.
3. Submission of Internship Application.
4. Oral interview with Elementary Education faculty and internship partner school faculty.
5. Maintain a current background check.
6. Earn a CPR card.
7. Passing score on Praxis II, Principles of Teaching and Learning for graduation.

†All program courses must have a grade of "C" or better. No teaching methods courses may be taken as self-paced (correspondence) courses.

For licensure, students must continue in the Master of Arts in Teaching program, which has limited enrollment. Find out more about the M.A.T. Program (<http://catalog.uark.edu/graduatecatalog/programsstudy/elementaryeducationmat/>) in the Graduate Catalog.

## Childhood Education Requirements

Students in the Childhood Education program must choose one of four concentrations: English as a Second Language Concentration, a Gifted and Talented Concentration, a Reading Concentration, or a STEM Concentration.

### Dismissal based on Unethical or Unprofessional Behaviors from Childhood Education B.S.E. program

The University of Arkansas' teacher preparation programs adhere to the Code of Ethics of the Education Profession as established by the National Education Association as described in NEA Code of Ethics (<https://nam11.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.nea.org%2Fhome%2F30442.htm&data=04%7C01%7Cknamisei%40uark.edu%7Cfd8bb3e102c494e5d4408d896ddc5c6%7C79c742c4e61c4fa5be89a3cb566a80d1%7C0%7C0%7C637425226531689434%7CUnknown%7C9CWFpbGZsb3d8eyJWljoimC4wLjAwMDAilCJQljoiv2luMzliLCJBTil6lk1haWwllCjXVCi6Mn0%3D%7C1000&sdata=sFoXbbVeQF%2FONOOiCaY4xAogtj%2FyQhynSiD%2BQ2JKGo%3D&reserved=0>), Arkansas Division of Elementary and Secondary Education Code of Ethics (<https://nam11.safelinks.protection.outlook.com/?url=http%3A%2F%2Fdese.ade.arkansas.gov%2Fdivisions%2Feducator%2520effectiveness%2Fplsb-professional-ethics-discipline%2Fcode-of-ethics-for-arkansas-educators&data=04%7C01%7Cknamisei%40uark.edu%7Cfd8bb3e102c494e5d4408d896ddc5c6%7C79c742c4e61c4fa5be89a3cb566a80d1%7C0%7C0%7C637425226531689434%7CUnknown%7C9CWFpbGZsb3d8eyJWljoimC4wLjAwMDAilCJQljoiv2luMzliLCJBTil6lk1haWwllCjXVCi6Mn0%3D%7C1000&sdata=HAYKtJYGbZoSMPMzHTIYRBguhdSLD9%2BEC3RH0nBKr%3D&reserved=0>), as well as discipline specific codes of ethics and standards found in program handbooks. Violation of these principles may result in probation, suspension, or dismissal of the internship as described:

1. Any incident of ethical misconduct or concern will be documented by the faculty member(s), discussed directly with the student and their mentor, and referred to the program's coordinator or supervising faculty. It may also be reported to the Teacher Candidate Professional Review Committee.

2. The Teacher Candidate Professional Review Committee evaluates the concerns and recommends a course of action, which may range from a zero score on the academic and/or internship work, a failing grade for the course, probation, up to dismissal from a teacher education program.
3. Any candidate may be suspended by a Teacher Education Program Coordinator for extreme, unforeseen circumstances such as endangerment of students or others, disruption of schools or classes, felonious behaviors, or ethical violations (i.e. Arkansas Code of Ethics, Code of Student Life). Such suspensions will be referred to the Teacher Candidate Professional Review Committee for review and may become permanent.

The Program Coordinator, in consultation with the Teacher Education Professional Review Committee and the Dean's Office for Academic and Student Affairs in the College of Education and Health Professions, has the authority and responsibility to dismiss a student from the teacher education program for unethical or unprofessional behavior and/or not recommend the student for licensure.

Students are cleared for field experiences in their first year of the program by registering with the **Razorback Educator Development Hub** (see [program's handbook](#)). This includes a criminal record and child maltreatment background checks.

More detailed guidelines about the policies, supports, and other requirements are provided in the program's handbook, as well as on the **Razorback Educator Development Hub**, the **Office of Teacher Education** website or the **Teacher Education Support page**.

Students who have been dismissed on the basis of unethical or unprofessional conduct may appeal the decision following the procedures outlined under the Student Grievances and Appeals section of the Undergraduate Catalog of Studies (<https://nam11.safelinks.protection.outlook.com/?url=http%3A%2F%2Fcatalog.uark.edu%2Fundergraduatecatalog%2Facademicregulations%2Fstudentacademicappeals%2F&data=04%7C01%7Cagriffin%40uark.edu%7C2ce8b829e8e040a2614108d8b32229d4%7C79c742c4e61c4fa5be89a3cb566a80d1%7C0%7C0%7C637425226531689434%7CUnknown%7C9CWFpbGZsb3d8eyJWljoimC4wLjAwMDAilCJQljoiv2luMzliLCJBTil6lk1haWwllCjXVCi6Mn0%3D%7C1000&sdata=HJfCW%2BlavTFgx5n3xFSWS0XdeBVVlnxmiEAaQ1prgywk%3D&reserved=0>).

