

Childhood Education (CHED)

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

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

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

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

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

Stage I: Pre-Elementary Education (PELED)

Complete either 63 hours of program pre-requisites for CHEDBS or 47 hours of program pre-requisites for ELELBS:

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

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

Admission to the Childhood Education Program is competitive and completion of all Pre-Elementary Education requirements must occur prior to entering the Childhood Education Program of Study the following fall term. Not all applicants meeting the minimum requirements will be admitted to the program. Applications to the Childhood Education (CHED) program must be submitted by Jan. 30.

The application process includes:

1. Submission of the application to teacher education (see the Teacher Education Application Fee (<http://catalog.uark.edu/undergraduatecatalog/feeandcosts/othergeneralfees/>)) through the university-wide Teacher Education Office.
2. Submission of Childhood Education application.
3. Submission of transcripts for all coursework.

4. Oral Interview with Childhood Education faculty.
5. Submission of Writing Sample.
6. Submission of passing score on Math, Reading, and Writing sections of the Praxis Core Exam.
7. Current background check

Stage III: Requirements for Program Continuation

1. Declaration of endorsement area of ESL, GT, Reading, or STEM.
2. Maintain a cumulative GPA of 3.0 or better.
3. Passing score on Praxis II, Elementary Education: Multiple Subjects
4. All non-methods math, science, social studies and English Language Arts courses must be completed prior to senior year.

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

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

Childhood Education Requirements

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

Dismissal based on Unethical or Unprofessional Behaviors from CHED BSE program

The University of Arkansas’ teacher preparation programs adhere to the Code of Ethics of the Education Profession as established by the National Education Association as described in NEA Code of Ethics (<https://nam11.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.nea.org%2Fhome%2F30442.htm&data=04%7C01%7Ckmamisei%40uark.edu%7Cfd9dbbc3e102c494e5d4408d896ddc5c6%7C79c742c4e61c4fa5be89a3cb566a8%7CTWFpbGZsb3d8eyJWljojMC4wLjAwMDAiLCJQljojV2luMzliLCJBTiI6I1haWw%7C1000&sdata=sFoXbbVeQF%2FONoiCaY4xAogtj%2FyUqHynSiD%2BQ2JKGo%3D&reserved=0>), Arkansas Division of Elementary and Secondary Education Code of Ethics (<https://nam11.safelinks.protection.outlook.com/?url=http%3A%2F%2Fdese.ade.arkansas.gov%2Fdivisions%2Feducator%2520effectiveness%2Fpls-professional-ethics-discipline%2Fcode-of-ethics-for-arkansas-educators&data=04%7C01%7Ckmamisei%40uark.edu%7Cfd9dbbc3e102c494e5d4408d896ddc5c6%7C79c742c4e61c4fa5be89a3cb566a8%7CTWFpbGZsb3d8eyJWljojMC4wLjAwMDAiLCJQljojV2luMzliLCJBTiI6I1haWw%7C1000&sdata=HAYKtJYGbZoSMPMzHTIYRBguhdSLD9%2BEC3RHOnBkMzQ%3D&reserved=0>), as well as discipline specific codes of ethics and standards found in program handbooks. Violation of these principles may result in probation, suspension, or dismissal of the internship as described:

1. Any incident of ethical misconduct or concern will be documented by the faculty member(s), discussed directly with the student and their mentor, and referred to the program’s coordinator or supervising faculty. It may also be reported to the Teacher Candidate Professional Review Committee.
2. The Teacher Candidate Professional Review Committee evaluates the concerns and recommends a course of action, which may range

from a zero score on the academic and/or internship work, a failing grade for the course, probation, up to dismissal from a teacher education program.

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

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

More detailed guidelines about the policies, supports, and other requirements are provided in the program's handbook, as well as on the Office of Teacher Education website (<https://teacher-education.uark.edu/>) <https://teacher-education.uark.edu/support/index.php> (<https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fteacher-education.uark.edu%2Fsupport%2Findex.php&data=04%7C01%7Ckmmamisei%40uark.edu%7Cfddbbc3e102c494e5d4408d896ddc5c6%7C79c742c4e61c4fa5be89a3cbf566~80%41%7C00%7C00%7C627456206600428021%7C1Unknown%7C1000&sdata=NtOYzldvfvZ7FJ10VmHnyTGpV5gYWW93pt7azy1y6%2F8%2FBlavTFgx5n3xFSW0XdeBVvlnxmiEAaQ1prgywk%3D&reserved=0>).

Students who have been dismissed on the basis of unethical or unprofessional conduct may appeal the decision following the procedures outlined under the Student Grievances and Appeals section of the Undergraduate Catalog of Studies (<https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uark.edu%2Fundergraduatecatalog%2Facademicregulations%2Fstudentacademicappeals%2F&data=04%7C01%7Cagriffin%40uark.edu%7C2ce8b829e8e040a2614108d8b32229d4%7C79c742c4e61c4fa5be89a3cbf566~80%41%7C00%7C00%7C627456206600428021%7C1Unknown%7C1000&sdata=HJfCw%2BlavTFgx5n3xFSW0XdeBVvlnxmiEAaQ1prgywk%3D&reserved=0>).

EASL Concentration (EASL)

Pre-Elementary Education (PELED) requirements †

University Core (State Minimum Core) **35**

The following are specifically required for CHED program

ENGL 1013 Composition I (ACTS Equivalency = ENGL 1013)

ENGL 1023 Composition II (ACTS Equivalency = ENGL 1023)

MATH 1203 College Algebra (ACTS Equivalency = MATH 1103)

BIOL 1543 Principles of Biology (ACTS Equivalency = BIOL & BIOL 1541L 1014 Lecture)
and Principles of Biology Laboratory (ACTS Equivalency = BIOL 1014 Lab)

GEOS 1113 Physical Geology (ACTS Equivalency = GEOL & GEOS 1111L 1114 Lecture)
and Physical Geology Laboratory (ACTS Equivalency = GEOL 1114 Lab)

HIST 2003 History of the American People to 1877 (ACTS Equivalency = HIST 2113)

GEOS 1123 Human Geography (ACTS Equivalency = GEOG 1113)

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

HIST 2013 History of the American People, 1877 to Present (ACTS Equivalency = HIST 2123)

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

or HIST 112 Institutions and Ideas of World Civilizations II (ACTS Equivalency = HIST 1123)

ARHS 1003 Basic Course in the Arts: Art Lecture (ACTS Equivalency = ARTA 1003)

or MLIT 1003 Experiencing Music (ACTS Equivalency = MUSC 1003)

COMM 1233 Media, Community and Citizenship

or WLIT 111 World Literature: Beginnings to 1650 CE (ACTS Equivalency = ENGL 2113)

or PHIL 200 Introduction to Philosophy (ACTS Equivalency = PHIL 1103)

or PHIL 210 Introduction to Ethics (ACTS Equivalency = PHIL 1003)

or PHIL 220 Logic (ACTS Equivalency = PHIL 1003)

or PHIL 310 Ethics and the Professions

Additional PELED requirements **28**

CIED 1013 Introduction to Education

CIED 2943 Foundations of Language and Literacy †

COMM 1313 Public Speaking (ACTS Equivalency = SPCH 1003)

or COMM 233 Interpersonal Communication

HIST 3383 Arkansas and the Southwest (or any 3 hr Arkansas history course)

MATH 2213 Survey of Mathematical Structures I

MATH 2223 Survey of Mathematical Structures II

ENSC 1003 Environmental Science

& ENSC 1001L and Environmental Science Laboratory

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

STAT 2303 Principles of Statistics (ACTS Equivalency = MATH 2103) (or any 3 hour statistics course)

Childhood Education major requirements **49**

To be completed following admission to CHED program:

3 hr. MATH Elective

3 hour Elective (Linguistics or Phonology focus recommended)

ENGL 2003 Advanced Composition

PHYS 1034 Physics for Elementary Education Majors

or ASTR Survey of the Universe (ACTS Equivalency = PHSC 2003/2001L 1204 Lecture)

or STEM 41(Astronomy for Educators)

ECON 3053 Economics for Elementary Teachers

or ECON 2143 Basic Economics: Theory and Practice

CIED 3013 Development and Learning Theories in the K-6 Classroom †

CIED 3023 Survey of Exceptionalities †

CIED 3053 The Emerging Adolescent †

CIED 3113 Emergent Literacy †

CIED 3123	Mathematics Methods in the K-6 Classroom †	
CIED 3133	Integrated Social Studies for the K-6 Classroom †	
CIED 3143	Teaching Science in the Elementary Grades †	
CIED 3453	Developmental Literacy †	
CIED 4153	Classroom Management in the Elementary Grades †	
CIED 4183	Instruction and Assessment of Writing †	
CIED 4533	Reading Comprehension Through Children's and Adolescent Literature †	
EASL Concentration requirements		12
General Elective		
STEM 4033	Introduction to STEM Education †	
CIED 4403	Understanding Cultures in the Classroom	
CIED 4413	Acquiring a Second Language	
Total Hours		124

