

# Curriculum and Instruction (CIED)

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## 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, 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 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.

**CIED 50003. Elementary Education Seminar. 3 Hours.**

This course is designed to synthesize the foundational content presented in the Master of Arts in Teaching core courses. It focuses on refinement of the generalized knowledge to accommodate specialized content children. Professional attitudes, knowledge and skills relevant to elementary students. Professional attitudes, knowledge and skills applicable to today's elementary educator are addressed. Prerequisite: Admission to Elementary Education (ELEDMA) M.A.T. program. (Typically offered: Spring)

**CIED 50103. Measurement, Research and Statistical Concepts in the Schools. 3 Hours.**

An introduction to constructing, analyzing, and interpreting tests; types of research and the research process; qualitative and quantitative techniques for assessment; and descriptive and inferential statistics. Prerequisite: Admission to graduate school. (Typically offered: Summer)

**CIED 50203. Classroom Management Concepts. 3 Hours.**

A number of different classroom management techniques are studied. It is assumed that a teacher must possess a wide range of knowledge and skills to be an effective classroom manager. Prerequisite: Admission to either Elementary Education (ELEDMA) or Teacher Education (EDUCMA) M.A.T. program. (Typically offered: Fall)

**CIED 50303. Curriculum Design Concepts for Teachers. 3 Hours.**

The design and adaptation of curriculum for students in regular and special K-6 classrooms. Theoretical bases and curriculum models are reviewed. Concurrent clinical experiences in each area of emphasis are included. Prerequisite: Admission to Elementary Education (ELEDMA) M.A.T. program. (Typically offered: Spring)

**CIED 50503. Multicultural Issues in Elementary Education. 3 Hours.**

This course provides an introduction to the major concepts and issues related to multicultural education in elementary classrooms. The ways in which race, class, gender and exceptionality influence students' behavior are discussed. Prerequisite: Admission to graduate school. (Typically offered: Spring Odd Years; Summer)

**CIED 50603. Disciplinary Literacies in Education. 3 Hours.**

This course teaches the integration of reading, writing, and new literacies within the discipline and across disciplines. Theory and strategy are presented as integrated strands of the language process as presented in the context of instructional principles and suggested teaching practices. A solid research base is emphasized while keeping the focus on practical application. Prerequisite: Admission to Teacher Education (EDUCMA) M.A.T. program or M.Ed. in Curriculum and Instruction (CIEDME). (Typically offered: Fall) May be repeated for up to 6 hours of degree credit.

**CIED 50703. Action Research in Elementary Education. 3 Hours.**

Provides the students with experience in conducting case studies and action research related to childhood education. In addition, students gain knowledge regarding practices used in ethnographic research. Prerequisite: Admission to Elementary Education (ELEDMA) M.A.T. program. (Typically offered: Spring)

**CIED 5080V. Elementary Education Cohort Teaching Internship. 1-6 Hour.**

Full-time student teaching in grades K-6 to be repeated both fall and spring semesters. Students will practice and master instructional strategies under the supervision of qualified mentor teachers and university faculty members. (Typically offered: Fall and Spring) May be repeated for up to 6 hours of degree credit.

**CIED 51503. Arts Integration in Practice. 3 Hours.**

Arts integration course including the ideas, design, and implementation of practices in the classroom, board room, and professional field that enrich the experiences of all stakeholders while building right-brain thinking skills for the new millennium. (Typically offered: Spring Even Years) May be repeated for up to 6 hours of degree credit.

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

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

**CIED 51703. Literacy Assessment and Intervention. 3 Hours.**

Focuses on assessment of young children's literacy skills. Techniques discussed include informal observation, miscue analysis, and portfolio assessment. Prerequisite: Admission to graduate school. (Typically offered: Fall and Summer)

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

This course is designed to synthesize the content applied through the Master of Arts in Teaching Residency. Professional attitudes, knowledge and skills relevant to elementary students as well as professional attitudes, knowledge and skills applicable to today's elementary educator are addressed. Prerequisite: CIED 50003. (Typically offered: Spring)

**CIED 52003. English Language Arts/Speech & Drama Methods of Instruction. 3 Hours.**

This course provides an introduction to teaching English language arts (ELA) and speech/drama in the context of elementary, middle and high school settings. The topics, issues, methods, and materials encompassing philosophical, cognitive, and psychological dimensions of teaching the content area provide the major tenets of instruction. (Typically offered: Summer)

**CIED 52103. Issues and Trends in Literacy. 3 Hours.**

This course provides an examination of practices to teaching literacy, broadly defined. The topics, issues, methods, and materials encompassing philosophical, cognitive, and psychological dimensions of teaching provide the major tenets of instruction. Prerequisite: Admission to Teacher Education (EDUCMA) M.A.T. program or instructor consent. (Typically offered: Spring) May be repeated for up to 6 hours of degree credit.

