

# Curriculum and Instruction (CIED)

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Department of Curriculum and Instruction website (<http://cied.uark.edu/>)

## Degrees Conferred:

M.A.T. in Elementary Education (<http://catalog.uark.edu/graduatecatalog/programsofstudy/elementaryeducationmat/>) (ELEDMA)  
 M.A.T. in Teacher Education (<http://catalog.uark.edu/graduatecatalog/programsofstudy/teachereducation/>) (EDUCMA)  
 M.Ed. in Curriculum and Instruction (CIEDME)  
 M.Ed. in Career and Technical Education (<http://catalog.uark.edu/graduatecatalog/programsofstudy/careerandtechnicaleducationcatemed/>) (CATEME)  
 M.Ed. in Educational Equity (<http://catalog.uark.edu/graduatecatalog/programsofstudy/educationalequityedeq/>) (EDEQME)  
 M.Ed. in Educational Leadership (<http://catalog.uark.edu/graduatecatalog/programsofstudy/educationalleadershipedlemededsedd/>) (EDLEME)  
 M.Ed. in Educational Technology (<http://catalog.uark.edu/graduatecatalog/programsofstudy/educationalechnologyetecmed/>) (ETECME)  
 M.Ed. in Special Education (<http://catalog.uark.edu/graduatecatalog/programsofstudy/specialeducationspedmed/>) (SPEDME)  
 M.Ed. in Teaching English to Speakers of Other Languages (<http://catalog.uark.edu/graduatecatalog/programsofstudy/teachingenglishtospeakersofotherlanguages/>) (TESLME)  
 Ed.S. in Curriculum and Instruction (CIEDES)  
 Ed.S. in Educational Leadership (<http://catalog.uark.edu/graduatecatalog/programsofstudy/educationalleadershipedlemededsedd/>) (EDLEES)  
 Ed.D. in Educational Leadership (<http://catalog.uark.edu/graduatecatalog/programsofstudy/educationalleadershipedlemededsedd/>) (EDLEED)  
 Ph.D. in Curriculum and Instruction (CIEDPH)

## Graduate Certificates Offered (non-degree):

Applied Behavior Analysis (<http://catalog.uark.edu/graduatecatalog/programsofstudy/specialeducationspedmed/>) (APBAGC)  
 Arkansas Curriculum/Program Administrator (<http://catalog.uark.edu/graduatecatalog/programsofstudy/educationalleadershipedlemededsedd/>) (ACPAMC)  
 Autism Spectrum Disorders (<http://catalog.uark.edu/graduatecatalog/programsofstudy/specialeducationspedmed/>) (AUTSGC)  
 Building-Level Administration (<http://catalog.uark.edu/graduatecatalog/programsofstudy/educationalleadershipedlemededsedd/>) (PSBLMC)  
 District-Level Administration (<http://catalog.uark.edu/graduatecatalog/programsofstudy/educationalleadershipedlemededsedd/>) (PSDLMC)  
 STEM Education for K-6 (<http://catalog.uark.edu/graduatecatalog/programsofstudy/stem-education-stem/>) (STEMGC)

## Additional Licensing Programs (ALP)

Middle-Level Education  
 Special Education (P-Grade 4)  
 Special Education (Grades 4-12)

**Program Description:** Graduate programs in the Department of Curriculum and Instruction focus upon advanced preparation of practitioners who may serve in a variety of roles in K-12 schools, higher education, business, industry and clinical settings. Degrees and certificate programs focus on providing initial and/or additional licensure for teaching and educational leadership in K-12 schools. In addition doctoral degrees prepare practitioners for research, teaching and service roles in public education and/or higher education or positions with state, federal or community educational organizations.

**Primary Areas of Faculty Research:** The research areas of faculty vary widely based upon their area of expertise. Individual lines of inquiry range from a focus upon K-20 student, teacher, administrator and practitioner preparation and effectiveness, to content specific inquiry within the various sub-disciplines. Additional research areas cross disciplines with a focus on clinical applications and therapeutic interventions as well.

## M.Ed. in Curriculum and Instruction

The M.Ed. in Curriculum and Instruction provides additional preparation for individuals who currently hold teaching credentials or for those who wish to further their professional development in specific content area or education-related field.

## Admission to the Master's Degree Program:

Students must apply to the U of A Graduate School before consideration for admission. The M.Ed. in Curriculum and Instruction will use a variety of inputs to determine the qualifications of applicants including: (1) prior undergraduate and graduate work, (2) curriculum vita that includes related experiences, (3) writing sample from prior educational or work setting, (4) statement of purpose that addresses the fit between the applicant's educational needs and the program's learning outcomes; and (5) two letters of recommendation that address the applicant's potential for graduate study. The GRE exam will be required for applicants with an undergraduate G.P.A. below 3.0 unless applicant has already successfully completed a graduate degree.

## Requirements for the Master of Education Degree (33 hours):

### Required Courses

#### Research Tools and Foundations (9 hours)

CIED 5273	Research in Curriculum and Instruction	3
ESRM 5013	Research Methods in Education	3
CIED 5313	Principles of Qualitative Research in Curriculum & Instruction	3

#### Curriculum & Instruction Foundations (9 hours)

CIED 5423	Curriculum and Instruction: Models and Implementation	3
CIED 6133	Trends and Issues in Curriculum and Instruction	3
CIED 5983	Practicum in Curriculum & Instruction	3

#### Psycho-Sociological Foundations (6 hours)

EDFD 5373	Psychological Foundations of Teaching and Learning	3
CIED 6603	Research in Multicultural and Justice-Oriented Education	3

Interest Areas (Select a minimum of 9 credit hours of coursework in an interest area as approved by the advisory committee.) 9

Elementary Education	
English Education	
Integrated Stem Education	
Science Education	
Social Studies Education	
Gifted Education — Individuals with a valid teaching certificate may take three additional courses in this area to earn an endorsement in Gifted and Talented Education. Please see adviser regarding this option.	
TESOL — Individuals with a valid teaching certificate may take one additional course in this area to earn an endorsement in English as a second Language (ESL). Please see adviser regarding this option.	
<b>Total Hours</b>	<b>33</b>

### Research Requirement for the M.Ed. Degree

Students are not required to complete a formal master's thesis but will design and carry out an action research project in CIED 5983 Practicum in Curriculum & Instruction. Students defend their project as the comprehensive exam for the degree. This project is assessed by the students advisory committee, which includes the student's primary advisor and two other graduate faculty members.

For students who have the experience and desire necessary to complete a formal thesis, this option exists. In such cases, students will form an advisory committee and then propose, write, and defend a thesis project. The successful defense of the thesis will represent the comprehensive exam for the M.Ed. degree. Students who choose the thesis option are not required to complete or CIED 5273 or CIED 5983, but must take six hours of master's thesis credit (CIED 600V) in place of these two courses.

Students should also be aware of Graduate School requirements with regard to master's degrees (<http://catalog.uark.edu/graduatecatalog/degree requirements/#mastersdegreestext>).