† Must have a grade of 'C' or better to award degree credit

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

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

First Year	Units	
	Fall	Spring
ENGL 1013 Composition I (ACTS Equivalency = ENGL 1013) (Satisfies General Education Outcome 1.1)	3	
MATH 1203 College Algebra (ACTS Equivalency = MATH 1103) (or higher) (Satisfies General Education Outcome 2.1)	3	
Satisfies General Education Outcome 3.4:		
BIOL 1543 Principles of Biology (ACTS Equivalency = BIOL 1014 Lecture) & BIOL 1541L Principles of Biology Laboratory (ACTS Equivalency = BIOL 1014 Lab)	4	
CIED 1013 Introduction to Education	3	
Choose one of the following:		
COMM 1233 Media, Community and Citizenship (Satisfies General Education Outcome 3.2)		
WLIT 1113 World Literature: Beginnings to 1650 CE (ACTS Equivalency = ENGL 2113) (Satisfies General Education Outcome 3.2)		
PHIL 2003 Introduction to Philosophy (ACTS Equivalency = PHIL 1103) (Satisfies General Education Outcome 3.2)		
PHIL 2103 Introduction to Ethics (ACTS Equivalency = PHIL 1003) (Satisfies General Education Outcome 3.2)		
PHIL 2203 Logic (ACTS Equivalency = PHIL 1003)		
PHIL 3103 Ethics and the Professions		

ENGL 1023 Composition II (ACTS Equivalency = ENGL 1023) (Satisfies General Education Outcome 1.1)		3
HIST 2003 History of the American People to 1877 (ACTS Equivalency = HIST 2113) (Satisfies General Education Outcomes 3.3 and 4.2)		3
Satisfies General Education Outcome 4.1:		
HIST 1113 Institutions and Ideas of World Civilizations I (ACTS Equivalency = HIST 1113) or HIST 1123 Institutions and Ideas of World Civilizations II (ACTS Equivalency = HIST 1123)		3
Satisfies General Education Outcome 3.4:		
GEOS 1113 Physical Geology (ACTS Equivalency = GEOL 1114 Lecture) & GEOS 1111L Physical Geology Laboratory (ACTS Equivalency = GEOL 1114 Lab)		4
MATH 2213 Survey of Mathematical Structures I		3
Year Total:	16	16

Second Year	Units	
	Fall	Spring
Satisfies General Education Outcome 3.1:		
ARHS 1003 Basic Course in the Arts: Art Lecture (ACTS Equivalency = ARTA 1003) or MLIT 1003 Experiencing Music (ACTS Equivalency = MUSC 1003)	3	
MATH 2223 Survey of Mathematical Structures II	3	
HIST 2013 History of the American People, 1877 to Present (ACTS Equivalency = HIST 2123) (Satisfies General Education Outcome 3.3)	3	
GEOS 1123 Human Geography (ACTS Equivalency = GEOG 1113) or ANTH 1023 Introduction to Cultural Anthropology (ACTS Equivalency = ANTH 2013)	3	
COMM 1313 Public Speaking (ACTS Equivalency = SPCH 1003) (Satisfies General Education Outcomes 1.2 and 5.1)	3	
or COMM 2323 Interpersonal Communication		
Select one of the following:		
HIST 3383 Arkansas and the Southwest		
Any 3-hour Arkansas History course		
ENSC 1003 Environmental Science & ENSC 1001L Environmental Science Laboratory		4
PLSC 2003 American National Government (ACTS Equivalency = PLSC 2003) (Satisfies General Education Outcome 3.3)		3
CIED 2943 Foundations of Language and Literacy		3
STAT 2303 Principles of Statistics (ACTS Equivalency = MATH 2103) (or any 3 hour statistics course)		3
Year Total:	15	16

Third Year	Units	
	Fall	Spring
CIED 3013 Development and Learning Theories in the K-6 Classroom	3	

ENGL 2003 Advanced Composition	3	
Elective (Linguistics focus recommended)	3	
CIED 3113 Emergent Literacy	3	
PHYS 1034 Physics for Elementary Education Majors	4	
or ASTR 2003/2001L Survey of the Universe (ACTS Equivalency = PHSC 1204 Lecture) or STEM 4104 Astronomy for Educators		
CIED 3453 Developmental Literacy	3	
CIED 3053 The Emerging Adolescent	3	
CIED 3023 Survey of Exceptionalities	3	
Math Elective	3	
ECON 3053 Economics for Elementary Teachers or ECON 2143 Basic Economics: Theory and Practice	3	
Year Total:	16	15

Fourth Year	Units	
	Fall	Spring
CIED 3123 Mathematics Methods in the K-6 Classroom	3	
CIED 4183 Instruction and Assessment of Writing	3	
STEM 4033 Introduction to STEM Education	3	
CIED 3133 Integrated Social Studies for the K-6 Classroom	3	
CIED 4403 Understanding Cultures in the Classroom	3	
CIED 4153 Classroom Management in the Elementary Grades		3
CIED 4533 Reading Comprehension Through Children's and Adolescent Literature (Satisfies General Education Outcome 6.1)		3
CIED 3143 Teaching Science in the Elementary Grades		3
CIED 4413 Acquiring a Second Language	3	
General Elective	3	
Year Total:	15	15

Total Units in Sequence: 124

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

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

Stage I: Pre-Elementary Education (PELED)

Complete either 63 hours of program pre-requisites for CHEDBS or 47 hours of program pre-requisites for ELELBS:

1. Obtain a GPA of 3.0 or better on UA coursework.
2. †Complete all program courses with a "C" or better.

3. Obtain a passing score on the Math, Reading, and Writing sections of the Praxis Core or ACT.
4. Complete a background check.

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

Admission to the Childhood Education Program is competitive and completion of all Pre-Elementary Education requirements must occur prior to entering the Childhood Education Program of Study the following fall term. Not all applicants meeting the minimum requirements will be admitted to the program. Applications to the Childhood Education (CHED) program must be submitted by Jan. 30.

The application process includes:

1. Submission of the application to teacher education (see the Teacher Education Application Fee (<http://catalog.uark.edu/undergraduatecatalog/feelandcosts/othergeneralfees/>)) through the university-wide Teacher Education Office.
2. Submission of Childhood Education application.
3. Submission of transcripts for all coursework.
4. Oral Interview with Childhood Education faculty.
5. Submission of Writing Sample.
6. Submission of passing score on Math, Reading, and Writing sections of the Praxis Core Exam.
7. Current background check

Stage III: Requirements for Program Continuation

1. Declaration of endorsement area of ESL, GT, Reading, or STEM.
2. Maintain a cumulative GPA of 3.0 or better.
3. Passing score on Praxis II, Elementary Education: Multiple Subjects
4. All non-methods math, science, social studies and English Language Arts courses must be completed prior to senior year.

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

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

Childhood Education Requirements

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

Dismissal based on Unethical or Unprofessional Behaviors from CHED BSE program

The University of Arkansas' teacher preparation programs adhere to the Code of Ethics of the Education Profession as established by the National Education Association as described in NEA Code of Ethics (<https://nam11.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.nea.org%2Fhome%2F30442.htm&data=04%7C01%7Cknamisei%40uark.edu%7Cfd4bb3e102c494e5d4408d896ddc5c6%7C79c742c4e61c4fa5be89a3cb566a8%7CTWFpbGZsb3d8eyJWljojMC4wLjAwMDAiLCJQljojV2luMzliLCJBTiI6I1haWwI%7C1000&sdata=sFoXbbVeQF%2FONOoiCaY4xAogtj%2FyuQhynSiD%2BQ2JKGo%3D&reserved=0>), Arkansas Division of Elementary and Secondary Education Code of

Ethics (<https://nam11.safelinks.protection.outlook.com/?url=http%3A%2F%2Fdeese.ade.arkansas.gov%2Fdivisions%2Feducator%2520effectiveness%2Fplsb-professional-ethics-discipline%2Fcode-of-ethics-for-arkansas-educators&data=04%7C01%7Ckmamisei%40uark.edu%7Cfddbbc3e102c494e5d4408d896ddc5c6%7C79c742c4e61c4fa5be89a3cb%7C7CTWFpbGZsb3d8eyJWljojMC4wLjAwMDAiLCJQljojV2luMzliLCJBTiI6IjEhaWw%3D&reserved=0>), as well as discipline specific codes of ethics and standards found in program handbooks. Violation of these principles may result in probation, suspension, or dismissal of the internship as described:

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

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

More detailed guidelines about the policies, supports, and other requirements are provided in the program's handbook, as well as on the Office of Teacher Education website (<https://teacher-education.uark.edu/>) <https://teacher-education.uark.edu/support/index.php> (<https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fteacher-education.uark.edu%2Fsupport%2Findex.php&data=04%7C01%7Ckmamisei%40uark.edu%7Cfddbbc3e102c494e5d4408d896ddc5c6%7C79c742c4e61c4fa5be89a3cb%7C7CTWFpbGZsb3d8eyJWljojMC4wLjAwMDAiLCJQljojV2luMzliLCJBTiI6IjEhaWw%3D&reserved=0>).

