

# Curriculum and Instruction (CIED)

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## 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 (<https://cied.uark.edu/>) (CIEDME)  
M.Ed. in Educational Leadership (<http://catalog.uark.edu/graduatecatalog/programsofstudy/educationalleadershipedlemededsedd/>) (EDLEME)  
M.Ed. in Educational Technology (<http://catalog.uark.edu/graduatecatalog/programsofstudy/educationaltechnologyetecmed/>) (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 who already hold undergraduate degrees 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 vitae 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.

## Curriculum and Instruction M.Ed. 4+1 Program

The CIED M.Ed. 4+1 Program affords undergraduate students in the Department of Curriculum and Instruction the opportunity to earn a master's degree in 5 years by completing up to 12 hours of graduate coursework while enrolled at the undergraduate level. After graduating with their undergraduate degree, students complete the remaining M.Ed. program requirements in their 5<sup>th</sup> year of study.

## Application to 4+1 M.Ed. Program in Curriculum and Instruction

Applicants to the M.Ed. program under the 4+1 Program must be a University Arkansas undergraduate pursuing a bachelor's degree in the Department of Curriculum and Instruction.

Students apply for admission to the 4+1 program before the end of their junior year. They may then take up to 12 hours of graduate coursework as undergraduates, which will apply towards the M.Ed. degree in Curriculum and Instruction. After receiving their undergraduate degree, students

spend a fifth year completing the M.Ed., which will involve some summer school coursework.

All prospective students who apply through the 4+1 program are evaluated by program faculty in the Department of Curriculum and Instruction and are judged on a case-by-case basis, looking at a variety of factors including: GPA in CIED coursework and coursework to satisfy undergraduate degree requirements, statement of purpose, and recommendation from at least one faculty member in the Department of Curriculum and Instruction. GRE Scores are not required to apply to the M.Ed. program through the 4+1 program.

Once admission is approved, 4+1 students may take up to 12 hours of graduate coursework (5000-level or above) that will be counted toward both their undergraduate and master's degrees. Coursework must be approved by the student's academic advisor and CIED Graduate Coordinator.

Upon completion of their undergraduate degree in Curriculum and Instruction, 4+1 students who meet all Graduate School requirements and have maintained a minimum 3.5 GPA in 12 hours of CIED graduate coursework will be admitted to the Graduate School and the Curriculum and Instruction M.Ed. program.

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

### Required Courses

<b>Educational Inquiry Tools and Foundations (Choose 6 hours)</b>		<b>6</b>
CIED 52703	Research in Curriculum and Instruction	
ESRM 50103	Research Methods in Education	
CIED 52603	Assessment, Evaluation, and Practitioner Research	
CIED 53103	Principles of Qualitative Research in Curriculum & Instruction	
CIED 57503	Empirically Informed Instructional Development	
CATE 50303	Assessment/Program Evaluation	
<b>Curriculum &amp; Instruction Foundations (Choose 9 hours)</b>		<b>9</b>
CIED 54203	Curriculum and Assessment Design	
CIED 53303	Curriculum Theory and Development for Educators	
CIED 50603	Disciplinary Literacies in Education	
CATE 54403	Teaching Career Development in Public Schools	
CIED 65303	Problem-Based Learning and Teaching	
<b>Psycho-Sociological Foundations (Choose 6 hours)</b>		<b>6</b>
EDFD 53733	Psychological Foundations of Teaching and Learning	
CIED 53803	Positive Classroom Structure & Social-Emotional Well Being	
CIED 55503	Social Justice and Multicultural Issues in Education	
CATE 50003	Introduction to Professionalism	
SPED 57303	Inclusive Practices for Diverse Populations	
<b>Capstone (3 hours)</b>		<b>3</b>
CIED 59803	Practicum in Curriculum & Instruction	
<b>Interest Area (Choose 9 hours)</b>		<b>9</b>
Select a minimum of 9 credit hours of coursework in an interest area as approved by the advisory committee.		
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.

