

# Curriculum and Instruction (CIED)

Suzanne Kucharczyk  
Department Head  
216 Peabody Hall  
479-575-4209  
Email: [suzannek@uark.edu](mailto:suzannek@uark.edu)

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/englisheducationeneg/>), French Education (<http://catalog.uark.edu/undergraduatecatalog/collegesandschools/collegeofeducationandhealthprofessions/frencheducationfred/>), German Education (<http://catalog.uark.edu/undergraduatecatalog/collegesandschools/collegeofeducationandhealthprofessions/germaneducationgred/>), 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 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 2083. Innovation and 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: Fall and Spring) May be repeated for up to 6 hours of degree credit.

**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. Corequisite: CIED 3113. (Typically offered: Fall and Spring)

**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: PELED or 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)  
This course is equivalent to CIED 3023.

**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)  
This course is equivalent to CIED 3033.

**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 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 HDFBS BRKD or HDFBS 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. Field experience required. Corequisite: CIED 2943. Prerequisite: ENGL 1013, ENGL 1023, and CHEDBS or ELELBS or HDFBS BRKD or HDFBS 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. Field experience required. Prerequisite: MATH 1203, MATH 2213, MATH 2223, 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. Field experience required. Prerequisite: CHEDBS or ELELBS major, and PLSC 2003 and (HIST 2003 or HIST 2013), and (HIST 1113 or HIST 1123), and (GEOS 1123 or ANTH 1023), and (ECON 3053 or ECON 2143), and (ARHS 1003 or MLIT 1003). (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)  
This course is equivalent to CIED 3453.

**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, DREDBA, EDSTBS, EGEDBA, ELELBS, FREDBA, GREDBA, SNEDBA, SPEDBS, or SSEDDBA 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 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. Corequisite: CIED 3453. Prerequisite: CIED 2943, CIED 3113, and admission into CHEDBS or ELELBS programs. (Typically offered: Fall and Spring)

**CIED 4183H. Honors 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, honors standing and admission into CHEDBS or ELELBS programs. (Typically offered: Fall and Spring)  
This course is equivalent to CIED 4183.

**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 one of the following: EGEDBA, SSEDDBA, FREDDBA, GREDBA, SNEDDBA, or DREDBA. (Typically offered: Spring)

**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. 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 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 4483H. 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 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. Prerequisite: Honors standing. (Typically offered: Spring Even Years)

**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)

This course is equivalent to CIED 4533.

**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, DREDBA, EDSTBS, EGEDBA, ELELBS, FREDBA, GREDBA, SNEDBA, SPEDBS, or SSEDBA major. (Typically offered: Fall, Spring and Summer) May be repeated for up to 3 hours of degree credit.

**CIED 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.