### Course Sequence — Odd Year Entry

First Year	Units		
	Fall	Spring	Summer
EDFD 5373 Psychological Foundations of Teaching and Learning	3		
Interest Area Course	3		
CIED 5423 Curriculum and Instruction: Models and Implementation		3	
CIED 6603 Research in Multicultural and Justice-Oriented Education		3	
ESRM 5013 Research Methods in Education			3
Interest Area Course			3
<b>Year Total:</b>	<b>6</b>	<b>6</b>	<b>6</b>

Second Year	Units		
	Fall	Spring	Summer
CIED 5273 Research in Curriculum and Instruction	3		
CIED 6133 Trends and Issues in Curriculum and Instruction	3		
CIED 5313 Principles of Qualitative Research in Curriculum & Instruction		3	

Interest Area Course		3	
CIED 5983 Practicum in Curriculum & Instruction			3
<b>Year Total:</b>	<b>6</b>	<b>6</b>	<b>3</b>

Total Units in Sequence: 33

### Course Sequence — Even Year Entry

First Year	Units		
	Fall	Spring	Summer
CIED 6133 Trends and Issues in Curriculum and Instruction	3		
Interest Area Course	3		
CIED 5423 Curriculum and Instruction: Models and Implementation		3	
Interest Area Course		3	
ESRM 5013 Research Methods in Education			3
Interest Area Course			3
<b>Year Total:</b>	<b>6</b>	<b>6</b>	<b>6</b>

Second Year	Units		
	Fall	Spring	Summer
EDFD 5373 Psychological Foundations of Teaching and Learning	3		
CIED 5273 Research in Curriculum and Instruction	3		
CIED 6603 Research in Multicultural and Justice-Oriented Education		3	
CIED 5313 Principles of Qualitative Research in Curriculum & Instruction		3	
CIED 5983 Practicum in Curriculum & Instruction			3
<b>Year Total:</b>	<b>6</b>	<b>6</b>	<b>3</b>

Total Units in Sequence: 33

### Ed.S. in Curriculum and Instruction

**Admission to the Program:** Students must meet the admission requirements of the Graduate School. The criteria for admission to the CIED Ed.S. program includes an earned master's degree from a regionally accredited U.S. institution. Transcripts will be required.

The Ed.S. in Curriculum and Instruction will use a variety of inputs to determine the qualifications of applicants including:

1. Prior undergraduate and graduate work
2. Curriculum vita that includes related experiences
3. Writing sample from prior educational or work setting
4. Statement of purpose that addresses the fit between the applicant's educational needs and the program's learning outcomes
5. Two letters of recommendation that address the applicant's potential for graduate study.

The GRE exam will be required for applicants with an G.P.A. below 3.5 in their prior graduate work.

After admission to the Graduate School, the application is reviewed by the Curriculum and Instruction Ed.S. Admissions Committee for admission into the CIED Ed.S. Program. Admission is based on the profile of applicant educational background and career objectives.

**Program Requirements:** The program of study for the Ed.S. in Curriculum and Instruction consists of a minimum of 33 semester hours of graduate work beyond the master's degree. Each Ed.S. student must complete 2 coursework blocks based on their desired goal. Each student is also required to complete 3 semester hours of CIED 680V Ed.S. Project, which is an investigation or inquiry that demonstrates their capacity to design, implement and evaluate an intervention independently. A grade-point average of 3.25 is required for the Educational Specialist degree program on all graduate hours completed.

Students should also be aware of Graduate School requirements with regard to specialist degrees (<http://catalog.uark.edu/graduaterequirements/#specialistdegreestext>).

#### Coursework Block Combinations per Student's Goal

Complete all courses in one of the following combinations:		
Curriculum/Program Administrator: CIED and EDLE		
Special Education Program Administrator: SPED and EDLE		
K-12 Online Teaching Graduate Certificate: CIED and ETEC		
CIED: Curriculum and Instruction Course Block		15
CIED 5423	Curriculum and Instruction: Models and Implementation	
CIED 6013	Curriculum Theory, Development, and Evaluation	
CIED 5363	Teaching in K-12 Online and Blended Classrooms	
CIED 6053	Curriculum and Instruction: Learner Assessment and Program Evaluation	
CIED 5983	Practicum in Curriculum & Instruction	
EDLE: Educational Leadership Course Block		15
EDLE 5013	School Organization and Administration	
EDLE 5043	Leadership Ethics	
EDLE 5063	Instructional Leadership, Planning, and Supervision	
EDLE 5083	Analytical Decision-Making	
EDLE 5093	Effective Leadership for School Improvement	
SPED: Special Education Course Block		15
SPED 5733	Inclusive Practices for Diverse Populations	
SPED 5783	Professional and Family Partnerships	
SPED 5893	Organization, Administration and Supervision of Special Education	
SPED 6433	Legal Aspects of Special Education	
SPED 532V	Practicum in Special Education	
ETEC: K-12 Online Teaching Course Block		15
ETEC 5213	Designing Educational Media	
ETEC 5303	Teaching with Technology in the K-12 Classroom	
ETEC 6253	Teaching and Learning at a Distance	
ETEC 5313	Principles in Visual Literacy	
ETEC 6243	Advanced Instructional Design	
Ed.S. Project Requirement		3
CIED 680V	Ed.S. Project	

## Ph.D. in Curriculum and Instruction

The Ph.D. in Curriculum and Instruction is a post master's degree that focuses upon the development of theoretical knowledge, research skills and the application of research in guiding investigations and improving practice. This degree provides advanced study and preparation for individuals who wish to pursue roles as higher education professors and/or researchers and/or serve in a leadership role in a variety of educational/clinical settings.

## Admission to the Ph.D. Program in Curriculum and Instruction

Students must first apply to the UA Graduate School and then to the Department of Curriculum and Instruction where the final admission decision is made by the following deadlines:

- December 1 - Fall admission for students seeking Graduate Assistantships
- April 1 - Summer admission or fall admission for students not seeking Graduate Assistantships
- October 1 - Spring Admission

The decision to admit a student to graduate study particularly at the PhD level is multi-faceted. It involves not only a review of the students' qualifications but also the department's capacity to help each student achieve their specific personal and career goals. We expect our successful applicants to have an earned master's degree and a solid GPA and GRE scores at or above the 50th percentile (approximately 149 in Quantitative and 151 Verbal Reasoning). However, the final decision is not based solely on any single indicator, but rather through a holistic evaluation of the potential student's application materials. Students bypass full Ph.D. Admission Committee review if they meet the following minimum criteria:

- GRE Scores at the 50th percentile or above in all three areas
  - Quantitative
  - Verbal
  - Writing
- Master's degree G.P.A. of 3.5 or above
- An available faculty mentor in the desired area of interest
- Minimum of three years full-time professional teaching experience, clinical experience, or equivalent employment experiences prior to the application to the doctoral program.
- Favorable faculty mentor reviews of:
  - Writing sample which demonstrates professional writing competency
  - Letters of recommendation
  - Three years of field related experience in the desired area of interest

Students who do not meet these minimum requirements can still be admitted if their applications are approved by the Ph.D. Admissions Committee. Review by the Graduate Admissions Committee is

required for any student who wishes to be considered for a Graduate Assistantship/Fellowship. Graduate Assistantships are awarded by the CIED Department Head in consultation with the Ph.D. Admissions Committee. GA positions are limited, and are not necessarily available to the department each year. Preference is given to candidates who would also have a strong case for a Doctoral Fellowship. More information regarding the fellowships is available here (<http://graduate-recruitment.uark.edu/funding-degree/fellowships.php>).

