

# Social Studies Education (SSED)

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

The Department of Curriculum and Instruction offers a Bachelor of Arts in Teaching in Social Studies Education that leads to licensure for 7-12 instruction. The program focuses on developing reflective practitioners based on the constructivist perspective that teachers are life-long learners, reflective practitioners themselves, and scholar researchers. The coursework is designed to develop these attributes so that students graduate as effective teachers with the knowledge, skills, and dispositions to engage students with meaningful and authentic instruction. The Bachelor of Arts in Teaching degree will also prepare students in the humanities with the pedagogical skills, the content knowledge, and the dispositions for teaching and learning in 21st century classrooms.

## B.A.T. in Social Studies Education

### Stage I: Pre-Social Studies Education (PSSSED)

**Complete all 46 hours of program pre-requisites for each content area.**

1. Obtain a GPA of 3.0 or better on UA coursework.
2. Complete all content and pedagogy courses with a grade of "C" or better.
3. Complete a background check.

### Stage II: Admission to the B.A.T. Program

Admission to the Bachelor of Arts in Teaching program (B.A.T.) occurs the semester after the candidate has completed all pre-B.A.T. requirements including the first three courses in education — CIED 1013, CIED 1003, and CIED 2083 — prior to a student's entering the individual programs of study the following fall term. The B.A.T. program is competitive, and meeting the minimum requirements does not guarantee admission to the program. Applications to the B.A.T. program must be submitted by deadlines statement on the Office of Teacher Education (<https://teacher-education.uark.edu/admissions/>) website.

The application process includes:

1. Students must complete the application to teacher education (see the Teacher Education Application Fee (<http://catalog.uark.edu/undergraduatecatalog/feesandcosts/othergeneralfees/>)) through the Teacher Education Office during the time period stated on the Office of Teacher Education website. This includes completing and passing the criminal background check.\*
2. Submission of B.A.T. application.
3. Submission of writing sample to content area faculty.
4. Submission of transcripts for all coursework.

\* Another background check will be required prior to graduation in order to be eligible for licensure.

### Stage III: Requirements for Program Continuation and Internship

1. Maintain a cumulative GPA of 3.0 or better.
2. All professional education courses and content courses must have a grade 'C' or better (except SEED 3283 below). No teaching methods courses may be taken as self-paced (correspondence) courses.

### Stage IV: Requirements for Internship Semester (spring, senior year) and Program Completion

All students in the BAT program must complete the following requirements prior to being admitted to the spring semester of their senior year.

1. Students must earn a 'B' or better in the fall semester, senior year SEED 3283 practicum course.
2. Earn a cumulative GPA of 3.0 or better by the end of the fall semester, senior year. Students are not permitted to intern in the spring if the GPA requirement is not met.
3. Students must have taken the appropriate Praxis II-Content Knowledge exam to be admitted to the spring semester, senior year.
4. Candidate must complete a successful internship admission interview with B.A.T. faculty. Note these interviews are scheduled with all senior students during the fall semester.
5. Satisfactorily complete the internship/student teaching experience that has been approved by the Director of Field Placement.

All students seeking licensure in the State of Arkansas are subject to a criminal background check. Background checks can take up to six months to process; therefore, students are advised to complete and submit the forms to the proper authorities at least six months in advance of graduation (or six months prior to applying for a teaching license). Arkansas will not grant a teaching license to anyone who has been convicted of a felony.

## Social Studies Education Requirements

### Pre-Social Studies Education requirements

University Core (State Minimum Core)	35
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Courses specifically required for the Social Studies Education B.A.T. 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) (or higher)
HIST 2003	History of the American People to 1877 (ACTS Equivalency = HIST 2113)
HIST 1113	Institutions and Ideas of World Civilizations I (ACTS Equivalency = HIST 1113)
HIST 1123	Institutions and Ideas of World Civilizations II (ACTS Equivalency = HIST 1123)
HIST 2013	History of the American People, 1877 to Present (ACTS Equivalency = HIST 2123)

### Additional Pre-Social Studies Education requirements <sup>1</sup> 9

CIED 1013	Introduction to Education
CIED 1003	Introduction to Technology in Education
CIED 2083	Innovation and Creativity in Daily Practice