**Career and Technical Education (CATE)** - Please see adviser regarding this option.

**Total Hours**

**33**

## 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 59803 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 52703 or CIED 59803, but must take six hours of master's thesis credit (CIED 6000V) 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/degrequirements/#mastersdegreextext>).

## Requirements for Ed.S. with Advanced School-Based Speech-Language Pathology Concentration

**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 a 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 15 hours of Foundation coursework and 15 hours of Concentration coursework based on their desired goal. Each student is also required to complete 3 semester hours of CIED 6800V 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/graduatecatalog/degreerequirements/#specialistdegreestext>).

<b>Foundations - Choose 15 hours from the following</b>		<b>15</b>
CIED 50603	Disciplinary Literacies in Education	
CIED 51703	Literacy Assessment and Intervention	
CIED 53603	K12 Virtual Teaching Methods	
CIED 54203	Curriculum and Assessment Design	
CIED 55303	Teaching Language Arts	
CIED 57903	Practicum in Literacy	
CIED 60103	Curriculum Theory, Development, and Evaluation	
CIED 60503	Assessment and Evaluation	
SPED 5320V	Practicum in Special Education	
SPED 56303	Curriculum Development and Instructional Planning	
SPED 57803	Professional and Family Partnerships	
SPED 57303	Inclusive Practices for Diverse Populations	
SPED 58703	Assessment and Programming for Students with Disabilities	
SPED 58903	Organization, Administration and Supervision of Special Education	
SPED 64303	Legal Aspects of Special Education	
<b>Concentration Requirements</b>		<b>15</b>
<b>Ed.S. Project Requirement</b>		<b>3</b>
CIED 6800V	Ed.S. Project	
CIED 6800V	Ed.S. Project	
<b>Total Hours</b>		<b>33</b>

#### Advanced School-Based Speech-Language Pathology Concentration Requirements:

Complete 15 credit hours in Advanced School-Based Speech-Language Pathology Concentration

CSDI 61003	Literacy for Learning in Educational Settings	3
CSDI 62033	Advanced Assessment and Intervention for Fluency Disorders	3
CSDI 63003	Effective Augmentative and Alternative Communication Services in Schools	3
CSDI 64003	Advanced Pediatric Feeding and Swallowing Assessment & Intervention	3

CSDI 65003	Behavioral Management in Educational Settings	3
<b>Total Hours</b>		<b>15</b>

## Requirements for Ed.S. in Curriculum and Instruction with Education Examiner Concentration

**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 a 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 15 hours of Foundation coursework and 15 hours of Concentration coursework based on their desired goal. Each student is also required to complete 3 semester hours of CIED 6800V 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/graduatecatalog/degreerequirements/#specialistdegreestext>).

<b>Foundations - Choose 15 hours from the following</b>		<b>15</b>
CIED 50603	Disciplinary Literacies in Education	
CIED 51703	Literacy Assessment and Intervention	
CIED 53603	K12 Virtual Teaching Methods	
CIED 54203	Curriculum and Assessment Design	
CIED 55303	Teaching Language Arts	
CIED 57903	Practicum in Literacy	
CIED 60103	Curriculum Theory, Development, and Evaluation	
CIED 60503	Assessment and Evaluation	
SPED 5320V	Practicum in Special Education	
SPED 56303	Curriculum Development and Instructional Planning	
SPED 57803	Professional and Family Partnerships	
SPED 57303	Inclusive Practices for Diverse Populations	

SPED 58703	Assessment and Programming for Students with Disabilities	
SPED 58903	Organization, Administration and Supervision of Special Education	
SPED 64303	Legal Aspects of Special Education	
<b>Concentration Requirements</b>		<b>15</b>
<b>Ed.S. Project Requirement</b>		<b>3</b>
CIED 6800V	Ed.S. Project	
CIED 6800V	Ed.S. Project	
<b>Total Hours</b>		<b>33</b>