In addition to the Graduate School application requirements, students applying for the Ph.D. in Curriculum and Instruction must also submit the following through the application portal:

1. **Resume or CV:** Current resume or CV that outlines prior educational and professional experience.
2. **Statement of Purpose:** Brief personal narrative that describes applicants's personal, educational, and professional goals. Statements of Purpose typically include educational interests, future career plans, research interests, and a description of how a Ph.D. in Curriculum and Instruction will facilitate those goals.
3. **Writing Sample:** Original writing sample (20 page maximum) that illustrates applicant's ability to communicate in a clear and creative fashion. Writing samples can take many forms, both educational and professional, as long as they provide the department with an accurate representation of the applicant's writing style and ability.

## Requirements for the Doctor of Philosophy Degree

Candidates for the Doctor of Philosophy degree must meet the general University degree requirements and complete a minimum of 102 semester hours of graduate study approved by the Doctoral Advisory Committee. The program of study for the Doctor of Philosophy candidate must include the following:

<b>Approved Master degree program</b>	<b>33</b>
<b>Curriculum and Instruction Core Courses</b>	<b>12</b>
CIED 6013 Curriculum Theory, Development, and Evaluation	
CIED 6023 Instructional Theory	
6 hours chosen from:	
CIED 6043 Analysis of Teacher Education	
or CIED 605 Curriculum and Instruction: Learner Assessment and Program Evaluation	
or CIED 613 Trends and Issues in Curriculum and Instruction	
or CIED 660 Research in Multicultural and Justice-Oriented Education	
<b>Inquiry Core Courses</b>	<b>15</b>
ESRM 6403 Educational Statistics and Data Processing	
CIED 5313 Principles of Qualitative Research in Curriculum & Instruction	
CIED 6443 Mixed Methods Research	
ESRM 6413 Experimental Design in Education	
3 hours 5000-/6000-level inquiry course <sup>1</sup>	
<b>Research Capstone</b>	<b>6</b>
CIED 674V PhD Research Internship	
CIED 6623 Research Methods and Scholarship in Curriculum and Instruction	
<b>Electives from student's area of interest in CIED</b>	<b>9</b>

Educational Technology

English Education

Gifted Education

Literacy

Math Education

Science Education

Social Studies Education

TESOL

<b>Cognate coursework <sup>1</sup></b>	<b>9</b>
<b>Dissertation <sup>2</sup></b>	<b>18</b>
CIED 700V Dissertation	
<b>Total Hours</b>	<b>102</b>

<sup>1</sup> As approved by Doctoral Advisory Committee.

<sup>2</sup> Students must be continuously enrolled after successful completion of candidacy exam and must be enrolled in at least one dissertation credit during term in which dissertation is defended.

Students should also be aware of Graduate School requirements with regard to doctoral degrees (<http://catalog.uark.edu/graduatecatalog/degreerequirements/#phdandeddgreestext>).

## Graduate Faculty

### B

**Barth, Daniel**, Ph.D., M.A. (Claremont Graduate University), B.S. (Eureka College), Assistant Professor, 2014, 2019.

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

**Beck, Dennis E.**, Ph.D. (University of Florida), B.S. (Pennsylvania State University), Associate Professor, 2010, 2016.

**Bell, Karmen V.**, M.Ed. (Indiana Wesleyan University), Clinical Instructor, 2015.

**Bell, Kathryn M.**, Ph.D. (University of Pittsburgh), Lecturer, 2019.

**Bengtson, Ed**, Ph.D. (University of Georgia), Ed.S. (George Washington University), M.A. (California State University-Sacramento), B.S. (Pennsylvania State University), Associate Professor, 2010, 2016.

**Blair, Alissa**, Ph.D. (University of Wisconsin-Madison), M.E.D. (University of Notre Dame), B.A. (Saint Mary's College), Assistant Professor, 2020.

**Bowles, Freddie A.**, Ph.D., M.A. (University of Arkansas), B.A. (Arkansas State University), Associate Professor, 2004, 2013.

**Brady, Kevin P.**, Ph.D. (University of Illinois-Champaign-Urbana), M.A. (Columbia University), B.A. (Binghamton University), Professor, 2014, 2020.

**Burgin, Stephen**, Ph.D., Ed.S., M.Ed., B.S. (University of Florida), Associate Professor, 2014, 2020.

**Burks, Lizette Anita**, Ed.D. (University of Kansas), Instructor, 2019.

### C

**Caldwell, Nicolette S.**, Ph.D., M.Ed. (University of Texas at Austin), Lecturer, 2020.

**Carter, Vinson R.**, Ph.D., M.A.T., B.S. (University of Arkansas), Associate Professor, 2008, 2019.

**Collet, Vicki S.**, Ph.D. (State University of New York at Buffalo), M.A. (University of Northern Colorado), B.A. (University of Utah), Associate Professor, 2012, 2018.

**Collins, Kathleen**, Ph.D., M.A., B.A. (University of California-Santa Barbara), Professor, 2002, 2012.

**Connors, Sean P.**, Ph.D. (The Ohio State University), M.S. (Elmira College), B.A. (SUNY Geneseo), Associate Professor, 2010, 2016.



**D**

**Daugherty, Michael**, Ed.D., M.S., B.S. (Oklahoma State University), Distinguished Professor, 2005.

**Deaton, Sheri**, Ph.D., M.A.T., B.S.E. (University of Arkansas), Instructor, 2016.

**Diaz, Eva I.**, Ph.D., M.Ed. (Pennsylvania State University), B.A. (University of Puerto Rico), Research Associate, 2014.

**Dingler, Matt**, Ph.D. (University of Arkansas), M.A. (University of Missouri), Lecturer, 2020.

**E**

**Eilers, Linda Hale**, Ph.D. (Louisiana State University at Shreveport), M.Ed., B.S.E. (University of Arkansas at Little Rock), Clinical Associate Professor, 2001.

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

**Endacott, Jason L.**, Ph.D., M.S. (University of Kansas), B.S. (Kansas State University), Associate Professor, 2011, 2016.