<b>Educational Requirements <sup>1</sup></b>		<b>31</b>
EDST 3223	American Educational History or HIST 489:History Seminar	
CIED 3033	Classroom Learning Theory	
CIED 4023	Teaching in Inclusive Secondary Settings	
SEED 4063	Disciplinary and Interdisciplinary Literacies in Education	
CIED 4285	Teaching Experience	
CIED 4403	Understanding Cultures in the Classroom	
SEED 3283	Teaching Experiences in Education	
SEED 4022	Classroom Management Concepts	
SEED 4103	Methods of Teaching Secondary Social Studies I	
SEED 4113	Teaching History, Government and Economics	
<b>Social Studies Content <sup>1</sup></b>		<b>39</b>
Social Science electives (6 hours of 3000-level) <sup>2</sup>		
Social Science electives (9 hours of 4000-level) <sup>2</sup>		
ECON 2143	Basic Economics: Theory and Practice	
GEOS 1123	Human Geography (ACTS Equivalency = GEOG 1113) or ANTH 102:Introduction to Cultural Anthropology (ACTS Equivalency = ANTH 2013)	
GEOS 2003	World Regional Geography (ACTS Equivalency = GEOG 2103)	
HIST 4583	Arkansas in the Nation or HIST 338:Arkansas and the Southwest	
PLSC 2003	American National Government (ACTS Equivalency = PLSC 2003)	
SOCI 2013	General Sociology (ACTS Equivalency = SOCI 1013)	
6 hours Social Studies Diversity core chosen from courses below:		
HIST 3233	African American History to 1877	
HIST 3243	African American History Since 1877	
HIST 3093	Women in U.S. History	
HIST 3263	History of the American Indian	
HIST 3303	U.S. Immigration History	
HIST 3313	Latinos and Latinas in the U.S.	
PLSC 3263	Latino Politics	
PLSC 3293	Black Politics	
PLSC 4323	Racial Identity, Politics, and Public Policy	
PLSC 4333	Southern Politics	
PLSC 4593	Islam and Politics	
PLSC 3853	American Foreign Policy	
<b>General Electives</b>		<b>6</b>
<b>Total Hours</b>		<b>120</b>

<sup>1</sup> All professional education courses and content courses must have a grade "C" or better, except SEED 3283, which must have a "B" or better.

<sup>2</sup> A minimum of 6 hours with international/non-U.S. focus must be taken among the combined 15 hours of 3000- and 4000-level Social Science electives.

**Dismissal based on Unethical or Unprofessional Behaviors from the B.A.T. 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%7Ca1b2cdf9639c4ba1b3ed08d897252433%7C79c742c4e61c4fa5be89a3cb566a8%7CCTWFpbGZsb3d8eyJWljojMC4wLjAwMDAiLCJQljojV2luMzliLCJBTiI6I1haWw%7C1000&sdata=Rz4djbrQkGT%2F6apKO7qqCfxSVIB%2F1VWVbxhHQ2C5AtBk%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%7Ca1b2cdf9639c4ba1b3ed08d897252433%7C79c742c4e61c4fa5be89a3cb566a8%7CCTWFpbGZsb3d8eyJWljojMC4wLjAwMDAiLCJQljojV2luMzliLCJBTiI6I1haWw%7C1000&sdata=IW%2FJfYUarqY5QAsdHdGE08O8yc32sq7svsTUJ78cV74%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/>) or the Teacher Education Support page (<https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fteacher-education.uark.edu%2Fsupport%2Findex.php&data=04%7C01%7Ckmamisei%40uark.edu%7Ca1b2cdf9639c4ba1b3ed08d897252433%7C79c742c4e61c4fa5be89a3cb566a8%7CCTWFpbGZsb3d8eyJWljojMC4wLjAwMDAiLCJQljojV2luMzliLCJBTiI6I1haWw%7C1000&sdata=4bDHshKQWwWkHUpWokOosPmSDje1rOxumOETQaahHuA%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 (<http://catalog.uark.edu/undergraduatedcatalog/academicregulations/studentacademicappeals/>).