**CIED 52203. Learning Theory. 3 Hours.**

This course provides the student with information about foundational issues in education, including history and philosophy of American Education, psychological and social theories of education, characteristics of learners, and learning processes. Prerequisite: Admission to Teacher Education (EDUCMA) M.A.T. program. (Typically offered: Summer)

**CIED 52603. Assessment, Evaluation, and Practitioner Research. 3 Hours.**

A study of assessment, testing, and evaluative procedures in classrooms including types of tests, abuses of tests, test construction, scoring, analysis and interpretation, statistical methods, and alternative evaluation and assessment techniques. Classroom-based data collection and analysis. Prerequisite: Admission to Teacher Education (EDUCMA) M.A.T. program or M.Ed. in Curriculum & Instruction (CIEDME) program. (Typically offered: Fall)

**CIED 52703. Research in Curriculum and Instruction. 3 Hours.**

An introduction to inquiry and research in curriculum and instruction. It examines the principles, strategies, and techniques of research, especially qualitative inquiry. Qualitative method in assessment and evaluation are considered. Practicum in educational research and evaluation is done as part of the class. (Typically offered: Fall)



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

The teaching experience is an essential component of the Masters of Arts in Teaching degree. The two semester experience allows Teacher Candidates (TC) to make further application of theoretical principles of teaching and learning. Teacher Candidates will be assigned placement in area schools for the semester enrolled. Teaching Residency consists of a minimum of 18 hours of work in local schools aligned to the University of Arkansas and Department of Elementary and Secondary Education conditions for earning a teaching license. Prerequisite: Admission to Teacher Education (EDUCMA) M.A.T. program. (Typically offered: Fall and Spring) May be repeated for up to 6 hours of degree credit.

**CIED 53103. Principles of Qualitative Research in Curriculum & Instruction. 3 Hours.**

Designed specifically for aspiring qualitative researchers who wish to conduct research in settings unique to curriculum and instruction. Methods of research design, data analysis, and writing for publication will be emphasized. Strongly recommended for graduate students who are considering a qualitative thesis or dissertation in curriculum and instruction. (Typically offered: Spring Odd Years)

**CIED 53303. Curriculum Theory and Development for Educators. 3 Hours.**

The design and adaptation of curriculum for students in regular and special K-12 classrooms. Theoretical bases and curriculum models are reviewed. Concurrent clinical experiences in each area of emphasis are included. Prerequisite: Admission to Teacher Education (SEEDMA or EDUCMA) M.A.T. program, or admission to M.Ed. in Curriculum and Instruction (CIEDME). (Typically offered: Summer) May be repeated for up to 6 hours of degree credit.

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

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

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

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

**CIED 53903. Introduction to Linguistics. 3 Hours.**

This course is an introduction to human language. The goal is to understand what it means to speak a language, including an introduction to phonetics and phonology (specifically the sound system of American English), morphology (the rules of English at the word level), syntax (rules that govern sentence level language), semantics (meanings of words) and sociolinguistics (or the study of language use in its social context). (Typically offered: Fall)

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

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

**CIED 54403. Methods of Teaching Foreign Language K-12. 3 Hours.**

Study of the methods and materials in the teaching of foreign language in K-12 settings as well as the theories of second language acquisition. Includes philosophical, cognitive, and psychological dimensions of teaching foreign languages. The planning of instruction, microteaching, and the development of instructional materials are included. Prerequisite: Admission to Teacher Education (EDUCMA) M.A.T. program. (Typically offered: Fall) May be repeated for up to 6 hours of degree credit.

**CIED 54601. Capstone Research Seminar. 1 Hour.**

This course provides students with basic knowledge and practical skills in understanding, utilizing and implementing a research design project with a focus in the discipline of curriculum and instruction with particular emphasis of some aspect of teaching and/or learning. As a part of this course students will design, conduct and report the results of an action research study undertaken in the teaching internship. Prerequisite: Admission to Teacher Education (EDUCMA) M.A.T. program. (Typically offered: Spring) May be repeated for up to 2 hours of degree credit.