**G**

**Gethers, Katchia**, Ed.D. (John Hopkins University), Lecturer, 2019.

**Goering, Christian Z.**, Ph.D., M.S. (Kansas State University), B.A. (Washburn University), Professor, 2007, 2018.

**Greene, Aleza R.S.**, Ph.D., M.A. (Brandeis University), B.A. (Tufts University), Clinical Assistant Professor, 2006.

**H**

**Hanson, David**, M.Ed. (University of Arkansas), Lecturer, 2020.

**Hobson, Judith A.**, Ed.S. (University of Arkansas), Lecturer, 2020.

**Holland, Beth**, Ed.D. (John Hoskins University), Lecturer, 2019.

**Howard, John E.**, Ed.D. (John Hopkins University), M.A. (Bowie State University), Lecturer, 2020.

**Hutchins, Rhett J.**, Ph.D. (University of Georgia), M.Ed., B.S. (Clemson University), Clinical Associate Professor, 2014, 2020.

**I**

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

**J**

**Johnson-Carter, Charlene M.**, Ph.D. (Emory University), M.B.A. (Atlanta University), M.Ed., B.A. (University of Cincinnati), Associate Professor, 1992, 1998.

**Jones, Clinton G.**, Ed.D. (Arkansas Tech University), Ed.S. (Harding University), Assistant Professor, 2019.

**Jones, Marsha L.**, Ed.D. (University of Arkansas), M.A. (Webster University), Lecturer, 2020.

**K**

**Karnes, Alison**, Ph.D. (University of Arkansas), M.A. (Adler University), Lecturer, 2020.

**Kent, Laura B.**, Ph.D. (University of Wisconsin-Madison), M.S. (Purdue University Calumet), B.S. (Purdue University), Associate Professor, 2006.

**Kerr, Grace R.**, Ph.D. (University of Arkansas), M.A. (Texas A&M University), B.A. (Sam Houston State University), Clinical Assistant Professor, 2006.

**King, Bonnie**, M.A.T., B.S.E. (University of Arkansas), Clinical Instructor, 2015.

**Kucharczyk, Suzanne**, Ed.D. (Columbia University Teacher's College), M.Ed., B.S. (University of Illinois-Urbana-Champaign), Associate Professor, 2014, 2020.

**L**

**Lasater, Kara A.**, Ed.D. (University of Arkansas), Ed.S., M.S. (Pittsburg State University), B.A. (Drury University), Assistant Professor, 2014, 2017.

**Lee, Yi-Jung**, Ph.D. (University of Georgia), M.S. (National Taiwan Normal University), B.Ed. (National Taitung University), Assistant Professor, 2019.

**Lopez, Trish A.**, M.A.T. (Arkansas Tech University), Research Associate, 2020.

**Lorah, Elizabeth R.**, Ph.D., M.S.Ed., B.A. (Temple University), Associate Professor, 2013, 2018.

**M**

**Mayes, Eric**, Ph.D. (Howard University), Associate Professor, 2019.

**McComas, Kim Krusen**, Ph.D. (University of Arkansas), M.A. (West Chester University of Pennsylvania), B.A. (University of Arizona), Teaching Associate Professor, 2012, 2020.

**McComas, William**, Ph.D. (University of Iowa), M.S. (West Chester University of Pennsylvania), B.S. (Lock Haven University of Pennsylvania), Distinguished Professor, Parks Family Professor of Science Education, 2006, 2018.

**Mears, Derrick**, Ph.D. (University of Arkansas), M.S., B.S. (University of Central Missouri), Teaching Associate Professor, 2014.

**Mounds, Denise Ann**, Ed.D. (Saint Louis University), B.S.E. (Northwest Missouri State University), Clinical Associate Professor, 2005, 2016.

**Murphy, Cheryl Ann**, Ed.D., M.A., B.A. (West Virginia University), Professor, 1996, 2017.

**N**

**Norwood, Demeka L.**, Ph.D. (University of Missouri), Lecturer, 2019.

**O**

**Ogilvie, Christine R.**, Ph.D. (University of Central Florida), Lecturer, 2019.

**Orr, Betsy**, Ed.D., M.Ed. (University of Arkansas), B.A. (University of Arkansas at Monticello), Associate Professor, 1989, 2000.

**Owen, Donna S.**, M.S., B.S., B.A. (University of Arkansas), Clinical Instructor, 2005.

**P**

**Penner-Williams, Janet**, Ed.D., M.Ed., B.S.E. (University of Houston), Associate Professor, 2005, 2016.

**Pijanowski, John C.**, Ph.D., M.S. (Cornell University), B.A. (Brown University), Professor, 2007, 2010.

**R**

**Ralston, Christine R.**, Ph.D. (Purdue University), M.Ed., B.S. (Indiana Wesleyan University), Clinical Associate Professor, 2015, 2020.

**Regan, Tara**, Ph.D. (University of North Carolina at Chapel Hill), M.S.W. (University of North Carolina at Charlotte), Lecturer, 2020.

**Richmond, Roderick F.**, Ed.D., Ed.S. (Union University), M.Ed. (University of Mississippi), Lecturer, 2020.

**S**

**Sandven, Martha L.**, M.A.T. (University of Arkansas), M.A. (University of Kansas), Lecturer, 2020.

**Scaff, Jacqelyn**, M.Ed. (Harding University), Lecturer, 2020.

**Schaefer-Whitby, Peggy**, Ph.D. (University of Central Florida), M.A. (University of Houston-Clear Lake), B.A. (St. Cloud State University), Professor, 2012, 2020.

**Slocum, Megan M.**, Ed.D. (Harding University), Lecturer, 2019.

**Smith, Christy L.**, Ed.D., Ed.S., M.S.E., B.S.E. (University of Arkansas), Clinical Assistant Professor, 2019.

**Smith, Tom E.C.**, Ed.D. (Texas Tech University), M.Ed., B.S.E. (University of Mississippi), University Professor, 2002, 2009.

**Speight, Dana Renee**, Ph.D. (University of Arkansas), Clinical Assistant Professor, 2019.

## T

**Terrell, Joyce E.**, Ph.D. (University of Arkansas), Instructor, 2019.

## W

**Watson, Angela R.**, Ph.D. (University of Arkansas), Lecturer, 2019.

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

## Y

**Yancy-Taylor, Pamela N.**, Ed.D. (Freed-Hardeman University), Instructor, 2019.

**Young, Heather D.**, Ph.D. (University of Arkansas), M.S. (University of Tennessee), B.S. (Arkansas Tech University), Associate Professor, 2007, 2019.