Students who have been dismissed on the basis of unethical or unprofessional conduct may appeal the decision following the procedures outlined under the Student Grievances and Appeals section of the Undergraduate Catalog of Studies (<https://nam11.safelinks.protection.outlook.com/?url=http%3A%2F%2Fcatalog.uark.edu%2Fundergraduatecatalog%2Facademicregulations%2Fstudentacademicappeals%2F&data=04%7C01%7Cagriffin%40uark.edu%7C2ce8b829e8e040a2614108d8b32229d4%7C79c742c4e61c4fa5be89a3cb%7C7CTWFpbGZsb3d8eyJWljojMC4wLjAwMDAiLCJQljojV2luMzliLCJBTiI6IjEhaWw%3D&reserved=0>).

Gifted and Talented Concentration (GATE)

Pre-Elementary Education (PELED) requirements †

University Core (State Minimum Core) 35

Specifically required for CHED program

ENGL 1013 Composition I (ACTS Equivalency = ENGL 1013)

ENGL 1023 Composition II (ACTS Equivalency = ENGL 1023)

MATH 1203 College Algebra (ACTS Equivalency = MATH 1103)

BIOL 1543 Principles of Biology (ACTS Equivalency = BIOL & BIOL 1541L 1014 Lecture) and Principles of Biology Laboratory (ACTS Equivalency = BIOL 1014 Lab)

GEOS 1113 Physical Geology (ACTS Equivalency = GEOL & GEOS 1111L 1114 Lecture) and Physical Geology Laboratory (ACTS Equivalency = GEOL 1114 Lab)

HIST 2003 History of the American People to 1877 (ACTS Equivalency = HIST 2113)

GEOS 1123 Human Geography (ACTS Equivalency = GEOG 1113) or ANTH 1023 Introduction to Cultural Anthropology (ACTS Equivalency = ANTH 2013)

HIST 2013 History of the American People, 1877 to Present (ACTS Equivalency = HIST 2123)

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

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

ARHS 1003 Basic Course in the Arts: Art Lecture (ACTS Equivalency = ARTA 1003)

or MLIT 1003 Experiencing Music (ACTS Equivalency = MUSC 1003)

COMM 1233 Media, Community and Citizenship or WLIT 111 World Literature: Beginnings to 1650 CE (ACTS Equivalency = ENGL 2113)

or PHIL 200 Introduction to Philosophy (ACTS Equivalency = PHIL 1103)

or PHIL 210 Introduction to Ethics (ACTS Equivalency = PHIL 1003)

or PHIL 220 Logic (ACTS Equivalency = PHIL 1003)

or PHIL 310 Ethics and the Professions

Additional PELED requirements 28

CIED 1013 Introduction to Education

CIED 2943 Foundations of Language and Literacy

COMM 1313 Public Speaking (ACTS Equivalency = SPCH 1003)

or COMM 233 Interpersonal Communication

HIST 3383 Arkansas and the Southwest (or any 3 hr Arkansas history course)

MATH 2213 Survey of Mathematical Structures I

MATH 2223 Survey of Mathematical Structures II

ENSC 1003 Environmental Science

& ENSC 1001L and Environmental Science Laboratory

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

STAT 2303	Principles of Statistics (ACTS Equivalency = MATH 2103) (or any 3 hour statistics course)	
Childhood Education major requirements		49
To be completed following admission to CHED program:		
3 hour Math Elective (consult adviser)		
3 hour Elective (Linguistics or Phonology focus recommended)		
ENGL 2003	Advanced Composition	
PHYS 1034	Physics for Elementary Education Majors	
or ASTR 2003/2001L	Survey of the Universe (ACTS Equivalency = PHSC 1204 Lecture)	
or STEM 41	(Astronomy for Educators)	
ECON 3053	Economics for Elementary Teachers	
or ECON 2148	Basic Economics: Theory and Practice	
CIED 3013	Development and Learning Theories in the K-6 Classroom †	
CIED 3023	Survey of Exceptionalities †	
CIED 3053	The Emerging Adolescent †	
CIED 3113	Emergent Literacy †	
CIED 3123	Mathematics Methods in the K-6 Classroom †	
CIED 3133	Integrated Social Studies for the K-6 Classroom †	
CIED 3143	Teaching Science in the Elementary Grades †	
CIED 3453	Developmental Literacy †	
CIED 4153	Classroom Management in the Elementary Grades †	
CIED 4183	Instruction and Assessment of Writing †	
CIED 4533	Reading Comprehension Through Children's and Adolescent Literature †	
GATE Concentration requirements		12
6 hours Adviser Approved GT Courses †		
CIED 4423	Teaching English as a Second Language †	
STEM 4033	Introduction to STEM Education †	
Total Hours		124

† Must have a grade of 'C' or better to award degree credit
 † Or any 3-hour Arkansas History course

Childhood Education B.S.E. with Gifted and Talented Education Concentration Eight-Semester Degree Program

All coursework must be passed with a "C" or better to award degree credit.

First Year	Units	
	Fall	Spring
ENGL 1013 Composition I (ACTS Equivalency = ENGL 1013)	3	
MATH 1203 College Algebra (ACTS Equivalency = MATH 1103) (or higher)	3	
BIOL 1543 Principles of Biology (ACTS Equivalency = BIOL 1014 Lecture) & BIOL 1541L Principles of Biology Laboratory (ACTS Equivalency = BIOL 1014 Lab)	4	
HIST 2003 History of the American People to 1877 (ACTS Equivalency = HIST 2113)	3	

ARHS 1003 Basic Course in the Arts: Art Lecture (ACTS Equivalency = ARTA 1003) (Fine Arts Core)	3	
ENGL 1023 Composition II (ACTS Equivalency = ENGL 1023)		3
STAT 2303 Principles of Statistics (ACTS Equivalency = MATH 2103)		3
CIED 1013 Introduction to Education ¹		3
HIST 2013 History of the American People, 1877 to Present (ACTS Equivalency = HIST 2123)		3
COMM 1313 Public Speaking (ACTS Equivalency = SPCH 1003) or COMM 2323 Interpersonal Communication		3
Year Total:	16	15

Second Year

	Units	
	Fall	Spring

Humanities Core to be chosen from one of the following:	3	
COMM 1233 Media, Community and Citizenship		
WLIT 1113 World Literature: Beginnings to 1650 CE (ACTS Equivalency = ENGL 2113)		
PHIL 2203 Logic (ACTS Equivalency = PHIL 1003)		
PHIL 3103 Ethics and the Professions		
Physical Science ¹	4	
PHYS 1034 Physics for Elementary Education Majors (Physical Science) ¹		
ASTR 2003 Survey of the Universe (ACTS Equivalency = PHSC 1204 Lecture) & ASTR 2001L Survey of the Universe Laboratory (ACTS Equivalency = PHSC 1204 Lab)		
MATH 2213 Survey of Mathematical Structures I ¹		3
PLSC 2003 American National Government (ACTS Equivalency = PLSC 2003) ¹		3
MLIT 1003 Experiencing Music (ACTS Equivalency = MUSC 1003) (Fine Arts Core)		3
HIST 3383 Arkansas and the Southwest		3
GEOS 1113 Physical Geology (ACTS Equivalency = GEOL 1114 Lecture) & GEOS 1111L Physical Geology Laboratory (ACTS Equivalency = GEOL 1114 Lab)		4
GEOS 1123 Human Geography (ACTS Equivalency = GEOG 1113) or ANTH 1023 Introduction to Cultural Anthropology (ACTS Equivalency = ANTH 2013)		3
MATH 2223 Survey of Mathematical Structures II		3
HIST 1113 Institutions and Ideas of World Civilizations I (ACTS Equivalency = HIST 1113) or HIST 1123 Institutions and Ideas of World Civilizations II (ACTS Equivalency = HIST 1123)		3
Year Total:	16	16

Third Year	Units	
	Fall	Spring
CIED 3013 Development and Learning Theories in the K-6 Classroom ¹	3	
ENGL 2003 Advanced Composition	3	
CIED 3103 Children and Adolescent Literature	3	
CIED 3262 Language Development for the Educator	2	
Elective	3	
CIED 3113 Emergent Literacy ¹		3
CIED 3053 The Emerging Adolescent ¹		3
ENSC 1003 Environmental Science		3
CIED 3023 Survey of Exceptionalities ¹		3
ECON 3053 Economics for Elementary Teachers or ECON 2143 Basic Economics: Theory and Practice		3
Year Total:	14	15

Fourth Year	Units	
	Fall	Spring
CIED 3123 Mathematics Methods in the K-6 Classroom ¹	3	
CIED 4113 Integrated Communication Skills for the K-6 Classroom ¹	3	
STEM 4033 Introduction to STEM Education	3	
CIED 4423 Teaching English as a Second Language	3	
Approved CIED course in Gifted and Talented	3	
CIED 4153 Classroom Management in the Elementary Grades ¹		3
CIED 4363 Disciplinary Literacy in the K-6 Classroom ¹		3
CIED 3143 Teaching Science in the Elementary Grades ¹		3
CIED 3133 Integrated Social Studies for the K-6 Classroom		3
Approved CIED course in Gifted and Talented		3
Year Total:	15	15

Total Units in Sequence: 122

¹ Denotes field experience component.