**Education Examiner Concentration Requirements:**

Complete 15 credit hours in Education Examiner Concentration

SPED 56403	Individual Diagnostic Testing	3
SPED 56503	Individual Intelligence Testing	3
SPED 58803	Research in Inclusive Education	3
ESRM 50103	Research Methods in Education	3
ESRM 64003	Educational Statistics and Data Processing	3
<b>Total Hours</b>		<b>15</b>

## Requirements for Ed.S. in Curriculum and Instruction with Literacy/Dyslexia Concentration

**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 a 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 15 hours of Foundation coursework and 15 hours of Concentration coursework based on their desired goal. Each student is also required to complete 3 semester hours of CIED 6800V 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/graduatecatalog/degreerequirements/#specialistdegreestext>).

<b>Foundations - Choose 15 hours from the following</b>		<b>15</b>
CIED 50603	Disciplinary Literacies in Education	
CIED 51703	Literacy Assessment and Intervention	
CIED 53603	K12 Virtual Teaching Methods	
CIED 54203	Curriculum and Assessment Design	
CIED 55303	Teaching Language Arts	
CIED 57903	Practicum in Literacy	
CIED 60103	Curriculum Theory, Development, and Evaluation	
CIED 60503	Assessment and Evaluation	
SPED 5320V	Practicum in Special Education	
SPED 56303	Curriculum Development and Instructional Planning	
SPED 57803	Professional and Family Partnerships	
SPED 57303	Inclusive Practices for Diverse Populations	
SPED 58703	Assessment and Programming for Students with Disabilities	
SPED 58903	Organization, Administration and Supervision of Special Education	
SPED 64303	Legal Aspects of Special Education	
<b>Concentration Requirements</b>		<b>15</b>
<b>Ed.S. Project Requirement</b>		<b>3</b>
CIED 6800V	Ed.S. Project	
CIED 6800V	Ed.S. Project	
<b>Total Hours</b>		<b>33</b>

**Requirements for Literacy/Dyslexia Concentration**

Complete 15 credit hours in Literacy/Dyslexia Concentration

SPED 51703	Introduction to Dyslexia: Literacy Development & Structure of Language	3
SPED 55403	Dyslexia Teaching Practicum	3
SPED 56303	Curriculum Development and Instructional Planning	3
SPED 56803	Teaching Literacy Skills to Students with Disabilities	3
SPED 58703	Assessment and Programming for Students with Disabilities	3
<b>Total Hours</b>		<b>15</b>

## Requirements for Ed.S. in Curriculum and Instruction with K-12 Online Teaching Concentration

**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 a 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 15 hours of Foundation coursework and 15 hours of Concentration coursework based on their desired goal. Each student is also required to complete 3 semester hours of CIED 6800V 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/graduatecatalog/degree requirements/#specialistdegree text>).

<b>Foundations - Choose 15 hours from the following</b>		<b>15</b>
CIED 50603	Disciplinary Literacies in Education	
CIED 51703	Literacy Assessment and Intervention	
CIED 53603	K12 Virtual Teaching Methods	
CIED 54203	Curriculum and Assessment Design	
CIED 55303	Teaching Language Arts	
CIED 57903	Practicum in Literacy	
CIED 60103	Curriculum Theory, Development, and Evaluation	
CIED 60503	Assessment and Evaluation	
SPED 5320V	Practicum in Special Education	
SPED 56303	Curriculum Development and Instructional Planning	
SPED 57803	Professional and Family Partnerships	
SPED 57303	Inclusive Practices for Diverse Populations	
SPED 58703	Assessment and Programming for Students with Disabilities	
SPED 58903	Organization, Administration and Supervision of Special Education	
SPED 64303	Legal Aspects of Special Education	
<b>Concentration Requirements</b>		<b>15</b>
<b>Ed.S. Project Requirement</b>		<b>3</b>
CIED 6800V	Ed.S. Project	
CIED 6800V	Ed.S. Project	
<b>Total Hours</b>		<b>33</b>