## Courses

### **CIED 5003. Elementary Education Seminar. 3 Hours.**

This course is designed to synthesize the foundational content presented in the Master of Arts in Teaching core courses. It focuses on refinement of the generalized knowledge to accommodate specialized content children. Professional attitudes, knowledge and skills relevant to elementary students. Professional attitudes, knowledge and skills applicable to today's elementary educator are addressed. Prerequisite: Admission to Elementary Education (ELEDMA) M.A.T. program. (Typically offered: Spring)

### **CIED 5013. Measurement, Research and Statistical Concepts in the Schools. 3 Hours.**

An introduction to constructing, analyzing, and interpreting tests; types of research and the research process; qualitative and quantitative techniques for assessment; and descriptive and inferential statistics. Prerequisite: Admission to graduate school. (Typically offered: Summer)

### **CIED 5022. Classroom Management Concepts. 2 Hours.**

A number of different classroom management techniques are studied. It is assumed that a teacher must possess a wide range of knowledge and skills to be an effective classroom manager. Prerequisite: Admission to either Elementary Education (ELEDMA) or Teacher Education (EDUCMA) M.A.T. program. (Typically offered: Fall)

### **CIED 5032. Curriculum Design Concepts for Teachers. 2 Hours.**

The design and adaptation of curriculum for students in regular and special K-6 classrooms. Theoretical bases and curriculum models are reviewed. Concurrent clinical experiences in each area of emphasis are included. Prerequisite: Admission to Elementary Education (ELEDMA) M.A.T. program. (Typically offered: Spring)

### **CIED 5053. Multicultural Issues in Elementary Education. 3 Hours.**

This course provides an introduction to the major concepts and issues related to multicultural education in elementary classrooms. The ways in which race, class, gender and exceptionality influence students' behavior are discussed. Prerequisite: Admission to graduate school. (Typically offered: Spring Odd Years; Summer)

### **CIED 5063. Disciplinary Literacies in Education. 3 Hours.**

This course teaches the integration of reading, writing, and new literacies within the discipline and across disciplines. Theory and strategy are presented as integrated strands of the language process as presented in the context of instructional principles and suggested teaching practices. A solid research base is emphasized while keeping the focus on practical application. Prerequisite: Admission to Teacher Education (EDUCMA) M.A.T. program. (Typically offered: Fall) May be repeated for up to 6 hours of degree credit.

### **CIED 5073. Action Research in Elementary Education. 3 Hours.**

Provides the students with experience in conducting case studies and action research related to childhood education. In addition, students gain knowledge regarding practices used in ethnographic research. Prerequisite: Admission to Elementary Education (ELEDMA) M.A.T. program. (Typically offered: Spring)

### **CIED 508V. Elementary Education Cohort Teaching Internship. 1-6 Hour.**

Full-time student teaching in grades K-6 to be repeated both fall and spring semesters. Students will practice and master instructional strategies under the supervision of qualified mentor teachers and university faculty members. (Typically offered: Fall and Spring) May be repeated for up to 6 hours of degree credit.

### **CIED 5153. Arts Integration in Practice. 3 Hours.**

(Formerly CIED 4083.) Arts integration course including the ideas, design, and implementation of practices in the classroom, board room, and professional field that enrich the experiences of all stakeholders while building right-brain thinking skills for the new millennium. Graduate degree credit will not be given for both CIED 4083 and CIED 5153. (Typically offered: Spring Even Years) May be repeated for up to 6 hours of degree credit.

### **CIED 5162. Applied Practicum. 2 Hours.**

Provides laboratory experiences for CIED 5173 (Literacy Assessment and Intervention). Corequisite: CIED 5173. Prerequisite: Admission to Elementary Education (ELEDMA) M.A.T. program. (Typically offered: Fall)

### **CIED 5173. Literacy Assessment and Intervention. 3 Hours.**

Focuses on assessment of young children's literacy skills. Techniques discussed include informal observation, miscue analysis, and portfolio assessment. Prerequisite: Admission to graduate school. (Typically offered: Fall and Summer)

### **CIED 5203. English Language Arts/Speech & Drama Methods of Instruction. 3 Hours.**

This course provides an introduction to teaching English language arts (ELA) and speech/drama in the context of elementary, middle and high school settings. The topics, issues, methods, and materials encompassing philosophical, cognitive, and psychological dimensions of teaching the content area provide the major tenets of instruction. (Typically offered: Summer)

### **CIED 5213. Issues and Trends in Literacy. 3 Hours.**

This course provides an examination of practices to teaching literacy, broadly defined. The topics, issues, methods, and materials encompassing philosophical, cognitive, and psychological dimensions of teaching provide the major tenets of instruction. Prerequisite: Admission to Teacher Education (EDUCMA) M.A.T. program or instructor consent. (Typically offered: Spring) May be repeated for up to 6 hours of degree credit.

### **CIED 5223. Learning Theory. 3 Hours.**

This course provides the student with information about foundational issues in education, including history and philosophy of American Education, psychological and social theories of education, characteristics of learners, and learning processes. Prerequisite: Admission to Teacher Education (EDUCMA) M.A.T. program. (Typically offered: Summer)

### **CIED 5232. Interdisciplinary Studies. 2 Hours.**

Introduction to the nature of interdisciplinary study: curricular content, course planning (topics and themes), instructional strategies, and evaluation and assessment. Prerequisite: Admission to the M.A.T. program. (Typically offered: Fall, Spring and Summer)

### **CIED 5243. The Moral Mind in Action. 3 Hours.**

(Formerly CIED 4433.) The Moral Mind in Action explores how people reason through moral dilemmas and prepares students to more effectively recognize and resolve moral problems. Best practices of teachers and administrators of K-16 character education programs are discussed. Graduate degree credit will not be given for both CIED 4433 and CIED 5243. (Typically offered: Fall)

**CIED 5253. Moral Courage. 3 Hours.**

(Formerly CIED 4443.) Moral Courage explores the factors that support translating moral thinking into moral action. This course draws from the field of positive psychology to guide students as they leverage existing strengths and develop new strategies for acting with moral courage in their personal and professional lives. Best practices of teachers and administrators of K-16 character education programs are discussed. Graduate degree credit will not be given for both CIED 4443 and CIED 5253. (Typically offered: Spring)

**CIED 5263. Assessment, Evaluation, and Practitioner Research. 3 Hours.**

A study of assessment, testing, and evaluative procedures in classrooms including types of tests, abuses of tests, test construction, scoring, analysis and interpretation, statistical methods, and alternative evaluation and assessment techniques. Classroom-based data collection and analysis. Prerequisite: Admission to Teacher Education (EDUCMA) M.A.T. program. (Typically offered: Fall)

**CIED 5273. Research in Curriculum and Instruction. 3 Hours.**

An introduction to inquiry and research in curriculum and instruction. It examines the principles, strategies, and techniques of research, especially qualitative inquiry. Qualitative method in assessment and evaluation are considered. Practicum in educational research and evaluation is done as part of the class. (Typically offered: Fall)

**CIED 528V. Teaching Experience. 1-6 Hour.**

The teaching experience is an essential component of the Masters 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. 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 Teacher Education (EDUCMA) M.A.T. program. (Typically offered: Fall and Spring) May be repeated for up to 6 hours of degree credit.