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

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

Stage I: Pre-Elementary Education (PELED)

Complete either 63 hours of program pre-requisites for CHEDBS or 47 hours of program pre-requisites for ELELBS:

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

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

Admission to the Childhood Education Program is competitive and completion of all Pre-Elementary Education requirements must occur prior to entering the Childhood Education Program of Study the following fall term. Not all applicants meeting the minimum requirements will be admitted to the program. Applications to the Childhood Education (CHED) program must be submitted by Jan. 30.

The application process includes:

1. Submission of the application to teacher education (see the Teacher Education Application Fee (<http://catalog.uark.edu/undergraduatelibrary/feesandcosts/othergeneralfees/>)) through the university-wide Teacher Education Office.
2. Submission of Childhood Education application.
3. Submission of transcripts for all coursework.
4. Oral Interview with Childhood Education faculty.
5. Submission of Writing Sample.
6. Submission of passing score on Math, Reading, and Writing sections of the Praxis Core Exam.
7. Current background check

Stage III: Requirements for Program Continuation

1. Declaration of endorsement area of ESL, GT, Reading, or STEM.
2. Maintain a cumulative GPA of 3.0 or better.
3. Passing score on Praxis II, Elementary Education: Multiple Subjects
4. All non-methods math, science, social studies and English Language Arts courses must be completed prior to senior year.

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

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

Childhood Education Requirements

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

Dismissal based on Unethical or Unprofessional Behaviors from CHED BSE program

The University of Arkansas’ teacher preparation programs adhere to the Code of Ethics of the Education Profession as established by the National Education Association as described in NEA Code of Ethics (<https://nam11.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.nea.org%2Fhome%2F30442.htm&data=04%7C01%7Ckmamisei%40uark.edu%7Cfd8bb3e102c494e5d4408d896ddc5c6%7C79c742c4e61c4fa5be89a3cb566a8%7CTWfPbGZsb3d8eyJWlJoiMC4wLjAwMDAiLCJQlJoiV2luMzIiLCJBTiI6Ikh1haWwI>)

%7C1000&sdata=sFoXbbVeQF%2FONOoiCaY4xAogtj%2FyuQhynSiD%2BQ2JKGo%3D&reserved=0), Arkansas Division of Elementary and Secondary Education Code of Ethics (<https://nam11.safelinks.protection.outlook.com/?url=http%3A%2F%2Fde.se.ade.arkansas.gov%2Fdivisions%2Feducator%2520effectiveness%2Fplsb-professional-ethics-discipline%2Fcode-of-ethics-for-arkansas-educators&data=04%7C01%7Ckmamisei%40uark.edu%7Cfddbbc3e102c494e5d4408d896ddc5c6%7C79c742c4e61c4fa5be89a3cb1%7CCTWFpbGZsb3d8eyJWljojMC4wLjAwMDAiLCJQljojV2luMzliLCJBTiI6lk1haWw%3D&reserved=0>), as well as discipline specific codes of ethics and standards found in program handbooks. Violation of these principles may result in probation, suspension, or dismissal of the internship as described:

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

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

More detailed guidelines about the policies, supports, and other requirements are provided in the program's handbook, as well as on the Office of Teacher Education website (<https://teacher-education.uark.edu/>) <https://teacher-education.uark.edu/support/index.php> (<https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fteacher-education.uark.edu%2Fsupport%2Findex.php&data=04%7C01%7Ckmamisei%40uark.edu%7Cfddbbc3e102c494e5d4408d896ddc5c6%7C79c742c4e61c4fa5be89a3cb1%7CCTWFpbGZsb3d8eyJWljojMC4wLjAwMDAiLCJQljojV2luMzliLCJBTiI6lk1haWw%3D&reserved=0>), as well as discipline specific codes of ethics and standards found in program handbooks. Violation of these principles may result in probation, suspension, or dismissal of the internship as described:

Students who have been dismissed on the basis of unethical or unprofessional conduct may appeal the decision following the procedures outlined under the Student Grievances and Appeals section of the Undergraduate Catalog of Studies (<https://nam11.safelinks.protection.outlook.com/?url=http%3A%2F%2Fcatalog.uark.edu%2Fundergraduatecatalog%2Facademicregulations%2Fstudentacademicappeals%2F&data=04%7C01%7Cagriffin%40uark.edu%7C2ce8b829e8e040a2614108d8b32229d4%7C79c742c4e61c4fa5be89a3cb1%7CCTWFpbGZsb3d8eyJWljojMC4wLjAwMDAiLCJQljojV2luMzliLCJBTiI6lk1haWw%3D&reserved=0>).

%7C1000&sdata=HJfCw%2BlavTFgx5n3xFWSOXdeBVVlnxmiEAaQ1prgywk%3D&reserved=0).

Reading Concentration (READ)

Pre-Elementary Education (PELED) requirements †

University Core (State Minimum Core)		35
Specifically required for CHED program		
ENGL 1013	Composition I (ACTS Equivalency = ENGL 1013)	
ENGL 1023	Composition II (ACTS Equivalency = ENGL 1023)	
MATH 1203	College Algebra (ACTS Equivalency = MATH 1103)	
BIOL 1543 & BIOL 1541L	Principles of Biology (ACTS Equivalency = BIOL 1014 Lecture) and Principles of Biology Laboratory (ACTS Equivalency = BIOL 1014 Lab)	
GEOS 1113 & GEOS 1111L	Physical Geology (ACTS Equivalency = GEOL 1114 Lecture) and Physical Geology Laboratory (ACTS Equivalency = GEOL 1114 Lab)	
HIST 2003	History of the American People to 1877 (ACTS Equivalency = HIST 2113)	
GEOS 1123	Human Geography (ACTS Equivalency = GEOG 1113) or ANTH 102: Introduction to Cultural Anthropology (ACTS Equivalency = ANTH 2013)	
HIST 2013	History of the American People, 1877 to Present (ACTS Equivalency = HIST 2123)	
HIST 1113	Institutions and Ideas of World Civilizations I (ACTS Equivalency = HIST 1113) or HIST 112: Institutions and Ideas of World Civilizations II (ACTS Equivalency = HIST 1123)	
ARHS 1003	Basic Course in the Arts: Art Lecture (ACTS Equivalency = ARTA 1003) or MLIT 1003: Experiencing Music (ACTS Equivalency = MUSC 1003)	
COMM 1233	Media, Community and Citizenship or WLIT 111: World Literature: Beginnings to 1650 CE (ACTS Equivalency = ENGL 2113) or PHIL 200: Introduction to Philosophy (ACTS Equivalency = PHIL 1103) or PHIL 210: Introduction to Ethics (ACTS Equivalency = PHIL 1003) or PHIL 220: Logic (ACTS Equivalency = PHIL 1003) or PHIL 310: Ethics and the Professions	
Additional PELED requirements		28
CIED 1013	Introduction to Education	
CIED 2943	Foundations of Language and Literacy	
COMM 1313	Public Speaking (ACTS Equivalency = SPCH 1003) or COMM 23: Interpersonal Communication	
HIST 3383	Arkansas and the Southwest (or any 3hr Arkansas history course)	
MATH 2213	Survey of Mathematical Structures I	
MATH 2223	Survey of Mathematical Structures II	
ENSC 1003 & ENSC 1001L	Environmental Science and Environmental Science Laboratory	

PLSC 2003	American National Government (ACTS Equivalency = PLSC 2003)	
STAT 2303	Principles of Statistics (ACTS Equivalency = MATH 2103) (or any 3hr Statistics course)	
Childhood Education major requirements		49
To be completed following admission to CHED program:		
3 hour Elective (Linguistics or Phonology focus recommended)		
ENGL 2003	Advanced Composition	
PHYS 1034	Physics for Elementary Education Majors	
or ASTR 2003/2001L	Survey of the Universe (ACTS Equivalency = PHSC 1204 Lecture)	
or STEM 4104	Astronomy for Educators	
3 hour Math Elective (consult adviser)		
ECON 3053	Economics for Elementary Teachers	
or ECON 2143	Basic Economics: Theory and Practice	
CIED 3013	Development and Learning Theories in the K-6 Classroom †	
CIED 3023	Survey of Exceptionalities †	
CIED 3053	The Emerging Adolescent †	
CIED 3113	Emergent Literacy †	
CIED 3123	Mathematics Methods in the K-6 Classroom †	
CIED 3133	Integrated Social Studies for the K-6 Classroom †	
CIED 3143	Teaching Science in the Elementary Grades †	
CIED 3453	Developmental Literacy	
CIED 4153	Classroom Management in the Elementary Grades †	
CIED 4183	Instruction and Assessment of Writing	
CIED 4533	Reading Comprehension Through Children's and Adolescent Literature	
READ Concentration requirements		12
STEM 4033	Introduction to STEM Education	
SPED 4173	Introduction to Dyslexia: Literacy Development and Structure of Language	
CIED 4423	Teaching English as a Second Language †	
SPED 4483	Teaching Literacy Skills to Students with Disabilities	
Total Hours		124