### STEM Concentration

#### Pre- Elementary Education (PELED) requirements <sup>†</sup>

| State Minimum Core                     | 35  |
|--|---|
| Specifically required for CHED program |   |
| ENGL 10103                             | Composition I (ACTS Equivalency = ENGL 1013)                              |
| ENGL 10203                             | Composition II (ACTS Equivalency = ENGL 1023)                             |
| MATH 11003                             | College Algebra (ACTS Equivalency = MATH 1103)                            |
|  | or MATH 11 Quantitative Reasoning (ACTS Equivalency = MATH 1113)          |
| BIOL 10103                             | Principles of Biology (ACTS Equivalency = BIOL & BIOL 10101 1014 Lecture) |
|  | and Principles of Biology Laboratory (ACTS Equivalency = BIOL 1014 Lab)   |
| or BIOL 10003                          | Biological Principles (ACTS Equivalency = BIOL 1004 Lecture)              |



|   |  |
|---|--|
| GEOL 11103 & GEOL 11101                             | Physical Geology (ACTS Equivalency = GEOL 1114 Lecture) and Physical Geology Laboratory (ACTS Equivalency = GEOL 1114 Lab) |
| HIST 20003  | History of the American People to 1877 (ACTS Equivalency = HIST 2113)  |
| or HIST 20103                                       | History of the American People, 1877 to Present (ACTS Equivalency = HIST 2123)   |
| GEOG 11103  | Human Geography (ACTS Equivalency = GEOG 1113)   |
| or ANTH 102   | Introduction to Cultural Anthropology (ACTS Equivalency = ANTH 2013)   |
| HIST 11193  | Institutions and Ideas of World Civilizations I (ACTS Equivalency = HIST 1113)   |
| or HIST 11293                                       | Institutions and Ideas of World Civilizations II (ACTS Equivalency = HIST 1123)  |
| PLSC 20003  | American National Government (ACTS Equivalency = PLSC 2003)  |
| ENGL 11103  | World Literature: Beginnings to 1650 CE (ACTS Equivalency = ENGL 2113)   |
| or ENGL 11203                                       | World Literature: 1650CE to Present (ACTS Equivalency = ENGL 2123)   |
| <b>Additional PELED requirements</b>                |  |
| CIED 10003  | Introduction to Technology in Education  |
| CIED 10103  | Introduction to Education  |
| SPCH 10003  | Public Speaking (ACTS Equivalency = SPCH 1003)   |
| COMM 12303  | Media, Community and Citizenship   |
| or PHIL 200   | Introduction to Philosophy (ACTS Equivalency = PHIL 1103)  |
| or PHIL 210   | Introduction to Ethics (ACTS Equivalency = PHIL 1003)  |
| or PHIL 220   | Logic (ACTS Equivalency = PHIL 1003)   |
| or PHIL 310   | Ethics and the Professions   |
| or PSYC 20  | General Psychology (ACTS Equivalency = PSYC 1103)  |
| HIST 33803  | Arkansas and the Southwest (or any 3 hour Arkansas history course)   |
| MATH 22103  | Survey of Mathematical Structures I  |
| MATH 22203  | Survey of Mathematical Structures II   |
| PHYS 10304  | Physics for Elementary Education Majors  |
| or GEOL 11203/11201                                 | Earth Science (ACTS Equivalency = GEOL 1124 Lecture)   |
| or ASTR 20003/20001                                 | Survey of the Universe (ACTS Equivalency = PHSC 1204 Lecture)  |
| or STEM 41  | Astronomy for Educators  |
| or ENSC 10003/10001                                 | Environmental Science  |
| or CHEM 12103/12101                                 | Fundamentals of Chemistry (ACTS Equivalency = CHEM 1214 Lecture)   |
| or PHYS 10243/10241                                 | Physics and Human Affairs  |
| CIED 30303  | Classroom Learning Theory  |
| <b>Childhood Education major requirements</b>       |  |
| To be completed following admission to CHED program |  |
| 3 hours Elective                                    |  |

|  |   |
|--|---|
| CIED 44003                             | Understanding Cultures in the Classroom   |
| ENGL 20003                             | Advanced Composition  |
| or ENGL 305                            | Technical and Professional Writing (ACTS Equivalency = ENGL 2023)                         |
| MATH 21003                             | Principles of Statistics (ACTS Equivalency = MATH 2103) (or any 3-hour statistics course) |
| CIED 30203                             | Survey of Exceptionalities <sup>†</sup>   |
| CIED 31103                             | Emergent Literacy <sup>†</sup>  |
| CIED 31203                             | Primary Mathematics Methods in the K-6 Classroom <sup>†</sup>                             |
| CIED 31303                             | Integrated Social Studies for the K-6 Classroom <sup>†</sup>                              |
| STEM 31403                             | Teaching Science in the Elementary Grades <sup>†</sup>                                    |
| CIED 34503                             | Developmental Literacy <sup>†</sup>   |
| CIED 41203                             | Literacy Assessment and Interventions in the Elementary Classroom                         |
| CIED 41503                             | Learner Centered Classroom Management <sup>†</sup>  |
| CIED 41803                             | Instruction and Assessment of Writing <sup>†</sup>  |
| CIED 41903                             | Intermediate Math Methods   |
| CIED 45303                             | Reading Comprehension Through Children's and Adolescent Literature <sup>†</sup>           |
| <b>STEM Concentration requirements</b> |   |
| 3 hrs of General Elective              |   |
| CIED 44203                             | Teaching English as a Second Language <sup>†</sup>  |
| STEM 40303                             | Introduction to STEM Education <sup>†</sup>   |
| STEM 40403                             | Creativity and Innovation in STEM Education   |