**CIED 5313. Principles of Qualitative Research in Curriculum & Instruction. 3 Hours.**

Designed specifically for aspiring qualitative researchers who wish to conduct research in settings unique to curriculum and instruction. Methods of research design, data analysis, and writing for publication will be emphasized. Strongly recommended for graduate students who are considering a qualitative thesis or dissertation in curriculum and instruction. (Typically offered: Spring Odd Years)

**CIED 5333. Curriculum Theory and Development for Educators. 3 Hours.**

The design and adaptation of curriculum for students in regular and special K-12 classrooms. Theoretical bases and curriculum models are reviewed. Concurrent clinical experiences in each area of emphasis are included. Prerequisite: Admission to Teacher Education (SEEDMA or EDUCMA) M.A.T. program. (Typically offered: Summer) May be repeated for up to 6 hours of degree credit.

**CIED 5363. Teaching in K-12 Online and Blended Classrooms. 3 Hours.**

The study of curriculum, instructional methods and assessment techniques to facilitate student learning in K-12 virtual and blended teaching environments. Students enrolled in the course will be required to demonstrate knowledge of prevalent and relevant models of K-12 curriculum, web-based instructional methods, assessment techniques and utilize tools for the development and implementation of effective instruction in the K-12 virtual classroom. Prerequisite: Graduate standing. (Typically offered: Fall)

**CIED 5393. Introduction to Linguistics. 3 Hours.**

This course is an introduction to human language. The goal is to understand what it means to speak a language, including an introduction to phonetics and phonology (specifically the sound system of American English), morphology (the rules of English at the word level), syntax (rules that govern sentence level language), semantics (meanings of words) and sociolinguistics (or the study of language use in its social context). (Typically offered: Fall)

**CIED 5423. Curriculum and Instruction: Models and Implementation. 3 Hours.**

The study of models of curriculum and instruction and their implementation to facilitate student learning in a variety of instructional environments. (Typically offered: Spring)

**CIED 5443. Methods of Teaching Foreign Language K-12. 3 Hours.**

Study of the methods and materials in the teaching of foreign language in K-12 settings as well as the theories of second language acquisition. Includes philosophical, cognitive, and psychological dimensions of teaching foreign languages. The planning of instruction, microteaching, and the development of instructional materials are included. Prerequisite: Admission to Teacher Education (EDUCMA) M.A.T. program. (Typically offered: Fall) May be repeated for up to 6 hours of degree credit.

**CIED 5453. Evaluation Techniques. 3 Hours.**

Evaluation of learning using traditional means of assessment as well as alternative or authentic assessment techniques. (Typically offered: Irregular)

**CIED 5461. Capstone Research Seminar. 1 Hour.**

This course provides students with basic knowledge and practical skills in understanding, utilizing and implementing a research design project with a focus in the discipline of curriculum and instruction with particular emphasis of some aspect of teaching and/or learning. As a part of this course students will design, conduct and report the results of an action research study undertaken in the teaching internship. Prerequisite: Admission to Teacher Education (EDUCMA) M.A.T. program. (Typically offered: Spring) May be repeated for up to 2 hours of degree credit.

**CIED 5513. Sound System of American English. 3 Hours.**

This course will study the structure and development of American English (AE). Topics include: 1) the structure/systems of American English pronunciation, 2) vowels, 3) consonant system (including such features as minimal pairs, 4) prosody, intonation, rhythm, and stress, and 5) regionalism and social varieties, and 6) pedagogical approaches to teaching the features of American English. (Typically offered: Fall)

**CIED 5523. Instructional Practices in Teaching Foreign Language. 3 Hours.**

A pedagogical studies course based on the theoretical and practical aspects of methods, techniques, and materials for effective teaching of foreign languages in K-12 schools. Prerequisite: Admission to Teacher Education (EDUCMA) M.A.T. program. (Typically offered: Spring) May be repeated for up to 6 hours of degree credit.

**CIED 5543. Structures of American English. 3 Hours.**

This course provides an introduction to the grammars of English, including (but not restricted to) traditional, structural, and transformational-generative (universal grammar). It includes approaches to the teaching of all types of grammars. (Typically offered: Spring and Summer)

**CIED 5553. Social Justice and Multicultural Issues in Education. 3 Hours.**

This seminar provides an introduction to the major concepts and issues related to multicultural education and social justice in education and the ways in which race, ethnicity, class, gender, and exceptionality influence students' behavior. The course also examines the intersection of teacher and student perceptions of identity, schooling, and learning and the effects on educational systems. Prerequisite: Admission to Teacher Education (EDUCMA) M.A.T. program (Typically offered: Summer) May be repeated for up to 6 hours of degree credit.

**CIED 5563. Teaching Internship/Action Research. 3 Hours.**

During this course, Master's candidates will be provided with classroom time to prepare to teach and then will be assigned to a classroom or classrooms. During this time the candidates will have an opportunity (under supervision) to observe, to teach and to participate in classroom activities. Additionally, candidates will research some area of their own pedagogy relevant to the experience. (Typically offered: Irregular)

**CIED 5573. Foundations of Literacy. 3 Hours.**

Teaching of reading to children; techniques, research, and modern practices. (Typically offered: Fall, Spring and Summer)

**CIED 5593. Advanced Diagnosis and Intervention. 3 Hours.**

Emphasizes the diagnosis and remediation of reading difficulties in the classroom setting. Students are expected to become familiar with cause of reading failure, diagnosis instruments and procedures, principles of report writing, and corrective instructional methods and materials. The course is open to graduate students with instructor's consent. Enrollment limited to 20. Prerequisite: CIED 5573. (Typically offered: Irregular)

**CIED 5683. Adolescent Literature. 3 Hours.**

Content course in adolescent literature including selection, reading, evaluation, and psychological basis of classic and contemporary works. (Typically offered: Fall, Spring and Summer)

**CIED 5713. Integrating the Elementary Curriculum. 3 Hours.**

This course focuses on meaningful integration of science, mathematics, literacy, social studies, art, and music in the elementary classroom. A strong foundation for integrating the elementary curriculum will be developed by providing students with theoretical frameworks, research, resources, and methods related to classroom practice. Strategies to coordinate the integration of these subject areas for the K-4 classroom will be modeled. (Typically offered: Summer)

**CIED 5723. Nature and Needs of Persons with Mild Disabilities. 3 Hours.**

Educational, psychological, and social characteristics of individuals who have mild disabilities with emphasis on educational methods and modifications. Prerequisite: CIED 3023. (Typically offered: Fall)

**CIED 5733. Educator as Researcher. 3 Hours.**

Survey of methods for practitioner research in education with emphasis on analyzing educational research, creating valid and reliable educational assessments, utilizing research strategies for classroom data collection, interpreting data to analyze the impact of educational interventions, and disseminating findings for collaboration with other educators. (Typically offered: Summer)

**CIED 5803. Nature and Needs of the Gifted and Talented. 3 Hours.**

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

**CIED 5813. 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 5803. (Typically offered: Spring)

**CIED 5823. Gifted and Talented (Structured) Practicum. 3 Hours.**

Supervised field experience in gifted education programs, schools, institutions, and other facilities for gifted/talented children. Prerequisite: CIED 5813. (Typically offered: Summer)