† Must have a grade of 'C' or better to award degree credit

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

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

First Year	Units	
	Fall	Spring
ENGL 1013 Composition I (ACTS Equivalency = ENGL 1013) (Satisfies General Education Outcome 1.1)	3	

MATH 1203 College Algebra (ACTS Equivalency = MATH 1103) (Satisfies General Education Outcome 2.1)	3	
Satisfies General Education Outcome 3.4:		
BIOL 1543 Principles of Biology (ACTS Equivalency = BIOL 1014 Lecture) & BIOL 1541L Principles of Biology Laboratory (ACTS Equivalency = BIOL 1014 Lab)	4	
CIED 1013 Introduction to Education	3	
Choose one of the following:		
COMM 1233 Media, Community and Citizenship (Satisfies General Education Outcome 3.2)		3
WLIT 1113 World Literature: Beginnings to 1650 CE (ACTS Equivalency = ENGL 2113) (Satisfies General Education Outcome 3.2)		3
PHIL 2003 Introduction to Philosophy (ACTS Equivalency = PHIL 1103) (Satisfies General Education Outcome 3.2)		3
PHIL 2103 Introduction to Ethics (ACTS Equivalency = PHIL 1003) (Satisfies General Education Outcome 3.2)		3
PHIL 2203 Logic (ACTS Equivalency = PHIL 1003) (Satisfies General Education Outcome 5.1)		3
PHIL 3103 Ethics and the Professions (Satisfies General Education Outcome 5.1)		3
ENGL 1023 Composition II (ACTS Equivalency = ENGL 1023) (Satisfies General Education Outcome 1.1)	3	
HIST 2003 History of the American People to 1877 (ACTS Equivalency = HIST 2113) (Satisfies General Education Outcomes 3.2, 3.3, and 4.2)	3	
Satisfies General Education Outcome 4.1:		
HIST 1113 Institutions and Ideas of World Civilizations I (ACTS Equivalency = HIST 1113) or HIST 1123 Institutions and Ideas of World Civilizations II (ACTS Equivalency = HIST 1123)	3	
Satisfies General Education Outcome 3.4:		
GEOS 1113 Physical Geology (ACTS Equivalency = GEOL 1114 Lecture) & GEOS 1111L Physical Geology Laboratory (ACTS Equivalency = GEOL 1114 Lab)	4	
MATH 2213 Survey of Mathematical Structures I	3	
Year Total:	16	16

Second Year	Units	
	Fall	Spring
Satisfies General Education Outcome 3.1:		
ARHS 1003 Basic Course in the Arts: Art Lecture (ACTS Equivalency = ARTA 1003) or MLIT 1003 Experiencing Music (ACTS Equivalency = MUSC 1003)	3	
MATH 2213 Survey of Mathematical Structures I	3	
HIST 2013 History of the American People, 1877 to Present (ACTS Equivalency = HIST 2123) (Satisfies General Education Outcomes 3.2, 3.3, and 4.2)	3	

GEOS 1123 Human Geography (ACTS Equivalency = GEOG 1113) or ANTH 1023 Introduction to Cultural Anthropology (ACTS Equivalency = ANTH 2013)	3	
COMM 1313 Public Speaking (ACTS Equivalency = SPCH 1003) (Satisfies General Education Outcomes 1.2 and 5.1) or COMM 2323 Interpersonal Communication	3	
Select one of the following:	3	
HIST 3383 Arkansas and the Southwest		
Any 3-hour Arkansas History course		
ENSC 1003 Environmental Science & ENSC 1001L Environmental Science Laboratory	4	
PLSC 2003 American National Government (ACTS Equivalency = PLSC 2003) (Satisfies General Education Outcomes 3.3 and 4.2)	3	
CIED 2943 Foundations of Language and Literacy	3	
STAT 2303 Principles of Statistics (ACTS Equivalency = MATH 2103) (or any 3 hour statistics course)	3	
Year Total:	15	16

Third Year	Units	
	Fall	Spring
CIED 3013 Development and Learning Theories in the K-6 Classroom	3	
ENGL 2003 Advanced Composition	3	
Electives (Linguistics or Phonology focus recommended)	3	
CIED 3113 Emergent Literacy	3	
PHYS 1034 Physics for Elementary Education Majors or ASTR 2003/2001L Survey of the Universe (ACTS Equivalency = PHSC 1204 Lecture) or STEM 4104 Astronomy for Educators	4	
CIED 3453 Developmental Literacy		3
CIED 3053 The Emerging Adolescent		3
CIED 3023 Survey of Exceptionalities		3
Math Electives		3
ECON 3053 Economics for Elementary Teachers or ECON 2143 Basic Economics: Theory and Practice		3
Year Total:	16	15

Fourth Year	Units	
	Fall	Spring
CIED 3123 Mathematics Methods in the K-6 Classroom	3	
CIED 4183 Instruction and Assessment of Writing	3	
STEM 4033 Introduction to STEM Education	3	
CIED 3133 Integrated Social Studies for the K-6 Classroom	3	
SPED 4173 Introduction to Dyslexia: Literacy Development and Structure of Language	3	
CIED 4153 Classroom Management in the Elementary Grades		3

CIED 4533 Reading Comprehension Through Children's and Adolescent Literature (Satisfies General Education Outcome 6.1)	3
CIED 3143 Teaching Science in the Elementary Grades	3
CIED 4423 Teaching English as a Second Language	3
SPED 4483 Teaching Literacy Skills to Students with Disabilities	3
Year Total:	15
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Total Units in Sequence:	124

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

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

Stage I: Pre-Elementary Education (PELED)

Complete either 63 hours of program pre-requisites for CHEDBS or 47 hours of program pre-requisites for ELELBS:

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

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

Admission to the Childhood Education Program is competitive and completion of all Pre-Elementary Education requirements must occur prior to entering the Childhood Education Program of Study the following fall term. Not all applicants meeting the minimum requirements will be admitted to the program. Applications to the Childhood Education (CHED) program must be submitted by Jan. 30.

The application process includes:

1. Submission of the application to teacher education (see the Teacher Education Application Fee (<http://catalog.uark.edu/undergraduatecatalog/feelandcosts/othergeneralfees/>)) through the university-wide Teacher Education Office.
2. Submission of Childhood Education application.
3. Submission of transcripts for all coursework.
4. Oral Interview with Childhood Education faculty.
5. Submission of Writing Sample.
6. Submission of passing score on Math, Reading, and Writing sections of the Praxis Core Exam.
7. Current background check

Stage III: Requirements for Program Continuation

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

3. Passing score on Praxis II, Elementary Education: Multiple Subjects
4. All non-methods math, science, social studies and English Language Arts courses must be completed prior to senior year.

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

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

Childhood Education Requirements

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

Dismissal based on Unethical or Unprofessional Behaviors from CHED BSE program

The University of Arkansas' teacher preparation programs adhere to the Code of Ethics of the Education Profession as established by the National Education Association as described in NEA Code of Ethics (<https://nam11.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.nea.org%2Fhome%2F30442.htm&data=04%7C01%7Ckmamisei%40uark.edu%7Cfddb3e102c494e5d4408d896ddc5c6%7C79c742c4e61c4fa5be89a3cb566a80d1%7C0%7C637425226531689434%7CUnknown%7CTWFpbGZsb3d8eyJWljiMC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTiI6IjEhaWw%7C1000&sdata=sFoXbVVeQF%2FONOoiCaY4xAogtj%2FyqHynSiD%2BQ2JKGo%3D&reserved=0>), Arkansas Division of Elementary and Secondary Education Code of Ethics (<https://nam11.safelinks.protection.outlook.com/?url=http%3A%2F%2Fdese.ade.arkansas.gov%2Fdivisions%2Feducator%2520effectiveness%2Fplsb-professional-ethics-discipline%2Fcode-of-ethics-for-arkansas-educators&data=04%7C01%7Ckmamisei%40uark.edu%7Cfddb3e102c494e5d4408d896ddc5c6%7C79c742c4e61c4fa5be89a3cb566a80d1%7C0%7C637425226531689434%7CUnknown%7CTWFpbGZsb3d8eyJWljiMC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTiI6IjEhaWw%7C1000&sdata=HAYktJYGbZoSMPMzHTIYRbGuhdsLD9%2BEC3RH0nBKn%3D&reserved=0>), as well as discipline specific codes of ethics and standards found in program handbooks. Violation of these principles may result in probation, suspension, or dismissal of the internship as described:

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

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

More detailed guidelines about the policies, supports, and other requirements are provided in the program’s handbook, as well as on the Office of Teacher Education website (<https://teacher-education.uark.edu/>) <https://teacher-education.uark.edu/support/index.php> (<https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fteacher-education.uark.edu%2Fsupport%2Findex.php&data=04%7C01%7Ckmamisei%40uark.edu%7Cfddb3e102c494e5d4408d896ddc5c6%7C79c742c4e61c4fa5be89a3cb566a80d1%7C0%7C637425226531689434%7CUnknown%7CTWFpbGZsb3d8eyJWljiMC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTiI6IjEhaWw%7C1000&sdata=NtOYzldvfz7FJ10VmHnyTGpV5gYVW93ptazy1y6%2F8%3D&reserved=0>).