**Total Hours** **120**

<sup>†</sup> Must have a grade of 'C' or better to award degree credit

<sup>1</sup> Or any 3-hour Arkansas History course

## Childhood Education B.S.E. with STEM Concentration

### Eight-Semester Plan

Because this program requires admission to progress, it does not qualify for the university's Eight-Semester Degree Program; however, students who qualify to finish a degree in four years can follow the suggested order of classes below.

| First Year   | Units |        |
|--|-------|--------|
|  | Fall  | Spring |
| ENGL 10103 Composition I (ACTS Equivalency = ENGL 1013) (Satisfies General Education Outcome 1.1) <sup>1</sup>   | 3     |        |
| MATH 11003 College Algebra (ACTS Equivalency = MATH 1103) (Satisfies General Education Outcome 2.1) <sup>1</sup> | 3     |        |
| or MATH 11103 Quantitative Reasoning (ACTS Equivalency = MATH 1113)  |       |        |
| Choose one of the following: <sup>1</sup>  | 3     |        |
| COMM 12303 Media, Community and Citizenship (Satisfies General Education Outcome 3.2)                            |       |        |
| PHIL 20003 Introduction to Philosophy (ACTS Equivalency = PHIL 1103) (Satisfies General Education Outcome 3.2)   |       |        |

|   |             |               |              |  |             |               |
|---|-------------|---------------|--------------|--|-------------|---------------|
| PHIL 21003 Introduction to Ethics (ACTS Equivalency = PHIL 1003) (Satisfies General Education Outcome 3.2)  |             |               |              | PHYS 10304 Physics for Elementary Education Majors   | 4           |               |
| PHIL 22003 Logic (ACTS Equivalency = PHIL 1003) (Satisfies General Education Outcome 5.1)   |             |               |              | or ASTR 20003/20001 Survey of the Universe (ACTS Equivalency = PHSC 1204 Lecture)                    |             |               |
| PHIL 31003 Ethics and the Professions (Satisfies General Education Outcome 5.1)   |             |               |              | or STEM 41004 Astronomy for Educators  |             |               |
| PSYC 20003 General Psychology (ACTS Equivalency = PSYC 1103)  |             |               |              | or GEOL 11203/11201 Earth Science (ACTS Equivalency = GEOL 1124 Lecture)                             |             |               |
| CIED 10103 Introduction to Education  | 3           |               |              | or ENSC 10003/10001 Environmental Science  |             |               |
| SPCH 10003 Public Speaking (ACTS Equivalency = SPCH 1003) (Satisfies General Education Outcome 1.2 and 5.1)   | 3           |               |              | or CHEM 12103/12101 Fundamentals of Chemistry (ACTS Equivalency = CHEM 1214 Lecture)                 |             |               |
| ENGL 10203 Composition II (ACTS Equivalency = ENGL 1023) (Satisfies General Education Outcome 1.1) <sup>1</sup>                                       |             | 3             |              | or PHYS 10243/10241 Physics and Human Affairs  |             |               |
| HIST 20003 History of the American People to 1877 (ACTS Equivalency = HIST 2113) (Satisfies General Education Outcomes 3.2, 3.3 and 4.2) <sup>1</sup> |             |               | 3            | PLSC 20003 American National Government (ACTS Equivalency = PLSC 2003)                               |             | 3             |
| or HIST 20103 History of the American People, 1877 to Present (ACTS Equivalency = HIST 2123) Satisfies General Education Outcome 4.1: <sup>1</sup>    |             |               |              | MATH 22203 Survey of Mathematical Structures II  |             | 3             |
| HIST 11193 Institutions and Ideas of World Civilizations I (ACTS Equivalency = HIST 1113)   |             |               | 3            | CIED 30303 Classroom Learning Theory   |             | 3             |
| or HIST 11293 Institutions and Ideas of World Civilizations II (ACTS Equivalency = HIST 1123) Satisfies General Education Outcome 3.4: <sup>1</sup>   |             |               |              | Select one of the following:   |             | 3             |
| GEOL 11103 Physical Geology (ACTS Equivalency = GEOL 1114 Lecture)  |             |               |              | HIST 33803 Arkansas and the Southwest  |             |               |
| & GEOL 11101 Physical Geology Laboratory (ACTS Equivalency = GEOL 1114 Lab)   |             |               |              | Any 3-hour Arkansas History course   |             |               |
| Any Fine Art Core that satisfies General Education Outcome 3.1  |             |               |              | BIOL 10103 Principles of Biology (ACTS Equivalency = BIOL 1014 Lecture)                              |             | 4             |
| Year Total:   | 15          | 16            |              | & BIOL 10101 Principles of Biology Laboratory (ACTS Equivalency = BIOL 1014 Lab)                     |             |               |
|   |             |               |              | or BIOL 10004 Biological Principles (ACTS Equivalency = BIOL 1004 Lecture)                           |             |               |
|   |             |               |              | Year Total:  | 16          | 16            |
| <b>Second Year</b>  |             |               |              | <b>Third Year</b>  |             |               |
|   |             |               | <b>Units</b> |  |             |               |
|   | <b>Fall</b> | <b>Spring</b> |              |  | <b>Fall</b> | <b>Spring</b> |
| CIED 10003 Introduction to Technology in Education  | 3           |               |              | CIED 44003 Understanding Cultures in the Classroom   | 3           |               |
| GEOG 11103 Human Geography (ACTS Equivalency = GEOG 1113)   | 3           |               |              | CIED 31103 Emergent Literacy   | 3           |               |
| or ANTH 10203 Introduction to Cultural Anthropology (ACTS Equivalency = ANTH 2013)  |             |               |              | CIED 31203 Primary Mathematics Methods in the K-6 Classroom  | 3           |               |
| ENGL 11103 World Literature: Beginnings to 1650 CE (ACTS Equivalency = ENGL 2113)   | 3           |               |              | Elective   | 3           |               |
| or ENGL 11203 World Literature: 1650CE to Present (ACTS Equivalency = ENGL 2123)  |             |               |              | CIED 30203 Survey of Exceptionalities  | 3           |               |
| MATH 22103 Survey of Mathematical Structures I  | 3           |               |              | STEM 40303 Introduction to STEM Education  |             | 3             |
|   |             |               |              | CIED 34503 Developmental Literacy  |             | 3             |
|   |             |               |              | MATH 21003 Principles of Statistics (ACTS Equivalency = MATH 2103) (or any 3-hour statistics course) |             | 3             |
|   |             |               |              | Elective   |             | 3             |
|   |             |               |              | CIED 41903 Intermediate Math Methods   |             | 3             |
|   |             |               |              | Year Total:  | 15          | 15            |
|   |             |               |              | <b>Fourth Year</b>   |             |               |
|   |             |               |              |  | <b>Fall</b> | <b>Spring</b> |
|   |             |               |              | CIED 31303 Integrated Social Studies for the K-6 Classroom   | 3           |               |
|   |             |               |              | CIED 41803 Instruction and Assessment of Writing   | 3           |               |
|   |             |               |              | STEM 31403 Teaching Science in the Elementary Grades   | 3           |               |
|   |             |               |              | ENGL 20003 Advanced Composition  | 3           |               |
|   |             |               |              | or ENGL 30503 Technical and Professional Writing (ACTS Equivalency = ENGL 2023)                      |             |               |

