

Curriculum and Instruction (CIED)

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Curriculum and Instruction Website (<https://cied.uark.edu/>)

The Department of Curriculum and Instruction sponsors initial teacher licensure programs in the areas of career and technical education (<http://catalog.uark.edu/undergraduatecatalog/collegesandschools/collegeofeducationandhealthprofessions/careerandtechnicaleducationcate/>), elementary education (<http://catalog.uark.edu/undergraduatecatalog/collegesandschools/collegeofeducationandhealthprofessions/elementaryeducationelel/>), childhood education (<http://catalog.uark.edu/undergraduatecatalog/collegesandschools/collegeofeducationandhealthprofessions/childhoodeducationeled/>) and special education (<http://catalog.uark.edu/undergraduatecatalog/collegesandschools/collegeofeducationandhealthprofessions/specialeducationsped/>). The department also offers additional licensure plans in ESL, gifted and talented, special education and selected other areas (please see College Web Site licensure link). The Special Education Program also offers a Graduate Certificate in Autism Spectrum Disorders (ASD) as well as a Graduate Certificate in STEM education for Childhood Education candidates.

Five teacher licensure majors also lead to Bachelor of Arts in Teaching degrees: English Education (<http://catalog.uark.edu/undergraduatecatalog/collegesandschools/collegeofeducationandhealthprofessions/englisheducationenegd/>), French Education (<http://catalog.uark.edu/undergraduatecatalog/collegesandschools/collegeofeducationandhealthprofessions/frencheducationfred/>), German Education (<http://catalog.uark.edu/undergraduatecatalog/collegesandschools/collegeofeducationandhealthprofessions/germaneducationngred/>), Social Sciences Education (<http://catalog.uark.edu/undergraduatecatalog/collegesandschools/collegeofeducationandhealthprofessions/socialstudieseducationssed/>) and Spanish Education (<http://catalog.uark.edu/undergraduatecatalog/collegesandschools/collegeofeducationandhealthprofessions/spanisheducationsned/>). Additional secondary school licensure programs are made available with the cooperation of the Department of Health Science, Kinesiology, Recreation, and Dance; the Department of Rehabilitation, Human Resources and Communication Disorders; the Fulbright College of Arts and Sciences; and the Dale Bumpers College of Agricultural, Food and Life Sciences.

The department offers a non-licensure program in educational studies (<http://catalog.uark.edu/undergraduatecatalog/collegesandschools/collegeofeducationandhealthprofessions/educationstudiesedst/>) for students wishing to focus on general theory and practice of learning and teaching. This major gives students the cognitive ability to apply teaching strategies to a variety of employers in private sector businesses, nonprofit organizations, and community agencies.

The department also offers both a minor and a certificate of proficiency in STEM Education (<http://catalog.uark.edu/undergraduatecatalog/>)

[collegesandschools/collegeofeducationandhealthprofessions/stemeducation/](http://catalog.uark.edu/undergraduatecatalog/collegesandschools/collegeofeducationandhealthprofessions/stemeducation/)), both of which are open to students in STEM fields.

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

Scaif, Jacquelyn, M.E. (Harding University), B.A. (Arkansas State University), Instructor, 2023.

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 10003. Introduction to Technology in Education. 3 Hours.**

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

CIED 10103. Introduction to Education. 3 Hours.

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

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

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

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

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

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

This course allows students to cultivate an understanding of how elementary students develop, process information, and learn; studies educational applications pertaining to theories of development, intelligence, and thinking dispositions. Students study various learning theories, their implications for instruction, and their role in the K-6 classroom. Field experience required. Prerequisite: CHEDBS or ELELBS major and honors. (Typically offered: Fall and Spring)
This course is equivalent to CIED 30103.

CIED 30203. Survey of Exceptionalities. 3 Hours.

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

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

A survey of the characteristics of students with exceptional needs. Reviews the definitions of exceptionalities, learning and behavior characteristics of individuals with exceptionalities and the legal basis for the education of persons with exceptionalities in both elementary and secondary schools. Prerequisite: Honors standing, CIED 10103, or MUED 20102, or AGED 11203, or PSYC 20003. (Typically offered: Fall, Spring and Summer)
This course is equivalent to CIED 30203.

CIED 30303. Classroom Learning Theory. 3 Hours.

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

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

A survey of the major theories of learning with special emphasis on human learning and implications for education. Field experience required. Prerequisite: Honors standing and (CIED 10103; or MUED 20102; or AGED 11203; or PSYC 20003). (Typically offered: Fall, Spring and Summer)
This course is equivalent to CIED 30303.

CIED 30503. The Emerging Adolescent. 3 Hours.

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

CIED 31003. Children and Adolescent Literature. 3 Hours.

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

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

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

CIED 31103. Emergent Literacy. 3 Hours.

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

CIED 311H3. Honors Emergent Literacy. 3 Hours.

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

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

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

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

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

CIED 34503. Developmental Literacy. 3 Hours.

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

CIED 345H3. Honors Developmental Literacy. 3 Hours.

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

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

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

CIED 40003. Elementary Seminar. 3 Hours.

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

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

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

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

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

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

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

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

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

This course is equivalent to CIED 41103.

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

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

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

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

CIED 41303. Assessment and Instruction. 3 Hours.

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

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

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

CIED 41503. Learner Centered Classroom Management. 3 Hours.

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

CIED 41603. Senior Project. 3 Hours.

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

CIED 41703. Residency I. 3 Hours.

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

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

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

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

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

This course is equivalent to CIED 41803.

CIED 41903. Intermediate Math Methods. 3 Hours.

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

CIED 42003. Advanced Seminar. 3 Hours.

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

CIED 42805. Teaching Experience. 5 Hours.

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

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

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

CIED 42906. Advanced Residency II. 6 Hours.

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

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

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

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

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

CIED 44103. Acquiring a Second Language. 3 Hours.

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

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

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

CIED 44603. Culture and Learning. 3 Hours.

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

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

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

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

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

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

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

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

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

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

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

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

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

CIED 49503. Assessment for English Learners. 3 Hours.

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

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

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

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

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

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

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

This course is equivalent to CIED 4990V.