Students who have been dismissed on the basis of unethical or unprofessional conduct may appeal the decision following the procedures outlined under the Student Grievances and Appeals section of the Undergraduate Catalog of Studies (<https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.uark.edu%2Fundergraduatecatalog%2Facademicrogulations%2Fstudentacademicappeals%2F&data=04%7C01%7Cagriffin%40uark.edu%7C2ce8b829e8e04a2614108d8b32229d4%7C79c742c4e61c4fa5be89a3cb566a80d1%7C0%7C637425226531689434%7CUnknown%7CTWFpbGZsb3d8eyJWljiMC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTiI6IjEhaWw%7C1000&sdata=HJfCW%2BlavTFgx5n3xFSW0XdeBVVlnxmiEAaQ1prgywk%3D&reserved=0>).

STEM Concentration (STEM)

Pre- Elementary Education (PELED) requirements †

University Core (State Minimum Core)		35
Specifically required for CHED program		
ENGL 1013	Composition I (ACTS Equivalency = ENGL 1013)	
ENGL 1023	Composition II (ACTS Equivalency = ENGL 1023)	
MATH 1203	College Algebra (ACTS Equivalency = MATH 1103)	
BIOL 1543 & BIOL 1541L	Principles of Biology (ACTS Equivalency = BIOL 1014 Lecture) and Principles of Biology Laboratory (ACTS Equivalency = BIOL 1014 Lab)	
GEOS 1113 & GEOS 1111L	Physical Geology (ACTS Equivalency = GEOL 1114 Lecture) and Physical Geology Laboratory (ACTS Equivalency = GEOL 1114 Lab)	
HIST 2003	History of the American People to 1877 (ACTS Equivalency = HIST 2113)	
GEOS 1123	Human Geography (ACTS Equivalency = GEOG 1113) or ANTH 1023: Introduction to Cultural Anthropology (ACTS Equivalency = ANTH 2013)	
HIST 2013	History of the American People, 1877 to Present (ACTS Equivalency = HIST 2123)	
HIST 1113	Institutions and Ideas of World Civilizations I (ACTS Equivalency = HIST 1113) or HIST 112: Institutions and Ideas of World Civilizations II (ACTS Equivalency = HIST 1123)	

ARHS 1003	Basic Course in the Arts: Art Lecture (ACTS Equivalency = ARTA 1003)
	or MLIT 1003 Experiencing Music (ACTS Equivalency = MUSC 1003)
COMM 1233	Media, Community and Citizenship
	or WLIT 111: World Literature: Beginnings to 1650 CE (ACTS Equivalency = ENGL 2113)
	or PHIL 200: Introduction to Philosophy (ACTS Equivalency = PHIL 1103)
	or PHIL 210: Introduction to Ethics (ACTS Equivalency = PHIL 1003)
	or PHIL 220: Logic (ACTS Equivalency = PHIL 1003)
	or PHIL 310: Ethics and the Professions

Additional PELED requirements 28

CIED 1013	Introduction to Education
CIED 2943	Foundations of Language and Literacy
COMM 1313	Public Speaking (ACTS Equivalency = SPCH 1003)
	or COMM 233 Interpersonal Communication
ENSC 1003	Environmental Science
	& ENSC 1001L and Environmental Science Laboratory
HIST 3383	Arkansas and the Southwest (or any 3 hour Arkansas history course)
MATH 2213	Survey of Mathematical Structures I
MATH 2223	Survey of Mathematical Structures II
PLSC 2003	American National Government (ACTS Equivalency = PLSC 2003)
STAT 2303	Principles of Statistics (ACTS Equivalency = MATH 2103) (or any 3hr Statistics course)

Childhood Education major requirements 49

To be completed following admission to CHED program	
3 hour MATH Elective (consult adviser)	
3 hour Elective (Linguistics or Phonology focus recommended) †	
ENGL 2003	Advanced Composition
PHYS 1034	Physics for Elementary Education Majors
	or ASTR Survey of the Universe (ACTS Equivalency = PHSC 2003/2001L 1204 Lecture)
	or STEM 41(Astronomy for Educators)
ECON 3053	Economics for Elementary Teachers
	or ECON 2143 Basic Economics: Theory and Practice
CIED 3013	Development and Learning Theories in the K-6 Classroom †
CIED 3023	Survey of Exceptionalities †
CIED 3053	The Emerging Adolescent †
CIED 3113	Emergent Literacy †
CIED 3123	Mathematics Methods in the K-6 Classroom †
CIED 3133	Integrated Social Studies for the K-6 Classroom †
CIED 3143	Teaching Science in the Elementary Grades †
CIED 3453	Developmental Literacy †
CIED 4153	Classroom Management in the Elementary Grades †
CIED 4183	Instruction and Assessment of Writing †
CIED 4533	Reading Comprehension Through Children's and Adolescent Literature †

STEM Concentration requirements 12

General Elective	
CIED 4423	Teaching English as a Second Language †
STEM 4033	Introduction to STEM Education †
STEM 4043	Creativity and Innovation in STEM Education
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Total Hours	124

† Must have a grade of 'C' or better to award degree credit
 1 Or any 3-hour Arkansas History course

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

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

First Year	Units	
	Fall	Spring
ENGL 1013 Composition I (ACTS Equivalency = ENGL 1013) (Satisfies General Education Outcome 1.1)	3	
MATH 1203 College Algebra (ACTS Equivalency = MATH 1103) (Satisfies General Education Outcome 2.1)		3
Satisfies General Education Outcome 3.4:		
BIOL 1543 Principles of Biology (ACTS Equivalency = BIOL 1014 Lecture) & BIOL 1541L Principles of Biology Laboratory (ACTS Equivalency = BIOL 1014 Lab)	4	
CIED 1013 Introduction to Education		3
Choose one of the following:		3
COMM 1233 Media, Community and Citizenship (Satisfies General Education Outcome 3.2)		
WLIT 1113 World Literature: Beginnings to 1650 CE (ACTS Equivalency = ENGL 2113) (Satisfies General Education Outcome 3.2)		
PHIL 2003 Introduction to Philosophy (ACTS Equivalency = PHIL 1103) (Satisfies General Education Outcome 3.2)		
PHIL 2103 Introduction to Ethics (ACTS Equivalency = PHIL 1003) (Satisfies General Education Outcome 3.2)		
PHIL 2203 Logic (ACTS Equivalency = PHIL 1003) (Satisfies General Education Outcome 5.1)		
PHIL 3103 Ethics and the Professions (Satisfies General Education Outcome 5.1)		
ENGL 1023 Composition II (ACTS Equivalency = ENGL 1023) (Satisfies General Education Outcome 1.1)		3
HIST 2003 History of the American People to 1877 (ACTS Equivalency = HIST 2113) (Satisfies General Education Outcomes 3.2, 3.3 and 4.2)		3
Satisfies General Education Outcome 4.1:		

HIST 1113 Institutions and Ideas of World Civilizations I (ACTS Equivalency = HIST 1113) or HIST 1123 Institutions and Ideas of World Civilizations II (ACTS Equivalency = HIST 1123) Satisfies General Education Outcome 3.4:	3	
GEOS 1113 Physical Geology (ACTS Equivalency = GEOL 1114 Lecture) & GEOS 1111L Physical Geology Laboratory (ACTS Equivalency = GEOL 1114 Lab)	4	
MATH 2213 Survey of Mathematical Structures I	3	
Year Total:	16	16