|  |    |    |
|--|----|----|
| CIED 44203 Teaching English as a Second Language   | 3  |    |
| CIED 41503 Learner Centered Classroom Management   | 3  |    |
| CIED 45303 Reading Comprehension Through Children's and Adolescent Literature (Satisfies General Education Outcome 6.1) <sup>1</sup> | 3  |    |
| CIED 41203 Literacy Assessment and Interventions in the Elementary Classroom   | 3  |    |
| STEM 40403 Creativity and Innovation in STEM Education   | 3  |    |
| Year Total:  | 15 | 12 |

**Total Units in Sequence: 120**

<sup>1</sup> Students must complete the State Minimum Core requirements (<https://nam03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fnextcatalog.uark.edu%2Fundergraduatecatalog%2Fgeneral%2Fstateminimum%2F&data=02%7C01%7Cagriffin%40uark.edu%7Ce4e632415f9b49eda9bf08d7f5c20b91%7C79c742c4e61c4fa5be89a3cb566a80d1%7C0%7C0%7C637248086069611524&data=4b120c4b83N8KftkGD%2F1XG8924jwOx8pTlw8IWNAGp0s%3D&reserved=0>) as outlined in the Catalog of Studies. The courses that meet the state minimum core also fulfill many of the university's General Education requirements (<https://nam03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fnextcatalog.uark.edu%2Fundergraduatecatalog%2Fgeneral%2Fgeneral%2F&data=02%7C01%7Cagriffin%40uark.edu%7Ce4e632415f9b49eda9bf08d7f5c20b91%7C79c742c4e61c4fa5be89a3cb566a80d1%7C0%7C0%7C637248086069611524&data=4b120c4b83N8KftkGD%2F1XG8924jwOx8pTlw8IWNAGp0s%3D&reserved=0>), although there are additional considerations to satisfy the general education learning outcomes. Students are encouraged to consult with their academic adviser when making course selections.

## Faculty

**Beasley, Jennifer G.**, Ed.D. (University of Virginia), M.A. (Wichita State University), B.A. (Kansas State University), Clinical Associate Professor, Department of Curriculum and Instruction, 2009, 2018.

**Elsass, Angela Carlton**, Ed.D., Ed.S. (University of Arkansas), M.Ed. (Harding University), B.S.E. (University of Central Arkansas), Clinical Associate Professor, Department of Curriculum and Instruction, 2010, 2016.

**Imbeau, Marcia B.**, Ph.D. (University of Connecticut), M.Ed. (University of Arkansas at Little Rock), B.A. (Hendrix College), Professor, Department of Curriculum and Instruction, 1991, 2013.

**Mounts, Denise Ann**, Ed.D. (Saint Louis University), B.S.E. (Northwest Missouri State University), Clinical Associate Professor, Department of Curriculum and Instruction, 2005, 2016.