#### Requirements for K-12 Online Teaching Concentration

Complete 15 credit hours in the K-12 Online Teaching Concentration

ETEC 52103	Media and Web Design	3
ETEC 53003	Technology Integration in K12	3
ETEC 62503	Distance Learning	3
<b>Additional 6 credit hours of ETEC elective courses</b>		<b>6</b>
<b>Total Hours</b>		<b>15</b>

### Requirements for Ed.S. in Curriculum and Instruction with Program Administrator Concentration

**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 a 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 15 hours of Foundation coursework and 15 hours of Concentration coursework based on their desired goal. Each student is also required to complete 3 semester hours of CIED 6800V 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/graduatecatalog/degree requirements/#specialistdegree text>).

<b>Foundations - Choose 15 hours from the following</b>		<b>15</b>
CIED 50603	Disciplinary Literacies in Education	
CIED 51703	Literacy Assessment and Intervention	
CIED 53603	K12 Virtual Teaching Methods	
CIED 54203	Curriculum and Assessment Design	
CIED 55303	Teaching Language Arts	
CIED 57903	Practicum in Literacy	
CIED 60103	Curriculum Theory, Development, and Evaluation	
CIED 60503	Assessment and Evaluation	
SPED 5320V	Practicum in Special Education	

SPED 56303	Curriculum Development and Instructional Planning	
SPED 57803	Professional and Family Partnerships	
SPED 57303	Inclusive Practices for Diverse Populations	
SPED 58703	Assessment and Programming for Students with Disabilities	
SPED 58903	Organization, Administration and Supervision of Special Education	
SPED 64303	Legal Aspects of Special Education	
<b>Concentration Requirements</b>		<b>15</b>
<b>Ed.S. Project Requirement</b>		<b>3</b>
CIED 6800V	Ed.S. Project	
CIED 6800V	Ed.S. Project	
<b>Total Hours</b>		<b>33</b>

#### Requirements for Program Administrator Concentration

Complete 15 credit hours in the Program Administrator concentration:

EDLE 50103	School Organization and Administration	3
EDLE 50403	Leadership Ethics	3
EDLE 50603	Instructional Leadership, Planning, and Supervision	3
EDLE 50803	Analytical Decision-Making	3
EDLE 50903	Effective Leadership for School Improvement	3
<b>Total Hours</b>		<b>15</b>

## 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. The GRE is not required for regular admission, but it is required for applicants seeking Graduate Assistantship positions. Final admission decisions are 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 69 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>Curriculum and Instruction Core Courses</b>	<b>12</b>
CIED 60103 Curriculum Theory, Development, and Evaluation	
CIED 60203 Instructional Theory	
6 hours chosen from:	
CIED 60403 Analysis of Teacher Education	
or CIED 60503 Assessment and Evaluation	
or CIED 61303 Trends and Issues in Curriculum and Instruction	
or CIED 66003 Research in Multicultural and Justice-Oriented Education	
<b>Inquiry Core Courses</b>	<b>15</b>
ESRM 64003 Educational Statistics and Data Processing	
CIED 53103 Principles of Qualitative Research in Curriculum & Instruction	
CIED 64403 Mixed Methods Research	
ESRM 64103 Experimental Design in Education	
3 hours 5000-/6000-level inquiry course <sup>1</sup>	
<b>Research Capstone</b>	<b>6</b>
CIED 6740V PhD Research Internship	
CIED 66203 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 7000V Dissertation	
<b>Total Hours</b>	<b>69</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/degree/requirements/#phdandedddgreestext>).