**CIED 5843. Representations of American Education in Film. 3 Hours.**

This course provides an examination of students, teachers, administrators, schools, and schooling as they exist on the silver screen. Of particular interest is how film representations and misrepresentations potentially affect public perceptions of education. This course draws on educational theory and the field of cultural studies. (Typically offered: Irregular)

**CIED 5853. Issues in Mathematics Education. 3 Hours.**

Study of research in mathematics education and applications to classroom teaching and learning. Emphasis will be given past and current research in the areas of students' cognitive development in mathematics, mathematics curriculum development, and teaching practices and assessment. (Typically offered: Irregular)

**CIED 5913. Parent/Family Engagement for Culturally & Linguistically Diverse Students. 3 Hours.**

Students will investigate characteristics of family-community engagement systems and models serving culturally and linguistically diverse (CLD) students and families. Identify qualities of a welcoming, accepting environment for CLD families and implement some of these characteristics in their classroom and schools. Support communication and facilitate contributions by CLD families to the school and community including leadership roles. Demonstrate knowledge, skills, best practices and resources to enhance CLD family-community engagement by developing and implementing a service-learning project in their school or community. Prerequisite: Graduate standing. (Typically offered: Summer)

**CIED 5923. Second Language Acquisition. 3 Hours.**

This is one of four courses leading to Arkansas approved endorsement for teaching English as a Second Language (ESL). The course gives an introduction to the basics in research and learning theories involved in the acquisition of second languages and cultures, particularly ESL. (Typically offered: Fall)

**CIED 5933. Second Language Methodologies. 3 Hours.**

This is one of a series of four courses leading to Arkansas approved endorsement for teaching English as a Second Language (ESL). The course introduces the basics in approaches, methodologies, techniques, and strategies for teaching second languages, especially ESL. (Typically offered: Spring)

**CIED 5943. Teaching People of Other Cultures. 3 Hours.**

This is one in a series of four courses leading to Arkansas approved endorsement for teaching English as a Second Language (ESL). The course focuses on cultural awareness, understanding cultural differences, and instruction methods for integrating second cultures, especially the culture of the United States, into the curriculum. (Typically offered: Fall)

**CIED 5953. Second Language Assessment. 3 Hours.**

This is one in a series of four courses leading to Arkansas approved endorsement for teaching English as a Second Language (ESL). The course introduces basic methods for testing, assessing and evaluating second language, especially ESL, learners for placement purposes and academic performance. (Typically offered: Spring)

**CIED 5973. Practicum in Secondary Education. 3 Hours.**

Students will engage in action research in a school setting to advance their knowledge of teaching and learning venues including schools and informal learning environments. Prerequisite: Permission. (Typically offered: Fall and Spring)

**CIED 5983. Practicum in Curriculum & Instruction. 3 Hours.**

This course will provide degree candidates with advance knowledge of teaching in the elementary or secondary schools. This will be accomplished through a semester-long practicum during which an action research project will be designed, enacted, and reported. (Typically offered: Irregular) May be repeated for up to 6 hours of degree credit.

**CIED 599V. Special Topics. 1-18 Hour.**

Special topics. (Typically offered: Fall, Spring and Summer) May be repeated for up to 18 hours of degree credit.

**CIED 600V. Master's Thesis. 1-6 Hour.**

This course is designed for students completing a thesis at the master's level in curriculum and instruction and related programs. It may be taken multiple times for 1-6 credits but no more than 6 credits will be counted toward the degree. Prerequisite: Graduate Standing (Typically offered: Fall, Spring and Summer) May be repeated for degree credit.

**CIED 6013. Curriculum Theory, Development, and Evaluation. 3 Hours.**

Principles and concepts of curriculum and development, with an analysis of the factors basic to planning, the aims of the educational program, the organization of the curriculum, curriculum models, and elements desirable in the curriculum of schools including evaluation. (Typically offered: Fall Odd Years)



**CIED 6023. Instructional Theory. 3 Hours.**

Study of psychological, anthropological, sociological, and educational theories of instruction and learning. Emphasis is placed on synthesizing a broad range of existing and emerging perspectives in understanding individual, interactional and contextual phenomena of instruction and learning. (Typically offered: Spring Even Years)

**CIED 6033. Content Specific Pedagogy. 3 Hours.**

This course explores the relationship between the content of courses taught in schools and the pedagogical principles that the teaching of the content requires. Students will discuss and synthesize findings from the research literature and from personal investigation. (Typically offered: Irregular)

**CIED 6043. Analysis of Teacher Education. 3 Hours.**

This course examines issues, problems, trends, and research associated with teacher education programs in early childhood, elementary, special education, and secondary education. Prerequisite: CIED 6023. (Typically offered: Summer Even Years)

**CIED 6053. Curriculum and Instruction: Learner Assessment and Program Evaluation. 3 Hours.**

This course provides an overview of designing, implementing and analyzing learner assessments as well as systemic and program evaluations in a variety of instructional environments. (Typically offered: Spring Even Years)

**CIED 6073. Seminar in Developing Creativity. 3 Hours.**

A study of the facets of creativity, how they can be applied to be used in one's everyday life, how they can be applied in all classrooms, and how to encourage the development of these in students. (Typically offered: Irregular)

**CIED 6083. Piaget's Theory and Instruction. 3 Hours.**

Piaget's theory has been applied to classroom instruction in various settings. This course will investigate the theory in depth, study classroom application, and students will devise application. Prerequisite: CIED 6023. (Typically offered: Spring Odd Years)

**CIED 6093. Vygotsky in the Classroom. 3 Hours.**

This course introduces the cultural-historical theory of L. Vygotsky and considers its complexity. The comprehensive nature of Vygotsky's heritage and the importance of the sociocultural context for understanding his work is emphasized, as well as the implications of his theories for contemporary educational settings. (Typically offered: Spring Odd Years)

**CIED 6123. New Literacy Studies. 3 Hours.**

In the past decade scholars have expressed an interest in the diverse literacy practices in which adolescents engage outside of school. In using new media, adolescents interweave multiple sign system, including word and image, to construct a narrative or communicate information. How do readers interpret these texts? What conventions do authors manipulate to influence the meanings they construct? This course aims to answer these and other questions. (Typically offered: Fall Odd Years) May be repeated for up to 12 hours of degree credit.