## Social Studies Education B.A.T. 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 for admission to the program can finish a degree in four years by following 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	
Humanities State Minimum Core (Satisfies General Education Outcome 3.2) <sup>1</sup>	3	
HIST 2003 History of the American People to 1877 (ACTS Equivalency = HIST 2113) (Satisfies General Education Outcome 3.2, 3.3, and 4.2)	3	
CIED 1013 Introduction to Education	3	
ENGL 1023 Composition II (ACTS Equivalency = ENGL 1023) (Satisfies General Education Outcome 1.1)		3
Science State Minimum Core with lab (Satisfies General Education Outcome 3.4) <sup>1</sup>		4
HIST 1113 Institutions and Ideas of World Civilizations I (ACTS Equivalency = HIST 1113) (Satisfies General Education Outcomes 3.2, 3.3, and 4.1)		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
CIED 1003 Introduction to Technology in Education		3
Year Total:	15	16

Second Year	Units	
	Fall	Spring
Fine Arts State Minimum Core (Satisfies General Education Outcome 3.1) <sup>1</sup>	3	
HIST 1123 Institutions and Ideas of World Civilizations II (ACTS Equivalency = HIST 1123) (Satisfies General Education Outcomes 3.2, 3.3, and 4.1)	3	
GEOS 1123 Human Geography (ACTS Equivalency = GEOG 1113) or ANTH 1023 Introduction to Cultural Anthropology (ACTS Equivalency = ANTH 2013)	3	
GEOS 2003 World Regional Geography (ACTS Equivalency = GEOG 2103) (Satisfies General Education Outcome 4.1)	3	
CIED 2083 Innovation and Creativity in Daily Practice	3	

Science State Minimum Core with lab (Satisfies General Education Outcome 3.4) <sup>1</sup>		4
General Elective		3
PLSC 2003 American National Government (ACTS Equivalency = PLSC 2003) (Satisfies General Education Outcomes 3.3 and 4.2)		3
SOCI 2013 General Sociology (ACTS Equivalency = SOCI 1013) (Satisfies General Education Outcome 3.3)		3
Social Studies Diversity course <sup>2</sup>		3
Year Total:	15	16

Third Year	Units	
	Fall	Spring
HIST 4583 Arkansas in the Nation or HIST 3383 Arkansas and the Southwest	3	
ECON 2143 Basic Economics: Theory and Practice	3	
SEED 4063 Disciplinary and Interdisciplinary Literacies in Education (Satisfies General Education Outcomes 1.2 and 5.1)	3	
Social Studies Diversity course <sup>2</sup>	3	
CIED 4403 Understanding Cultures in the Classroom	3	
3000-level Social Science elective <sup>3</sup>		6
4000-level Social Science elective <sup>3</sup>		3
EDST 3223 American Educational History or HIST 4893 History Seminar		3
SEED 4022 Classroom Management Concepts		2
CIED 3033 Classroom Learning Theory		3
Year Total:	15	17

Fourth Year	Units	
	Fall	Spring
4000-level Social Science elective <sup>3</sup>	6	
SEED 4103 Methods of Teaching Secondary Social Studies I	3	
SEED 3283 Teaching Experiences in Education	3	
CIED 4023 Teaching in Inclusive Secondary Settings (or elective)	3	
CIED 4023 Teaching in Inclusive Secondary Settings (or elective)		3
SEED 4113 Teaching History, Government and Economics (Satisfies General Education Outcome 6.1)		3
CIED 4285 Teaching Experience		5
Year Total:	15	11

**Total Units in Sequence: 120**

<sup>1</sup> Students must complete the State Minimum Core requirements (<https://nam03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fnextcatalog.uark.edu%2Fundergraduatedcatalog%2Fgened%2Fstateminimum%2F&data=02%7C01%7Caggriffin%40uark.edu%7Ce4e632415f9b49eda9bf08d7f5c20b91%7C79c742c4e61c4fa5be89a3cb566a%2F1XG8924jwOx8pTlw8lWNAp0s%3D&reserved=0>) as outlined

in the Catalog of Studies. The courses that meet the state minimum core also fulfill many of the university's General Education requirements (<https://nam03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fnextcatalog.uark.edu%2Fundergraduatecatalog%2Fgeneral%2Fgeneral%2F&data=02%7C01%7Caggriffin%40uark.edu%7Ce4e632415f9b49eda9bf08d7f5c20b91%7C79c742c4e61c4fa5be89a3cb566850d1127004700%7C637246086096214796&data=AppSource%2F%2F&reserved=0>), although there are additional considerations to satisfy the general education learning outcomes. Students are encouraged to consult with their academic adviser when making course selections.

<sup>2</sup> Chosen from Social Studies Diversity core program list.

<sup>3</sup> A minimum of 6 hours with international/non-U.S. focus must be taken among the combined 15 hours of 3000- and 4000-level Social Science electives.

## 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, CHEDBS or ELELBS major. (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, FREDDBA, GREDBA, SNEDDBA, 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.