Second Year		Units
	Fall	Spring

Satisfies General Education Outcome 3.1:		
ARHS 1003 Basic Course in the Arts: Art Lecture (ACTS Equivalency = ARTA 1003) or MLIT 1003 Experiencing Music (ACTS Equivalency = MUSC 1003)	3	
MATH 2223 Survey of Mathematical Structures II	3	
HIST 2013 History of the American People, 1877 to Present (ACTS Equivalency = HIST 2123) (Satisfies General Education Outcomes 3.2, 3.3 and 4.2)	3	
GEOS 1123 Human Geography (ACTS Equivalency = GEOG 1113) or ANTH 1023 Introduction to Cultural Anthropology (ACTS Equivalency = ANTH 2013)	3	
COMM 1313 Public Speaking (ACTS Equivalency = SPCH 1003) (Satisfies General Education Outcomes 1.2 and 5.1) or COMM 2323 Interpersonal Communication	3	
Select one of the following:	3	
HIST 3383 Arkansas and the Southwest		
Any 3-hour Arkansas History course		
ENSC 1003 Environmental Science & ENSC 1001L Environmental Science Laboratory	4	
PLSC 2003 American National Government (ACTS Equivalency = PLSC 2003) (Satisfies General Education Outcome 3.3)	3	
CIED 2943 Foundations of Language and Literacy	3	
STAT 2303 Principles of Statistics (ACTS Equivalency = MATH 2103) (or any 3 hour statistics course)	3	
Year Total:	15	16

Third Year		Units
	Fall	Spring

CIED 3013 Development and Learning Theories in the K-6 Classroom	3	
ENGL 2003 Advanced Composition	3	
Elective (Linguistics or Phonology focus recommended)	3	
CIED 3113 Emergent Literacy	3	

PHYS 1034 Physics for Elementary Education Majors or ASTR 2003/2001L Survey of the Universe (ACTS Equivalency = PHSC 1204 Lecture) or STEM 4104 Astronomy for Educators	4	
CIED 3453 Developmental Literacy		3
CIED 3053 The Emerging Adolescent		3
CIED 3023 Survey of Exceptionalities		3
Math Elective		3
ECON 3053 Economics for Elementary Teachers or ECON 2143 Basic Economics: Theory and Practice		3
Year Total:	16	15

Fourth Year		Units
	Fall	Spring

CIED 3123 Mathematics Methods in the K-6 Classroom	3	
CIED 4183 Instruction and Assessment of Writing	3	
STEM 4033 Introduction to STEM Education	3	
CIED 3133 Integrated Social Studies for the K-6 Classroom	3	
CIED 4423 Teaching English as a Second Language	3	
CIED 4153 Classroom Management in the Elementary Grades		3
CIED 4533 Reading Comprehension Through Children's and Adolescent Literature (Satisfies General Education Outcome 6.1)		3
CIED 3143 Teaching Science in the Elementary Grades		3
STEM 4043 Creativity and Innovation in STEM Education		3
General Elective		3
Year Total:	15	15

Total Units in Sequence: 124

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

Eilers, Linda Hale, Ph.D. (Louisiana State University at Shreveport), M.Ed., B.S.E. (University of Arkansas at Little Rock), Clinical Associate Professor, Department of Curriculum and Instruction, 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, Department of Curriculum and Instruction, 2010, 2016.

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

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

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

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

Courses

CIED 1003. Introduction to Technology in Education. 3 Hours.

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

CIED 1013. Introduction to Education. 3 Hours.

Integrates psychological, sociological, and philosophical foundations of education with concurrent involvement in field experiences. Encourages prospective teachers to become reflective practitioners by emphasizing organization of school systems, planning and implementation of effective classroom environments, development of teaching styles, and new directions in education. An 18-hour early field experience designed to give prospective teachers opportunities to observe and participate in a variety of school settings is incorporated in this introductory course to education. (Typically offered: Fall and Spring)

CIED 2173. Literacy in America. 3 Hours.

A course that examines the myriad definitions of literacy (and illiteracy) and their connections to issues of social class, occupational status, economic and political structures, educational institutions, cultural organizations, and the media. (Typically offered: Fall and Spring)

This course is cross-listed with ENGL 2173.

CIED 2943. Foundations of Language and Literacy. 3 Hours.

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

CIED 3001. Early Childhood Education Practicum. 1 Hour.

This practicum course provides opportunities for students to observe and practice providing instruction and guidance in preschool settings. Corequisite: CIED 3003. (Typically offered: Fall, Spring and Summer)

CIED 3003. Early Childhood Education. 3 Hours.

The study of kindergarten and preschool programs: social context of early childhood education, purposes, research basis, curriculum development, methods, and materials. Corequisite: CIED 3001. Prerequisite: CIED 1013. (Typically offered: Spring and Summer)

CIED 3013. Development and Learning Theories in the K-6 Classroom. 3 Hours.

This course allows students to cultivate an understanding of how elementary students develop, process information, and learn; studies educational applications pertaining to theories of development, intelligence, and thinking dispositions. Students study various learning theories, their implications for instruction, and their role in the K-6 classroom. Field experience required. Prerequisite: CHEDBS or ELELBS major. (Typically offered: Fall and Spring)

CIED 3013H. Honors Development and Learning Theories in the K-6 Classroom. 3 Hours.

This course allows students to cultivate an understanding of how elementary students develop, process information, and learn; studies educational applications pertaining to theories of development, intelligence, and thinking dispositions. Students study various learning theories, their implications for instruction, and their role in the K-6 classroom. Field experience required. Prerequisite: CHEDBS or ELELBS major and honors. (Typically offered: Fall and Spring)
This course is equivalent to CIED 3013.

CIED 3023. Survey of Exceptionalities. 3 Hours.

A survey of the characteristics of students with exceptional needs. Reviews the definitions of exceptionalities, learning and behavior characteristics of individuals with exceptionalities and the legal basis for the education of persons with exceptionalities in both elementary and secondary schools. Prerequisite: CIED 1013, or MUED 2012, or AGED 1123, or PSYC 2003. (Typically offered: Fall, Spring and Summer)

CIED 3023H. Honors Survey of Exceptionalities. 3 Hours.

A survey of the characteristics of students with exceptional needs. Reviews the definitions of exceptionalities, learning and behavior characteristics of individuals with exceptionalities and the legal basis for the education of persons with exceptionalities in both elementary and secondary schools. Prerequisite: Honors standing, CIED 1013, or MUED 2012, or AGED 1123, or PSYC 2003. (Typically offered: Fall, Spring and Summer)

CIED 3033. Classroom Learning Theory. 3 Hours.

A survey of the major theories of learning with special emphasis on human learning and implications for education. Field experience required. Prerequisite: CIED 1013; or MUED 2012; or PHED 1003; or AGED 1123; or PSYC 2003. (Typically offered: Fall, Spring and Summer)

CIED 3033H. Honors Classroom Learning Theory. 3 Hours.

A survey of the major theories of learning with special emphasis on human learning and implications for education. Field experience required. Prerequisite: Honors standing and (CIED 1013; or MUED 2012; or PHED 1003; or AGED 1123; or PSYC 2003). (Typically offered: Fall, Spring and Summer)

CIED 3053. The Emerging Adolescent. 3 Hours.

This course is a study of the developmental characteristics (social, emotional, physical, moral, and intellectual) of early adolescents (ages 10-15 years). The implications of these changes for motivation, instruction, learning, and classroom management in the classroom are emphasized. Course has field component. Prerequisite: CIED 1013. (Typically offered: Fall and Spring)

CIED 3083. Arts Integration in the Classroom. 3 Hours.

Content course in arts integration including the pedagogy, design, and implementation of lesson plans which teach skills through the visual and performing arts to students. (Typically offered: Fall)

CIED 3103. Children and Adolescent Literature. 3 Hours.

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

CIED 3103H. Honors Children and Adolescent Literature. 3 Hours.

A survey of children's literary works, authors, and illustrators with emphasis on elementary grade and adolescent literature. Corequisite: CIED 3113. Prerequisite: CHEDBS or ELELBS major and honors. (Typically offered: Fall and Spring)
This course is equivalent to CIED 3103.

CIED 3113. Emergent Literacy. 3 Hours.

An understanding of emergent literacy development through a study of science-based literacy pedagogy and practical field experiences. Prerequisite: ENGL 1013, ENGL 1023, CIED 2943 and CHEDBS or ELELBS or HDFSBS BRKD or HDFSBS CDEV or SPEDBS major. (Typically offered: Fall and Spring)

CIED 3113H. Honors Emergent Literacy. 3 Hours.

This course focuses on theories of children's emerging literacy and on the continuing development of literacy abilities in pre-kindergarten and early elementary years. Field experience required. Prerequisite: ENGL 1013, ENGL 1023, and CIED 3262, CHEDBS or ELELBS major and honors. (Typically offered: Fall and Spring)
This course is equivalent to CIED 3113.

CIED 3123. Mathematics Methods in the K-6 Classroom. 3 Hours.

An examination of the content of elementary mathematics courses. Special emphasis given to methods of teaching the content as well as enrichment materials. Prerequisite: MATH 1203, MATH 2213, MATH 2223, STAT 2303, and CHEDBS or ELELBS major. (Typically offered: Fall and Spring)

CIED 3133. Integrated Social Studies for the K-6 Classroom. 3 Hours.