**CIED 6133. Trends and Issues in Curriculum and Instruction. 3 Hours.**

Analysis of trends and issues in curriculum and instruction with emphasis on political/social contexts and prevailing philosophies/theories/practices across disciplines. Prerequisite: Admittance in Ed.D, Ed.S. or Ph.D. program. (Typically offered: Fall Even Years)

**CIED 6143. Differentiated Instruction for Academically Diverse Learners. 3 Hours.**

Major focus of this course will be the examination of differentiated instruction, a teaching philosophy appropriate for a wide range of learners. (Typically offered: Summer)

**CIED 6153. Theories of Literacy and Language Learning.. 3 Hours.**

In this seminar, students consider theories of literacy and language learning and their implications for practice and research. Theories are viewed as historically and socially situated, and students reflect on how their own work might be situated within these theories. The ways in which theories support research methodology are also explored. (Typically offered: Fall Even Years)

**CIED 6163. Social and Emotional Components of Gifted and Talented Students. 3 Hours.**

Purpose of this course is to study the theoretical and practical aspects of those affective issues, behaviors, and experiences often associated with gifted and talented students. (Typically offered: Summer Even Years)

**CIED 6173. Reviews of Research in Reading Comprehension. 3 Hours.**

In this online course, students will learn types of reviews of research, including qualitative systematic reviews and meta-analyses, and will conduct a review of research on a topic related to reading comprehension. Students will consider implicit and explicit definitions of comprehension and the influence various definitions have on assessment, instruction, policy and research and will examine comprehension in different contexts, disciplines, genres, and platforms. The course is a CIED Area of Study or Cognate Course (not part of the Inquiry Core). (Typically offered: Summer Even Years)

**CIED 6183. Theory and Research in Arts Integration. 3 Hours.**

Content course in arts integration including the pedagogy, design, and implementation of lesson plans which simultaneously address core curriculum learning targets and teach skills through the visual and performing arts in order to address the needs of the learners of the new millennium. Prerequisite: Instructor consent. (Typically offered: Spring and Summer)

**CIED 6193. Teaching English Language Learners in the Content Areas. 3 Hours.**

This course prepares teachers to teach English language learners in math, science, and social studies. These subject areas each have their own vocabulary that must be mastered by English language learners. The course focuses on teachers of both children and adults. (Typically offered: Spring)

**CIED 6243. Bakhtin in Language, Literacy, and Research. 3 Hours.**

This seminar course explores a growing body of theory, research, and applications inspired by the ideas of Russian scholar Mikhail M. Bakhtin, who provides a unique perspective on language, literacy, and culture. Bakhtin's focus on the process of meaning-making through dialogic interaction is relevant for educators in all academic areas. Bakhtin's ideas provide a powerful humanistic alternative to prevailing formalistic tendencies in studying language, culture, and education. Many modern orientations, such as discourse analysis and dialogic pedagogy, can be traced to Bakhtinian concepts. In addition to exploring Bakhtinian concepts in language and literacy, this course applies a Bakhtinian framework for research. (Typically offered: Fall Odd Years)

**CIED 6313. Issues, History, and Rationale of Science Education. 3 Hours.**

This course is the foundation experience for those interested in the discipline of science education. It provides an overview of the fundamental issues in and vocabulary of science education. The course includes the research basis for science teaching, the literature of science education, and the issues and controversies surrounding the teaching of science. (Typically offered: Irregular)

**CIED 6333. Nature of Science: Philosophy of Science for Science Educators. 3 Hours.**

The Nature of Science is a hybrid arena consisting of aspects of the philosophy, history and sociology of science along with elements of the psychology of scientific observations all targeting the complete understanding of how science actually functions. Prerequisite: Admission to grad school. (Typically offered: Irregular)

**CIED 6343. Advanced Science Teaching Methods. 3 Hours.**

This course is designed for those educators who have had some previous instruction in science teaching methods and/or had some prior science teaching experience. Students will gain new or renewed perspectives with respect to their personal teaching ability while engaging in discussions and activities designed to assist others in professional growth in science instruction. Prerequisite: Admission to graduate school. (Typically offered: Irregular)

**CIED 6443. Mixed Methods Research. 3 Hours.**

This course will provide opportunities for students to acquire the skills, knowledge, and strategies necessary to design and implement a mixed methods research study. Emphasis is upon developing research questions, developing a research design, selecting a sample, and utilizing appropriate techniques for analyzing data. (Typically offered: Fall)

**CIED 6533. Problem-Based Learning and Teaching. 3 Hours.**

A course in the design, development, and delivery of the problem-based learning (PBL) model. Theoretical cases and curriculum models will be centered on issues and models related to PBL. (Typically offered: Irregular)

**CIED 6603. Research in Multicultural and Justice-Oriented Education. 3 Hours.**

This course examines issues related to the implementation of and research on multicultural and social justice education. The meanings, dimensions, influences, manifestations, and status of varied cultures within schools (kindergarten to twelfth grades) and society are emphasized. The implications of these varied dimensions of culture on educational processes, and research including design, implementation and interpretation, are studied. (Typically offered: Spring)

**CIED 6623. Research Methods and Scholarship in Curriculum and Instruction. 3 Hours.**

In this course students will look at methods and practices in writing a successful dissertation proposal. Emphasis will be placed on research studies, collection of reliable and valid data, and analysis of data. Throughout the course, topics will focus on what scholarship looks like in curriculum and instruction. Prerequisite: Advanced standing in the doctoral program. (Typically offered: Fall)

**CIED 6653. Advanced Methods of Qualitative Research in Curriculum & Instruction. 3 Hours.**

Designed specifically for emerging researchers who seek to advance their knowledge, skills, and aptitudes for engaging in qualitative research in curriculum and instruction. Advanced modes of data collection, analysis and organization of findings will be emphasized with specific attention given to alignment with theoretical frameworks. Strongly recommended for graduate students who are considering a qualitative thesis or dissertation in curriculum and instruction. (Typically offered: Summer)

**CIED 674V. PhD Research Internship. 1-6 Hour.**

This research internship is for doctoral level students in curriculum and instruction. The goal is to provide research experience within the doctoral course of study. (Typically offered: Fall and Spring) May be repeated for up to 6 hours of degree credit.

**CIED 680V. Ed.S. Project. 1-6 Hour.**

Instructor permission required to register. Prerequisite: Instructor permission. (Typically offered: Fall, Spring and Summer)

**CIED 684V. PhD Teaching Internship. 1-6 Hour.**

This teaching internship is for doctoral level students in curriculum and instruction. The goal is to provide teaching experience within the doctoral course of study. (Typically offered: Fall, Spring and Summer)

**CIED 694V. Special Topics. 1-6 Hour.**

Discussion and advanced studies on selected topics in curriculum and instruction. Specific focus on recent developments. (Typically offered: Fall, Spring and Summer) May be repeated for up to 6 hours of degree credit.

**CIED 695V. Independent Study. 1-6 Hour.**

Independent study. (Typically offered: Fall, Spring and Summer)

**CIED 699V. Doctoral Seminar. 1-3 Hour.**

Doctoral seminar. (Typically offered: Fall, Spring and Summer) May be repeated for up to 3 hours of degree credit.

**CIED 700V. Dissertation. 1-18 Hour.**

Dissertation. Prerequisite: Candidacy (Typically offered: Fall, Spring and Summer) May be repeated for degree credit.