**Wissehr, Cathy**, Ed.D. (University of Missouri-Columbia), M.N.S.Ed., B.S. (Southeast Missouri State University), Clinical Associate Professor, Department of Curriculum and Instruction, 2009, 2016.

## Courses

### CIED 10003. Introduction to Technology in Education. 3 Hours.

A study of computer technology as it relates to teacher education. This course introduces students interested in teacher education to the knowledge and skills required to demonstrate their proficiency in technology and learning. (Typically offered: Fall, Spring and Summer)

### CIED 10103. Introduction to Education. 3 Hours.

Introduction to Education integrates psychological, sociological, and philosophical foundations of education with concurrent involvement in field experiences. This online course encourages prospective teachers to become reflective practitioners by emphasizing organization of school systems, planning and implementation of effective classroom environments, development of teaching styles, and new directions in education. A 12-hour early field experience designed to give prospective teachers opportunities to observe and participate in a variety of school settings is incorporated in this introductory course to education. (Typically offered: Fall and Spring)

### CIED 29403. Foundations of Language and Literacy. 3 Hours.

A foundational study of language and literacy with an emphasis on content knowledge for teachers that is essential to the components and principles of science-based literacy. Corequisite: CIED 31103. (Typically offered: Fall and Spring)

### CIED 30103. Development and Learning Theories in the K-6 Classroom. 3 Hours.

This course allows students to cultivate an understanding of how elementary students develop, process information, and learn; studies educational applications pertaining to theories of development, intelligence, and thinking dispositions.

Students study various learning theories, their implications for instruction, and their role in the K-6 classroom. Field experience required. Prerequisite: FELED or CHEDBS or ELELBS major. (Typically offered: Fall and Spring)

### CIED 301H3. Honors Development and Learning Theories in the K-6 Classroom. 3 Hours.

This course allows students to cultivate an understanding of how elementary students develop, process information, and learn; studies educational applications pertaining to theories of development, intelligence, and thinking dispositions.

Students study various learning theories, their implications for instruction, and their role in the K-6 classroom. Field experience required. Prerequisite: CHEDBS or ELELBS major and honors. (Typically offered: Fall and Spring)

This course is equivalent to CIED 30103.

### CIED 30203. Survey of Exceptionalities. 3 Hours.

A survey of the characteristics of students with exceptional needs. Reviews the definitions of exceptionalities, learning and behavior characteristics of individuals with exceptionalities and the legal basis for the education of persons with exceptionalities in both elementary and secondary schools. Prerequisite: CIED 10103, or MUED 20102, or AGED 11203, or PSYC 20003. (Typically offered: Fall, Spring and Summer)

### CIED 302H3. Honors Survey of Exceptionalities. 3 Hours.

A survey of the characteristics of students with exceptional needs. Reviews the definitions of exceptionalities, learning and behavior characteristics of individuals with exceptionalities and the legal basis for the education of persons with exceptionalities in both elementary and secondary schools. Prerequisite: Honors standing, CIED 10103, or MUED 20102, or AGED 11203, or PSYC 20003. (Typically offered: Fall, Spring and Summer)

This course is equivalent to CIED 30203.

### CIED 30303. Classroom Learning Theory. 3 Hours.

A survey of the major theories of learning with special emphasis on human learning and implications for education. Field experience required. Prerequisite: CIED 10103; or MUED 20102; or AGED 11203; or PSYC 20003. (Typically offered: Fall, Spring and Summer)

### CIED 303H3. Honors Classroom Learning Theory. 3 Hours.

A survey of the major theories of learning with special emphasis on human learning and implications for education. Field experience required. Prerequisite: Honors standing and (CIED 10103; or MUED 20102; or AGED 11203; or PSYC 20003).

(Typically offered: Fall, Spring and Summer)

This course is equivalent to CIED 30303.

**CIED 30503. The Emerging Adolescent. 3 Hours.**

This course is a study of the developmental characteristics (social, emotional, physical, moral, and intellectual) of early adolescents (ages 10-15 years). The implications of these changes for motivation, instruction, learning, and classroom management in the classroom are emphasized. Course has field component. Prerequisite: CIED 10103. (Typically offered: Fall and Spring)

**CIED 31003. Children and Adolescent Literature. 3 Hours.**

A survey of children's literary works, authors, and illustrators with emphasis on elementary grade and adolescent literature. Prerequisite: CHEDBS or ELELBS or HDFSBS BRKD or HDFSBS CDEV or PSPED major. (Typically offered: Fall and Spring)

**CIED 310H3. Honors Children and Adolescent Literature. 3 Hours.**

A survey of children's literary works, authors, and illustrators with emphasis on elementary grade and adolescent literature. Corequisite: CIED 31103. Prerequisite: CHEDBS or ELELBS major and honors. (Typically offered: Fall and Spring)  
This course is equivalent to CIED 31003.