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

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

**CIED 55203. Instructional Practices in Teaching Foreign Language. 3 Hours.**

A pedagogical studies course based on the theoretical and practical aspects of methods, techniques, and materials for effective teaching of foreign languages in K-12 schools. Prerequisite: Admission to Teacher Education (EDUCMA) M.A.T. program. (Typically offered: Spring) May be repeated for up to 6 hours of degree credit.

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

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

**CIED 55403. Structures of American English. 3 Hours.**

This course provides an introduction to the grammars of English, including (but not restricted to) traditional, structural, and transformational-generative (universal grammar). It includes approaches to the teaching of all types of grammars. (Typically offered: Spring and Summer)

**CIED 55503. Social Justice and Multicultural Issues in Education. 3 Hours.**

This seminar provides an introduction to the major concepts and issues related to multicultural education and social justice in education and the ways in which race, ethnicity, class, gender, and exceptionality influence students' behavior. The course also examines the intersection of teacher and student perceptions of identity, schooling, and learning and the effects on educational systems. Prerequisite: Admission to MAT program (SEEDMA or EDUCMA) or Master of Education in CIED (CIEDME). (Typically offered: Summer) May be repeated for up to 6 hours of degree credit.

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

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

**CIED 56803. Adolescent Literature. 3 Hours.**

Content course in adolescent literature including selection, reading, evaluation, and psychological basis of classic and contemporary works. (Typically offered: Fall, Spring and Summer)

**CIED 57303. Educator as Researcher. 3 Hours.**

Survey of methods for practitioner research in education with emphasis on analyzing educational research, creating valid and reliable educational assessments, utilizing research strategies for classroom data collection, interpreting data to analyze the impact of educational interventions, and disseminating findings for collaboration with other educators. (Typically offered: Summer)

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

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

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

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

**CIED 58003. Nature and Needs of the Gifted and Talented. 3 Hours.**

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

**CIED 58103. Curriculum Development in Gifted and Talented. 3 Hours.**

Examines the various models for developing curriculum and providing services for students identified for gifted programs. Prerequisite: CIED 58003. (Typically offered: Spring)

**CIED 58203. Gifted and Talented (Structured) Practicum. 3 Hours.**

Supervised field experience in gifted education programs, schools, institutions, and other facilities for gifted/talented children. Prerequisite: CIED 58103. (Typically offered: Summer)

**CIED 58403. Representations of American Education in Film. 3 Hours.**

This course provides an examination of students, teachers, administrators, schools, and schooling as they exist on the silver screen. Of particular interest is how film representations and misrepresentations potentially affect public perceptions of education. This course draws on educational theory and the field of cultural studies. (Typically offered: Irregular)

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

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

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

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

**CIED 59203. Second Language Acquisition. 3 Hours.**

This is one of four courses leading to Arkansas approved endorsement for teaching English as a Second Language (ESL). The course gives an introduction to the basics in research and learning theories involved in the acquisition of second languages and cultures, particularly ESL. (Typically offered: Fall)

**CIED 59303. Second Language Methodologies. 3 Hours.**

This is one of a series of four courses leading to Arkansas approved endorsement for teaching English as a Second Language (ESL). The course introduces the basics in approaches, methodologies, techniques, and strategies for teaching second languages, especially ESL. (Typically offered: Fall)

**CIED 59403. Teaching People of Other Cultures. 3 Hours.**

This is one in a series of four courses leading to Arkansas approved endorsement for teaching English as a Second Language (ESL). The course focuses on cultural awareness, understanding cultural differences, and instruction methods for integrating second cultures, especially the culture of the United States, into the curriculum. (Typically offered: Spring)

**CIED 59503. Second Language Assessment. 3 Hours.**

This is one in a series of four courses leading to Arkansas approved endorsement for teaching English as a Second Language (ESL). The course introduces basic methods for testing, assessing and evaluating second language, especially ESL, learners for placement purposes and academic performance. (Typically offered: Spring)

**CIED 59803. Practicum in Curriculum & Instruction. 3 Hours.**

This course will provide degree candidates with advance knowledge of teaching in the elementary or secondary schools. This will be accomplished through a semester-long practicum during which an action research project will be designed, enacted, and reported. (Typically offered: Irregular) May be repeated for up to 6 hours of degree credit.

**CIED 5990V. Special Topics. 1-18 Hour.**

Special topics. (Typically offered: Fall, Spring and Summer) May be repeated for up to 18 hours of degree credit.