## Graduate Faculty

### A

**Airola, Denise T.**, Ph.D., M.S. (University of Arkansas), B.S. (University of New York), Assistant Professor, 2013.

### B

**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.

**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

**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), Professor, 2012, 2023.

**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.

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

### E

**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

**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

**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.

**K**

**Kent, Laura B.**, Ph.D. (University of Wisconsin-Madison), M.S. (Purdue University Calumet), B.S. (Purdue University), Associate 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), Associate Professor, 2014, 2023.

**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.

**Mounts, 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.

**O**

**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**

**Raley, Sheida K.**, Ph.D. (University of Kansas), M.Ed. (Vanderbilt University), B.S. (Boston University), Assistant Professor, 2023.

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

**S**

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

**Speight, Dana Renee**, Ph.D. (University of Arkansas), Assistant Professor, 2023.

**T**

**Turner, Ronna L.**, Ph.D. (University of Illinois-Urbana-Champaign), M.S.E. (Missouri State University), B.S.E. (Southwest Missouri State University), Professor, 1997, 2018.

**W**

**Ward, Peggy**, Ph.D. (University of Arkansas), M.S. (Texas A&M University), B.S.Ed. (Southern Arkansas University), Clinical Assistant Professor, 2010, 2016.

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

**Y**

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

**Courses****CIED 50003. 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 50103. 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 50203. Classroom Management Concepts. 3 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 50303. Curriculum Design Concepts for Teachers. 3 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 50503. 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 50603. 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 or M.Ed. in Curriculum and Instruction (CIEDME). (Typically offered: Fall) May be repeated for up to 6 hours of degree credit.

**CIED 50703. 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 5080V. 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 51503. Arts Integration in Practice. 3 Hours.**

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. (Typically offered: Spring Even Years) May be repeated for up to 6 hours of degree credit.

**CIED 51603. Applied Practicum. 3 Hours.**

The purpose of this course is to introduce the teacher candidate to the concept of action research in the classroom through the development of an action research proposal that upon approval will be implemented in CIED 50703 Action Research in Elementary Education. Prerequisite: Admission to Elementary Education (ELEDMA) M.A.T. program. (Typically offered: Fall)

**CIED 51703. 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 51803. Advanced Elementary Education Seminar. 3 Hours.**

This course is designed to synthesize the content applied through the Master of Arts in Teaching 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. Prerequisite: CIED 50003. (Typically offered: Spring)

**CIED 52003. 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 52103. 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 52203. 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 52603. 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 or M.Ed. in Curriculum & Instruction (CIEDME) program. (Typically offered: Fall)

**CIED 52703. 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 52803. Teaching Residency. 3 Hours.**

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 the semester enrolled. Teaching Residency consists of a minimum of 18 hours of work in local schools aligned to the University of Arkansas and Department of Elementary and Secondary Education conditions for earning a teaching license. 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 53103. 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 53303. 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, or admission to M.Ed. in Curriculum and Instruction (CIEDME). (Typically offered: Summer) May be repeated for up to 6 hours of degree credit.

**CIED 53603. K12 Virtual Teaching Methods. 3 Hours.**

A study of curriculum, instructional methods, measurement, and assessment techniques to facilitate student learning in K12 virtual and blended teaching environments. Prerequisite: Graduate standing. (Typically offered: Fall)

**CIED 53803. Positive Classroom Structure & Social-Emotional Well Being. 3 Hours.**

Development of classroom environments conducive to learning for and social-emotional well being for all students. Emphasis placed on creation of positive classroom management structures, disciplinary interventions, and communication of expectations with students, families and school leaders. (Typically offered: Spring)

**CIED 53903. 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 54203. Curriculum and Assessment Design. 3 Hours.**

This course provides an overview of models of curriculum, measurement, assessment and evaluation design and their implementation in a variety of instructional environments. (Typically offered: Spring)

**CIED 54403. 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 54601. 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 54806. Advanced Teaching Residency II. 6 Hours.**