**CIED 31103. Emergent Literacy. 3 Hours.**

An understanding of emergent literacy development through a study of science-based literacy pedagogy and practical field experiences. Field experience required. Corequisite: CIED 29403. Prerequisite: ENGL 10103, ENGL 10203, and CHEDBS or ELELBS or HDFSBS BRKD or HDFSBS CDEV or SPEDBS major. (Typically offered: Fall and Spring)

**CIED 311H3. Honors Emergent Literacy. 3 Hours.**

This course focuses on theories of children's emerging literacy and on the continuing development of literacy abilities in pre-kindergarten and early elementary years. Field experience required. Corequisite: CIED 29403. Prerequisite: ENGL 10103, ENGL 10203, and CHEDBS or ELELBS or HDFSBS BRKD or HDFSBS CDEV or SPEDBS major and honors standing. (Typically offered: Fall and Spring)  
This course is equivalent to CIED 31103.

**CIED 31203. Primary Mathematics Methods in the K-6 Classroom. 3 Hours.**

An examination of the content of elementary mathematics courses. Special emphasis given to methods of teaching the content as well as enrichment materials. Field experience required. Prerequisite: MATH 11003, MATH 22103, MATH 22203, and (CHEDBS or ELELBS major). (Typically offered: Fall and Spring)

**CIED 31303. Integrated Social Studies for the K-6 Classroom. 3 Hours.**

Focuses on the methodology of facilitating elementary students' development in language arts and social studies. Integrates the curriculum and teaching strategies in language arts and social studies. Field experience required. Prerequisite: CHEDBS or ELELBS major, and PLSC 20003 and (HIST 20003 or HIST 20103), and (HIST 11193 or HIST 11293), and (GEOG 11103 or ANTH 10203), and (ECON 30503 or ECON 21403), and (ARHS 10003 or MUSC 10003). (Typically offered: Fall and Spring)

**CIED 34503. Developmental Literacy. 3 Hours.**

A deep and comprehensive application of the development of literacy skills from decoding to fluent, comprehending readers. Field experience required. Prerequisite: CIED 29403, CIED 31103, and admission into ELELBS or CHEDBS programs. (Typically offered: Fall and Spring)

**CIED 345H3. Honors Developmental Literacy. 3 Hours.**

A deep and comprehensive application of the development of literacy skills from decoding to fluent, comprehending readers. Field experience required. Prerequisite: CIED 29403, CIED 31103, admission into ELELBS or CHEDBS programs, and honors standing. (Typically offered: Fall and Spring)  
This course is equivalent to CIED 34503.

**CIED 390H1. Honors Curriculum and Instruction Education Thesis Tutorial. 1 Hour.**

Designed to provide the foundation for the Honors Thesis. Students and faculty tutors work "one-on-one" exploring a specific topic which has been agreed upon by the student and the professor. Prerequisite: Honors candidacy and CATEBS, CHEDBS, DREDBA, EDSTBS, EGEDBA, ELELBS, FREDBA, GREDBA, SNEDBA, SPEDBS, or SSEDDBA majors. (Typically offered: Fall, Spring and Summer)

**CIED 40003. Elementary Seminar. 3 Hours.**

This course is designed to synthesize the foundational content presented in the Bachelor of Science in Education, Elementary Education program. It focuses on refinement of generalized knowledge to accommodate specialized content relevant to elementary students. Corequisite: CIED 41703. Prerequisite: CHEDBS or ELELBS major. (Typically offered: Fall)

**CIED 40103. Capstone Course for Foreign Language Licensure. 3 Hours.**

This course is designed to identify and provide evidence of content language specific proficiencies in the four skills of reading, writing, listening, and speaking a foreign language. (Typically offered: Spring)

**CIED 40203. Teaching in Inclusive Secondary Settings. 3 Hours.**

This course is designed to prepare pre-service teachers to teach in inclusive classroom settings at the secondary level. Course content will focus on the ways in which exceptionality, specifically focused on high-incidence disabilities and culture, specifically focused on English language learners mediate the learning experiences of secondary level students. (Typically offered: Summer)

**CIED 41103. Integrated Communication Skills for the K-6 Classroom. 3 Hours.**

Focuses on the methodology of facilitating elementary students' literacy development. Emphasis is on the integration of the communication skills of reading, writing, speaking, and listening across the curriculum. Prerequisite: SPCH 10003 or COMM 23203 and CHEDBS or ELELBS major. (Typically offered: Fall and Spring)

**CIED 411H3. Honors Integrated Communication Skills for the K-6 Classroom. 3 Hours.**

Focuses on the methodology of facilitating elementary students' literacy development. Emphasis is on the integration of the communication skills of reading, writing, speaking, and listening across the curriculum. Prerequisite: SPCH 10003 or COMM 23203 and CHEDBS or ELELBS major and honors. (Typically offered: Fall and Spring)

This course is equivalent to CIED 41103.

**CIED 41203. Literacy Assessment and Interventions in the Elementary Classroom. 3 Hours.**

An undergraduate course focusing on literacy assessment and intervention for prospective classroom teachers. Participants become familiar with assessment procedures and instruments for identifying student strengths and weaknesses in literacy, determining effective intervention strategies for literacy improvement, and principles of reporting assessment and intervention outcomes. Corequisite: CIED 41703. Prerequisite: CHEDBS or ELELBS major. (Typically offered: Fall)

**CIED 41301. Practicum for Secondary and Multilevel Tracks in Education. 1 Hour.**

This practicum is a requirement for entry into the EDUC MA, Master of Arts in Teaching program. Students will be involved in documented experiences with children for a minimum of 60 hours in grades K-12. Students enrolled in the multilevel track will be placed in a combination of elementary, middle, and high school settings. Students enrolled in the secondary track will be placed in a combination of middle and high school settings. Prerequisite: Cleared background check. (Typically offered: Spring and Summer)