**CIED 6000V. Master's Thesis. 1-6 Hour.**

This course is designed for students completing a thesis at the master's level in curriculum and instruction and related programs. It may be taken multiple times for 1-6 credits but no more than 6 credits will be counted toward the degree. Prerequisite: Graduate Standing (Typically offered: Fall, Spring and Summer) May be repeated for degree credit.

**CIED 60103. Curriculum Theory, Development, and Evaluation. 3 Hours.**

Principles and concepts of curriculum and development, with an analysis of the factors basic to planning, the aims of the educational program, the organization of the curriculum, curriculum models, and elements desirable in the curriculum of schools including evaluation. (Typically offered: Fall Odd Years)

**CIED 60203. Instructional Theory. 3 Hours.**

Study of psychological, anthropological, sociological, and educational theories of instruction and learning. Emphasis is placed on synthesizing a broad range of existing and emerging perspectives in understanding individual, interactional and contextual phenomena of instruction and learning. (Typically offered: Spring Even Years)

**CIED 60403. Analysis of Teacher Education. 3 Hours.**

This course examines issues, problems, trends, and research associated with teacher education programs in early childhood, elementary, special education, and secondary education. (Typically offered: Summer Even Years)

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

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

**CIED 60703. Seminar in Developing Creativity. 3 Hours.**

A study of the facets of creativity, how they can be applied to be used in one's everyday life, how they can be applied in all classrooms, and how to encourage the development of these in students. (Typically offered: Irregular)

**CIED 60903. Vygotsky in the Classroom. 3 Hours.**

This course introduces the cultural-historical theory of L. Vygotsky and considers its complexity. The comprehensive nature of Vygotsky's heritage and the importance of the sociocultural context for understanding his work is emphasized, as well as the implications of his theories for contemporary educational settings. (Typically offered: Spring Odd Years)

**CIED 61203. New Literacy Studies. 3 Hours.**

In the past decade scholars have expressed an interest in the diverse literacy practices in which adolescents engage outside of school. In using new media, adolescents interweave multiple sign system, including word and image, to construct a narrative or communicate information. How do readers interpret these texts? What conventions do authors manipulate to influence the meanings they construct? This course aims to answer these and other questions. (Typically offered: Fall Odd Years) May be repeated for up to 12 hours of degree credit.

**CIED 61303. Trends and Issues in Curriculum and Instruction. 3 Hours.**

Analysis of trends and issues in curriculum and instruction with emphasis on political/social contexts and prevailing philosophies/theories/practices across disciplines. Prerequisite: Admittance in Ed.D, Ed.S. or Ph.D. program. (Typically offered: Fall Even Years)

**CIED 61403. Differentiated Instruction for Academically Diverse Learners. 3 Hours.**

Major focus of this course will be the examination of differentiated instruction, a teaching philosophy appropriate for a wide range of learners. (Typically offered: Summer)

**CIED 61503. Theories of Literacy and Language Learning.. 3 Hours.**

In this seminar, students consider theories of literacy and language learning and their implications for practice and research. Theories are viewed as historically and socially situated, and students reflect on how their own work might be situated within these theories. The ways in which theories support research methodology are also explored. (Typically offered: Fall Even Years)

**CIED 61603. Social and Emotional Components of Gifted and Talented Students. 3 Hours.**

Purpose of this course is to study the theoretical and practical aspects of those affective issues, behaviors, and experiences often associated with gifted and talented students. (Typically offered: Summer Even Years)

**CIED 61703. Reviews of Research in Reading Comprehension. 3 Hours.**

In this online course, students will learn types of reviews of research, including qualitative systematic reviews and meta-analyses, and will conduct a review of research on a topic related to reading comprehension. Students will consider implicit and explicit definitions of comprehension and the influence various definitions have on assessment, instruction, policy and research and will examine comprehension in different contexts, disciplines, genres, and platforms. The course is a CIED Area of Study or Cognate Course (not part of the Inquiry Core). (Typically offered: Summer Even Years)

**CIED 61803. Theory and Research in Arts Integration. 3 Hours.**

Content course in arts integration including the pedagogy, design, and implementation of lesson plans which simultaneously address core curriculum learning targets and teach skills through the visual and performing arts in order to address the needs of the learners of the new millennium. Prerequisite: Instructor consent. (Typically offered: Spring and Summer)

**CIED 61903. Teaching English Language Learners in the Content Areas. 3 Hours.**

This course prepares teachers to teach English language learners in math, science, and social studies. These subject areas each have their own vocabulary that must be mastered by English language learners. The course focuses on teachers of both children and adults. (Typically offered: Spring)