The teaching experience is an essential component of the Master of Arts in Teaching degree. The spring semester experience allows Teacher Candidates (TC) to make advanced application of theoretical principles of teaching and learning. TC will be assigned placement in area schools for the semester enrolled. Advanced Teaching Residency consists of a minimum of 24 hours of work in local schools per week. This work is aligned to the University of Arkansas and State Department of Elementary and Secondary Education requirements for a yearlong teaching residency. Prerequisite: CIED 52803, and continued admission to Teacher Education (EDUCMA) M. A. T. program. (Typically offered: Spring)

**CIED 55203. 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 55303. Teaching Language Arts. 3 Hours.**

This course emphasizes the place of the language arts in the elementary curriculum. Exploration of materials, content, practices, and methods used in reading, speaking, listening, and writing experiences is the basis for instruction. (Typically offered: Spring)

**CIED 55403. 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 55503. 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 MAT program (SEEDMA or EDUCMA) or Master of Education in CIED (CIEDME). (Typically offered: Summer) May be repeated for up to 6 hours of degree credit.

**CIED 55703. Foundations of Literacy. 3 Hours.**

A foundational graduate course in teaching literacy processes and strategies to children from the emergent to the developmental stages. Topics explored include major theoretical and conceptual, historical, and evidence-based components of reading, writing, and language techniques as well as the role of the reading/literacy specialist to enhance literacy learning. (Typically offered: Fall, Spring and Summer)

**CIED 56803. 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 57303. 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 57503. Empirically Informed Instructional Development. 3 Hours.**

Integration and application of evidence from educational literature and data from appropriate educational assessments to the process of instructional design and development. Emphasis placed on the critical evaluation of instructional changes and their impact on student learning and development. (Typically offered: Spring)

**CIED 57903. Practicum in Literacy. 3 Hours.**

Clinical experience in which candidates assess reading difficulties and practice remedial measures under the direct supervision of the instructor. Emphasis is given to continuous assessment and to the use of commercially produced materials and trade books for intervention. Prerequisite: CIED 55703. (Typically offered: Fall, Spring and Summer)

**CIED 58003. 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 58103. 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 58003. (Typically offered: Spring)

**CIED 58203. 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 58103. (Typically offered: Summer)

**CIED 58403. 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 58803. Survey Research Methodology in Education. 3 Hours.**

Students will learn the important characteristics of a well designed survey and then apply these characteristics by analyzing and evaluating surveys used by others and then by creating and administering a survey of their own. Students will also analyze the results of the survey to determine if the survey provided the data they intended to gather. (Typically offered: Fall)

**CIED 59103. Parent/Family Engagement of English for Speakers of Other Language Students. 3 Hours.**

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

**CIED 59203. 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 59303. 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: Fall)

**CIED 59403. 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: Spring)

**CIED 59503. 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 59803. 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 5990V. 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 6000V. 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 60103. 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 60203. 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 60403. 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. (Typically offered: Summer Even Years)

**CIED 60503. Assessment and Evaluation. 3 Hours.**

A study of models for assessing and evaluating student learning with a focus upon design and implementation. (Typically offered: Spring)

**CIED 60703. 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 60903. 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 61203. 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 61303. 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 61403. 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 61503. 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 61603. 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 61703. 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 61803. 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 61903. 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 62403. 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 63103. 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 63403. 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 63503. Foundations and Issues in Bilingual and ESL Education. 3 Hours.**

This course introduces the conceptual, linguistic, sociological, historical, and political foundations of bilingualism and bilingual education. Policy issues and the legislative foundations of bilingual education will also be addressed. This course will enhance students' understanding of different types of bilingual and ESL programs, their underlying principles, and issues related to program implementation. (Typically offered: Fall)

**CIED 64403. 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 65303. 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 66003. 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 66203. 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 66503. 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 6740V. 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 6800V. Ed.S. Project. 1-6 Hour.**

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

**CIED 6840V. 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 6940V. 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 6950V. Independent Study. 1-6 Hour.**

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

**CIED 6990V. 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 7000V. Dissertation. 1-18 Hour.**

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