**CIED 41303. Assessment and Instruction. 3 Hours.**

This is part of the curriculum changes to comply with new Department of Elementary and Secondary Education guidelines for K-6 teacher preparation programs. Specifically, this is updating the course to reflect current research and practice. The course changes were made so the program could continue to prepare quality teacher candidates who are able to pass all licensure exams and to be highly sought after for a teaching position. Prerequisite: CHEDBS or ELELBS major. (Typically offered: Fall)

**CIED 41403. Curriculum Design and Applications of Instructional Practice. 3 Hours.**

A course in the design and adaptation of curriculum for students in regular, elementary classrooms. Theoretical bases and curriculum models will be reviewed. Corequisite: CIED 41703. Prerequisite: CHEDBS or ELELBS major. (Typically offered: Spring)

**CIED 41503. Learner Centered Classroom Management. 3 Hours.**

This course focuses on a number of different management techniques for elementary classrooms that can be used in general education settings. Prerequisite: CHEDBS or ELELBS major. (Typically offered: Fall and Spring)

**CIED 41603. Senior Project. 3 Hours.**

This course is designed to provide students with the research skills necessary to complete their senior project. Prerequisite: CHEDBS or ELELBS major. (Typically offered: Summer)

**CIED 41703. Residency I. 3 Hours.**

Student teaching experience in a local partnership school where teacher candidates will learn, practice and master instructional strategies under the supervision of qualified mentor teachers and university faculty. Prerequisite: CHEDBS or ELELBS major. (Typically offered: Fall)

**CIED 41803. Instruction and Assessment of Writing. 3 Hours.**

Develop knowledge, skills and dispositions about writing processes, genres, and pedagogy. Field experience required. Corequisite: CIED 34503. Prerequisite: CIED 29403, CIED 31103, and admission into CHEDBS or ELELBS programs. (Typically offered: Fall and Spring)

**CIED 418H3. Honors Instruction and Assessment of Writing. 3 Hours.**

Develop knowledge, skills and dispositions about writing processes, genres, and pedagogy. Field experience required. Prerequisite: CIED 29403, CIED 31103, CIED 34503, honors standing and admission into CHEDBS or ELELBS programs. (Typically offered: Fall and Spring)  
This course is equivalent to CIED 41803.

**CIED 41903. Intermediate Math Methods. 3 Hours.**

An examination of the content of elementary mathematics courses with special emphasis given to methods of teaching the content as well as enrichment materials to learners in Grades 4-6. Prerequisite: CIED 31203. (Typically offered: Spring)

**CIED 42003. Advanced Seminar. 3 Hours.**

This course is designed to synthesize the content applied through the Bachelor of Science in Education, Elementary Education Residency. Professional attitudes, knowledge and skills relevant to elementary students as well as professional attitudes, knowledge and skills applicable to today's elementary educator are addressed. Corequisite: CIED 42906. (Typically offered: Fall)

**CIED 42805. Teaching Experience. 5 Hours.**

The teaching experience is an essential component of the Bachelor of Arts in Teaching degree. The two semester experience allows Teacher Candidates (TC) to make further application of theoretical principles of teaching and learning. Teacher Candidates will be assigned placement in area schools for both fall and spring semesters. Teacher candidates are placed in K-12 or 7-12 levels depending on their content area for licensure. The fall semester consists of a field experience including observation, co-planning, and co-teaching. The spring semester consists of an immersion experience for teacher candidates to plan and teach independently. Prerequisite: Admission to one of the following: EGEDBA, SSEDDBA, FREDDBA, GREDBA, SNEDDBA, or DREDBA. (Typically offered: Spring)

**CIED 4280V. STEM Secondary Teacher Residency. 3-6 Hour.**

The STEM Ed Secondary Teacher Residency I experience is the first of two teaching internships for STEM Ed students preparing for careers as secondary mathematics, science, and computer science teachers. The fall residency is designed to prepare teacher candidates (TCs) for their full-time teaching internship in the spring. TCs will be assigned a mentor teacher for each of two placements, junior high and high school, for which they will observe, assist, co-plan, co-teach, and teach for a minimum of 18 hours per week throughout the semester. Course meetings, assignments, and teaching observations are designed to support students as they develop their knowledge base and skills as a teacher. Corequisite: MATH 43003 or STEM 40003. (Typically offered: Spring)

**CIED 42906. Advanced Residency II. 6 Hours.**

Building on the knowledge, understanding, skills learned during the fall semester of teacher candidates' student teaching experience in a local partnership school, aspiring teachers will continue to be supported by highly qualified mentor teachers and university faculty. Candidates during this course will focus on elevating their teaching skills to have a positive impact on K-6 students' learning in preparation for having their own classroom. Corequisite: CIED 42003. Prerequisite: CIED 41703. (Typically offered: Spring)

**CIED 43603. Disciplinary Literacy in the K-6 Classroom. 3 Hours.**

Focuses on the methodology of extending K-6 learners' basic literacy development, as a foundation for intermediate and disciplinary literacy. Emphasis is on the engagement of students in the distinct reading, writing, speaking, and listening requirements of different disciplines. Prerequisite: CIED 31103 and CHEDBS or ELELBS major. (Typically offered: Fall and Spring)