**CIED 62403. Bakhtin in Language, Literacy, and Research. 3 Hours.**

This seminar course explores a growing body of theory, research, and applications inspired by the ideas of Russian scholar Mikhail M. Bakhtin, who provides a unique perspective on language, literacy, and culture. Bakhtin's focus on the process of meaning-making through dialogic interaction is relevant for educators in all academic areas. Bakhtin's ideas provide a powerful humanistic alternative to prevailing formalistic tendencies in studying language, culture, and education. Many modern orientations, such as discourse analysis and dialogic pedagogy, can be traced to Bakhtinian concepts. In addition to exploring Bakhtinian concepts in language and literacy, this course applies a Bakhtinian framework for research. (Typically offered: Fall Odd Years)

**CIED 63103. Issues, History, and Rationale of Science Education. 3 Hours.**

This course is the foundation experience for those interested in the discipline of science education. It provides an overview of the fundamental issues in and vocabulary of science education. The course includes the research basis for science teaching, the literature of science education, and the issues and controversies surrounding the teaching of science. (Typically offered: Irregular)

**CIED 63403. Advanced Science Teaching Methods. 3 Hours.**

This course is designed for those educators who have had some previous instruction in science teaching methods and/or had some prior science teaching experience. Students will gain new or renewed perspectives with respect to their personal teaching ability while engaging in discussions and activities designed to assist others in professional grow in science instruction. Prerequisite: Admission to graduate school. (Typically offered: Irregular)

**CIED 63503. Foundations and Issues in Bilingual and ESL Education. 3 Hours.**

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

**CIED 64403. Mixed Methods Research. 3 Hours.**

This course will provide opportunities for students to acquire the skills, knowledge, and strategies necessary to design and implement a mixed methods research study. Emphasis is upon developing research questions, developing a research design, selecting a sample, and utilizing appropriate techniques for analyzing data. (Typically offered: Fall)

**CIED 65303. Problem-Based Learning and Teaching. 3 Hours.**

A course in the design, development, and delivery of the problem-based learning (PBL) model. Theoretical cases and curriculum models will be centered on issues and models related to PBL. (Typically offered: Irregular)

**CIED 66003. Research in Multicultural and Justice-Oriented Education. 3 Hours.**

This course examines issues related to the implementation of and research on multicultural and social justice education. The meanings, dimensions, influences, manifestations, and status of varied cultures within schools (kindergarten to twelfth grades) and society are emphasized. The implications of these varied dimensions of culture on educational processes, and research including design, implementation and interpretation, are studied. (Typically offered: Spring)

**CIED 66203. Research Methods and Scholarship in Curriculum and Instruction. 3 Hours.**

In this course students will look at methods and practices in writing a successful dissertation proposal. Emphasis will be placed on research studies, collection of reliable and valid data, and analysis of data. Throughout the course, topics will focus on what scholarship looks like in curriculum and instruction. Prerequisite: Advanced standing in the doctoral program. (Typically offered: Fall)

**CIED 66503. Advanced Methods of Qualitative Research in Curriculum & Instruction. 3 Hours.**

Designed specifically emerging researchers who seek to advance their knowledge, skills, and aptitudes for engaging in qualitative research in curriculum and instruction. Advanced modes of data collection, analysis and organization of findings will be emphasized with specific attention given to alignment with theoretical frameworks. Strongly recommended for graduate students who are considering a qualitative thesis or dissertation in curriculum and instruction. (Typically offered: Summer)

**CIED 6740V. PhD Research Internship. 1-6 Hour.**

This research internship is for doctoral level students in curriculum and instruction. The goal is provide research experience within the doctoral course of study. (Typically offered: Fall and Spring) May be repeated for up to 6 hours of degree credit.

**CIED 6800V. Ed.S. Project. 1-6 Hour.**

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

**CIED 6840V. PhD Teaching Internship. 1-6 Hour.**

This teaching internship is for doctoral level students in curriculum and instruction. The goal is to provide teaching experience within the doctoral course of study. (Typically offered: Fall, Spring and Summer)

**CIED 6940V. Special Topics. 1-6 Hour.**

Discussion and advanced studies on selected topics in curriculum and instruction. Specific focus on recent developments. (Typically offered: Fall, Spring and Summer) May be repeated for up to 6 hours of degree credit.

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

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

**CIED 6990V. Doctoral Seminar. 1-3 Hour.**

Doctoral seminar. (Typically offered: Fall, Spring and Summer) May be repeated for up to 3 hours of degree credit.

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

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