Focuses on the methodology of facilitating elementary students' development in language arts and social studies. Integrates the curriculum and teaching strategies in language arts and social studies. Prerequisite: CHEDBS or ELELBS major, and PLSC 2003 and HIST 2003 and HIST 2013, and (HIST 1113 or HIST 1123), and (GEOS 1123 or ANTH 1023), and (ECON 3053 or ECON 2143), and ARHS 1003, and MLIT 1003. (Typically offered: Fall and Spring)

CIED 3143. Teaching Science in the Elementary Grades. 3 Hours.

Study of the methods and materials in teaching science. Classroom applications of teaching strategies with analysis of teacher effectiveness in seminar settings are emphasized. Prerequisite: (BIOL 1543 and BIOL 1541L), and (GEOS 1113 and GEOS 1111L), and (PHYS 1034 or ASTR 2003 and ASTR 2001L), and CHEDBS or ELELBS major. (Typically offered: Fall and Spring)

CIED 3262. Language Development for the Educator. 2 Hours.

Nature of speech-language development in preschool and school-aged children, including cognitive prerequisites, social contexts, and relationships between language acquisition and literacy. Language differences (dialectal, bilingual) and speech-language disorders are explored. The role of the educator in facilitating language acquisition is emphasized. Prerequisite: CHEDBS or ELELBS major. (Typically offered: Fall and Spring)

CIED 3453. Developmental Literacy. 3 Hours.

A deep and comprehensive application of the development of literacy skills from decoding to fluent, comprehending readers. Field experience required. Prerequisite: CIED 2943, CIED 3113, and admission into ELELBS or CHEDBS programs. (Typically offered: Fall and Spring)

CIED 3453H. Honors Developmental Literacy. 3 Hours.

A deep and comprehensive application of the development of literacy skills from decoding to fluent, comprehending readers. Field experience required. Prerequisite: CIED 2943, CIED 3113, admission into ELELBS or CHEDBS programs, and honors standing. (Typically offered: Fall and Spring)

CIED 3901H. Honors Curriculum and Instruction Education Thesis Tutorial. 1 Hour.

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

CIED 4003. Elementary Seminar. 3 Hours.

This course is designed to synthesize the foundational content presented in the Bachelor of Science in Education, Elementary Education program. It focuses on refinement of generalized knowledge to accommodate specialized content relevant to elementary students. Corequisite: CIED 4173. Prerequisite: CHEDBS or ELELBS major. (Typically offered: Fall)

CIED 4013. Capstone Course for Foreign Language Licensure. 3 Hours.

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

CIED 4023. Teaching in Inclusive Secondary Settings. 3 Hours.

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

CIED 4083. Creativity in Daily 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 4101. Practicum. 1 Hour.

Practicum. Corequisite: CIED 3133. (Typically offered: Spring)

CIED 4113. Integrated Communication Skills for the K-6 Classroom. 3 Hours.

Focuses on the methodology of facilitating elementary students' literacy development. Emphasis is on the integration of the communication skills of reading, writing, speaking, and listening across the curriculum. Prerequisite: COMM 1313 or COMM 2323 and CHEDBS or ELELBS major. (Typically offered: Fall and Spring)

CIED 4113H. Honors Integrated Communication Skills for the K-6 Classroom. 3 Hours.

Focuses on the methodology of facilitating elementary students' literacy development. Emphasis is on the integration of the communication skills of reading, writing, speaking, and listening across the curriculum. Prerequisite: COMM 1313 or COMM 2323 and CHEDBS or ELELBS major and honors. (Typically offered: Fall and Spring)

This course is equivalent to CIED 4113.

CIED 4123. Literacy Assessment and Interventions in the Elementary Classroom. 3 Hours.

An undergraduate course focusing on literacy assessment and intervention for prospective classroom teachers. Participants become familiar with assessment procedures and instruments for identifying student strengths and weaknesses in literacy, determining effective intervention strategies for literacy improvement, and principles of reporting assessment and intervention outcomes. Corequisite: CIED 4173. Prerequisite: CHEDBS or ELELBS major. (Typically offered: Fall)

CIED 4131. Practicum for Secondary and Multilevel Tracks in Education. 1 Hour.

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

CIED 4133. Measurement and Research in the K-6 Classroom. 3 Hours.

This course is designed to provide an introduction to educational assessment, research methods, and what research has to say about trends and topics in elementary education. Prerequisite: CHEDBS or ELELBS major. (Typically offered: Fall)

CIED 4143. Curriculum Design and Applications of Instructional Practice. 3 Hours.

A course in the design and adaptation of curriculum for students in regular, elementary classrooms. Theoretical bases and curriculum models will be reviewed. Corequisite: CIED 4173. Prerequisite: CHEDBS or ELELBS major. (Typically offered: Spring)

CIED 4153. Classroom Management in the Elementary Grades. 3 Hours.

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

CIED 4163. Senior Project. 3 Hours.

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

CIED 4173. Student Teaching. 3 Hours.

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. Prerequisite: CHEDBS or ELELBS major. (Typically offered: Fall and Spring) May be repeated for up to 6 hours of degree credit.

CIED 4183. Instruction and Assessment of Writing. 3 Hours.

Develop knowledge, skills and dispositions about writing processes, genres, and pedagogy. Field experience required. Prerequisite: CIED 2943, CIED 3113, CIED 3453, and admission into CHEDBS or ELELBS programs. (Typically offered: Fall and Spring)

CIED 4285. Teaching Experience. 5 Hours.

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

CIED 4323. Instructional Design for Teachers. 3 Hours.

Study of the design of instruction for students with exceptionalities. Emphasis is placed on synthesizing a broad range of existing and emerging perspectives and methods of instruction and applying them to practical classroom practice. Prerequisite: CIED 3023 and CHEDBS or ELELBS major. (Typically offered: Fall)

CIED 4363. Disciplinary Literacy in the K-6 Classroom. 3 Hours.

Focuses on the methodology of extending K-6 learners' basic literacy development, as a foundation for intermediate and disciplinary literacy. Emphasis is on the engagement of students in the distinct reading, writing, speaking, and listening requirements of different disciplines. Prerequisite: CIED 3113 and CHEDBS or ELELBS major. (Typically offered: Fall and Spring)

CIED 4403. Understanding Cultures in the Classroom. 3 Hours.

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

CIED 4413. Acquiring a Second Language. 3 Hours.

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

CIED 4423. Teaching English as a Second Language. 3 Hours.

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

CIED 4433. The Moral Mind in Action. 3 Hours.

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. (Typically offered: Fall)

CIED 4443. Moral Courage. 3 Hours.

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. (Typically offered: Spring)

CIED 4463. Culture and Learning. 3 Hours.

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

CIED 4503H. Honors Charles Darwin and the Legacy of Evolution. 3 Hours.

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

CIED 4513. Teaching Children with Mild Disabilities. 3 Hours.

This course is a study of the characteristics of young students with disabilities and methods for teaching this group of students. The course will provide future teachers with an understanding of interventions useful in teaching individuals with special learning needs during grades P-4. (Typically offered: Fall and Spring)

CIED 4523H. Honors Teaching Children with Severe Disabilities. 3 Hours.

This course is a study of the characteristics of young students with severe disabilities and methods for teaching this group of students. The course will provide future teachers with an understanding of interventions useful in teaching individuals with special learning needs during grades P-4. (Typically offered: Spring and Summer)

CIED 4533. Reading Comprehension Through Children's and Adolescent Literature. 3 Hours.

An examination of the major genres of children and adolescent literature to develop and extend K-6 students' skills in reading comprehension. Field experience required. Prerequisite: CIED 2943, CIED 3113, CIED 3453, and admission into CHEDBS or ELELBS programs. (Typically offered: Fall and Spring)

CIED 4533H. Honors Reading Comprehension Through Children's and Adolescent Literature. 3 Hours.

An examination of the major genres of children and adolescent literature to develop and extend K-6 students' skills in reading comprehension. Field experience required. Prerequisite: CIED 2943, CIED 3113, CIED 3453, admission into CHEDBS or ELELBS programs, and honors standing. (Typically offered: Fall and Spring)

CIED 4953. Assessment for English Learners. 3 Hours.

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

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

Designed to provide facilitation of the Honors Thesis/Project. Students and faculty work "one-on-one" to complete the honors thesis/project. Prerequisite: Honors candidacy, CIED 3901H, and CATEBS, CHEDBS, EDSTBS, EGEDBA, ELELBS, FREDBA, GREDBA, SNEDBA, SPEDBS, or SSEDDBA major. (Typically offered: Fall, Spring and Summer) May be repeated for up to 3 hours of degree credit.

CIED 499V. Special Topics in Curriculum and Instruction Education. 1-6 Hour.

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

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

Discussion and advanced studies on selected topics in curriculum and instruction. Special focus on recent and emerging topics in education. (Typically offered: Fall, Spring and Summer)

This course is equivalent to CIED 499V.