

English Education (EGED)

Freddie Bowles
Program Coordinator
306 Peabody Hall
479-575-3035
Email: fbowles@uark.edu

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

The Department of Curriculum and Instruction offers a Bachelor of Arts in Teaching in English 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 English Education

Stage I: Pre-English Education (PEGED)

Complete all 46 hours of program pre-requisites for each content area (see below).

1. Obtain a GPA of 3.0 or better on UA coursework.
2. Complete all content and pedagogy courses with a "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 10003, CIED 10103, and SEED 30803 — prior to a student entering one of 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 January 31 of the application year.

The application process includes:

1. Students must complete the application to teacher education through the Teacher Education Office during the time period stated on the Razorback Educator Development Hub (RED Hub) (<https://teach.uark.edu/>) 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 Admission to Fall Residency (senior year)

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

Stage IV: Requirements for Admission to Advanced Residency (spring, senior year).

All students in the B.A.T. program must complete the following requirements prior to being admitted to SEED 42906 (Spring Semester):

1. Earn a grade of 'B' or better for all professional education courses and a grade of 'C' or better for all required content courses.
2. Earn a cumulative GPA of 3.0 or better by the end of the fall semester, senior year. Students are not permitted enter SEED 42906 in the spring if the GPA requirement has not been met.
3. Complete the appropriate Praxis II-Content Knowledge exam. Students are not permitted enter SEED 42906 in the spring if they have not taken the appropriate Praxis II exam. Admission is not contingent on earning a particular cut score.
4. Maintain full admission to the Teacher Education Program via the University of Arkansas Teacher Support System (https://teach.uark.edu/_resources/pdf/support/teachereducationsupportsystem.pdf).
5. Maintain a minimum average score of 1.0 (Developing) as calculated for each of the 8 domains of the Educator Dispositions Assessment submitted by:
 - a. Program faculty in SEED 30803, SEED 40603, SEED 32903, SEED 40203, and Content Area Methods 1
 - b. University Supervisor(s) and Mentor Teacher(s) in SEED 32803 (Fall Residency)
6. Satisfactorily complete the Fall Residency 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.

English Education Requirements

Pre-English Education Requirements

State Minimum Core	35
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Courses specifically required for the English Education B.A.T. program

ENGL 10103	Composition I (ACTS Equivalency = ENGL 1013)
ENGL 10203	Composition II (ACTS Equivalency = ENGL 1023)
MATH 11003	College Algebra (ACTS Equivalency = MATH 1103) (or higher)
COMM 10203	Communication in a Diverse World ¹
ENGL 20103	Creative Writing I (ACTS Equivalency = ENGL 2013)

Additional Pre-English Education requirements (9 hours) ¹

CIED 10103	Introduction to Education	3
CIED 10003	Introduction to Technology in Education	3
SEED 30803	Innovation and Creativity in Daily Practice	3

Education Requirements (36 hours)¹

CIED 30303	Classroom Learning Theory	3
CIED 40203	Teaching in Inclusive Secondary Settings	3
CIED 44003	Understanding Cultures in the Classroom	3
SEED 42906	Secondary Education Advanced Residency	6
SEED 32803	Residency Seminar	3
SEED 40203	Classroom Management Concepts	3
SEED 40603	Disciplinary Literacies in Education	3
SEED 42003	English Language Arts/Speech & Drama Methods of Instruction	3
SEED 42103	Issues and Trends in Literacy	3
SEED 32903	Secondary Education Residency	3
SEED 42803	Residency Advanced Seminar	3

English Content (36 hours)¹

ENGL 20000	Literature Survey courses	6
ENGL 20133	Essay Writing	3
ENGL 43003	Introduction to Shakespeare	3
ENGL 30503	Technical and Professional Writing (ACTS Equivalency = ENGL 2023)	3
SEED 39903	Critical Studies in Literature for Adolescents	3
ENGL electives		18

General Elective

Total Hours	120
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¹ Complete all content and pedagogy courses with a "C" or better, except for SEED 32803, which requires a "B" or better.

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://www.nea.org/resource-library/code-ethics-educators/>), Arkansas Division of Elementary and Secondary Education Code of Ethics (<https://dese.ade.arkansas.gov/Offices/educator-effectiveness/plsb-professional-ethicsdiscipline/code-of-ethics-for-arkansas-educators/>), 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 Razorback Educator Development Hub (RED Hub) (<https://teach.uark.edu/>) or the Teacher Education Support page (<https://teacher-education.uark.edu/support/>). 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/undergraduatecatalog/academicregulations/studentacademicappeals/>).