**CIED 44003. Understanding Cultures in the Classroom. 3 Hours.**

This course provides pre-and in-service teachers knowledge and skills necessary for educating ethnically and linguistically diverse classrooms. Students have the opportunity to understand positive relationships while removing stereotypes and prejudices. It addresses issues for social justice education through understanding ways that children learn and communicate in their homes and communities. Students will examine how topics in multicultural education inform instructional goals, curriculum planning/implementation, and teaching practices across content areas in public K-12 classrooms. This course meets the AR teaching license ESL endorsement requirements for a culture course. Some sections of this course will contain a service learning component. (Typically offered: Fall)

**CIED 44103. Acquiring a Second Language. 3 Hours.**

The course gives an introduction to the basics in research and learning theories involved in the acquisition of second languages and cultures, particularly of English. (Typically offered: Spring)

**CIED 44203. Teaching English as a Second Language. 3 Hours.**

This course is designed to provide teacher candidates with the basic knowledge and teaching skills necessary to address the linguistic needs of English language learners (ELLs) in regular classrooms. The students in this class will learn about and use multiple strategies for promoting ELLs' reading, writing, listening, and speaking skills. Emphasis will be placed especially on differentiating early reading instruction for ELLs. Prerequisite: CHEDBS or ELELBS major. (Typically offered: Spring)

**CIED 44603. Culture and Learning. 3 Hours.**

Culture, its meanings, dimensions, and manifestations are explored in this course. How these cultural elements impact perceptions of students, classroom practices, and educational processes are explored in this course. A strength-based approach is employed to explore the issues associated with including all students within classrooms. (Typically offered: Fall, Spring and Summer)

**CIED 448H3. Honors Museum Matters: History, Practices, Culture and Controversy. 3 Hours.**

Museums are respected institutions, but few visitors have likely thought about their history, purpose and role in society and culture. This class is an introduction to museology or the study of museums. Through field trips, guest lectures, discussions, and targeted readings we will explore issues such as collecting, exhibiting, controversies, architecture and the educational challenges found in the wide world of museums. Prerequisite: Honors standing. (Typically offered: Spring Odd Years)

**CIED 450H3. Honors Charles Darwin and the Legacy of Evolution. 3 Hours.**

This highly integrated honors class draws on various perspectives to examine the life of Charles Darwin and the legacy and impact of evolution. Topics and guest instructors change each semester, but the course will focus on evolution from the perspectives of biology, anthropology, the law, philosophy, history, culture and literature. Prerequisite: Honors standing. (Typically offered: Spring Even Years)

**CIED 45303. Reading Comprehension Through Children's and Adolescent Literature. 3 Hours.**

An examination of the major genres of children and adolescent literature to develop and extend K-6 students' skills in reading comprehension. Field experience required. Prerequisite: CIED 29403, CIED 31103, CIED 34503, and admission into CHEDBS or ELELBS programs. (Typically offered: Fall and Spring)

**CIED 453H3. Honors Reading Comprehension Through Children's and Adolescent Literature. 3 Hours.**

An examination of the major genres of children and adolescent literature to develop and extend K-6 students' skills in reading comprehension. Field experience required. Prerequisite: CIED 29403, CIED 31103, CIED 34503, admission into CHEDBS or ELELBS programs, and honors standing. (Typically offered: Fall and Spring)  
This course is equivalent to CIED 45303.

**CIED 49003. Nature and Needs of the Gifted and Talented. 3 Hours.**

Educational, psychological, and social characteristics of gifted and talented children. Prerequisite: CHEDBS major. (Typically offered: Fall)

**CIED 49103. Curriculum Development in Gifted and Talented. 3 Hours.**

Examines the various models for developing curriculum and providing services for students identified for gifted programs. Prerequisite: CIED 49003. (Typically offered: Spring)

**CIED 49503. Assessment for English Learners. 3 Hours.**

This course addresses how to design appropriate assessments for English Learners taking into account their English language proficiency level and how to utilize the results of these assessments appropriately. (Typically offered: Spring)

**CIED 498HV. Curriculum and Instruction Honors Thesis/Project. 1-3 Hour.**

Designed to provide facilitation of the Honors Thesis/Project. Students and faculty work "one-on-one" to complete the honors thesis/project. Prerequisite: Honors candidacy, CIED 390H1, and CATEBS, CHEDBS, DREDBA, EDSTBS, EGEDBA, ELELBS, FREDBA, GREDBA, SNEDBA, SPEDBS, or SSEDBA major. (Typically offered: Fall, Spring and Summer) May be repeated for up to 3 hours of degree credit.

**CIED 4990V. Special Topics in Curriculum and Instruction Education. 1-6 Hour.**

Discussion and advanced studies on selected topics in curriculum and instruction. Special focus on recent and emerging topics in education. (Typically offered: Fall, Spring and Summer) May be repeated for up to 18 hours of degree credit.

**CIED 499HV. Honors Special Topics in Curriculum and Instruction Education. 1-3 Hour.**

Discussion and advanced studies on selected topics in curriculum and instruction. Special focus on recent and emerging topics in education. (Typically offered: Fall, Spring and Summer)  
This course is equivalent to CIED 4990V.