English 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 10103 Composition I (ACTS Equivalency = ENGL 1013) (Satisfies General Education Outcome 1.1)	3	
MATH 11003 College Algebra (ACTS Equivalency = MATH 1103) (or higher) (Satisfies General Education Outcome 2.1)	3	
Social Sciences State Minimum Core (Satisfies General Education Outcome 3.3) ¹	3	
Humanities State Minimum Core (Satisfies General Education Outcome 3.2) ¹	3	
CIED 10103 Introduction to Education	3	
ENGL 10203 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) ¹		4
COMM 10203 Communication in a Diverse World (Satisfies General Education Outcomes 3.3 and 4.1)		3
ENGL 20000 Literature Survey course		3
CIED 10003 Introduction to Technology in Education		3
Year Total:	15	16

Second Year	Units	
	Fall	Spring
ENGL 20103 Creative Writing I (ACTS Equivalency = ENGL 2013) (Satisfies General Education Outcome 3.1)	3	

Social Sciences State Minimum Core (Satisfies General Education Outcome 3.3) ¹	3	
ENGL Elective	3	
ENGL 20000 Literature Survey course	3	
ENGL 20133 Essay Writing	3	
U.S. History or Government State Minimum Core (Satisfies General Education Outcome 4.2)	3	
Science State Minimum Core with lab (Satisfies General Education Outcome 3.4) ¹	4	
SEED 30803 Innovation and Creativity in Daily Practice	3	
ENGL Elective	3	
General Elective	4	
Year Total:	15	17

Third Year	Units	
	Fall	Spring
CIED 30303 Classroom Learning Theory	3	
ENGL Elective	3	
ENGL 30503 Technical and Professional Writing (ACTS Equivalency = ENGL 2023)	3	
SEED 40603 Disciplinary Literacies in Education (Satisfies General Education Outcomes 1.2 and 5.1)	3	
ENGL 43003 Introduction to Shakespeare	3	
CIED 30203 Survey of Exceptionalities or CIED 40203 Teaching in Inclusive Secondary Settings		3
SEED 39903 Critical Studies in Literature for Adolescents		3
ENGL Elective		9
Year Total:	15	15

Fourth Year	Units	
	Fall	Spring
SEED 42003 English Language Arts/Speech & Drama Methods of Instruction	3	
SEED 32803 Residency Seminar	3	
SEED 32903 Secondary Education Residency	3	
CIED 44003 Understanding Cultures in the Classroom	3	
SEED 40203 Classroom Management Concepts	3	
SEED 42103 Issues and Trends in Literacy (Satisfies General Education Outcome 6.1)		3
SEED 42906 Secondary Education Advanced Residency		6
SEED 42803 Residency Advanced Seminar		3
Year Total:	15	12

Total Units in Sequence: 120

%7Ce4e632415f9b49eda9bf08d7f5c20b91%7C79c742c4e61c4fa5be89a3cb566a%2F1XG8924jwOx8pTlw8lWNAgP0s%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%7C79c742c4e61c4fa5be89a3cb566a%2BDWRVefAqIMsYNX4KXegX2JdEJJY7Go%3D&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.

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)

¹ Students must complete the State Minimum Core requirements (<https://nam03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fnextcatalog.uark.edu%2Fundergraduatecatalog%2Fgeneral%2Fstateminimum%2F&data=02%7C01%7Caggriffin%40uark.edu>)

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 HDFSBS BRKD or HDFSBS 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 HDFSBS BRKD or HDFSBS 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 HDFSBS BRKD or HDFSBS CDEV or SPEDBS major and honors standing. (Typically offered: Fall and Spring)

This course is equivalent to CIED 31103.

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

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

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

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

CIED 34503. Developmental Literacy. 3 Hours.

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

CIED 345H3. Honors Developmental Literacy. 3 Hours.

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

This course is equivalent to CIED 34503.

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

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

CIED 40003. Elementary Seminar. 3 Hours.

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

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

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

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

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

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

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

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

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

This course is equivalent to CIED 41103.

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

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

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

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

CIED 41303. Assessment and Instruction. 3 Hours.

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

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

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

CIED 41503. Learner Centered Classroom Management. 3 Hours.

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

CIED 41603. Senior Project. 3 Hours.

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

CIED 41703. Residency I. 3 Hours.

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

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

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

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

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

This course is equivalent to CIED 41803.

CIED 41903. Intermediate Math Methods. 3 Hours.

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

CIED 42003. Advanced Seminar. 3 Hours.

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

CIED 42805. Teaching Experience. 5 Hours.

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

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

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

CIED 42906. Advanced Residency II. 6 Hours.

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

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

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

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

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

CIED 44103. Acquiring a Second Language. 3 Hours.

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

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

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

CIED 44603. Culture and Learning. 3 Hours.

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

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

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

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

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

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

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

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

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

This course is equivalent to CIED 45303.

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

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

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

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

CIED 49503. Assessment for English Learners. 3 Hours.

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

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

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

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

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

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

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

This course is equivalent to CIED 4990V.