

# Childhood Education (CHED)

The Department of Curriculum and Instruction offers programs that prepare candidates for initial teacher licensure in Elementary Education (K-6). The B.S.E. degree in Childhood Education is not an initial teacher licensure program but instead leads to the Master of Arts in Teaching (M.A.T.), which is the initial teacher licensure preparation program. Information about the M.A.T. degree program can be found in the University of Arkansas *Graduate Catalog*, on the Elementary Education (<http://catalog.uark.edu/graduatecatalog/programsofstudy/elementaryeducationmat/>) page or the Teacher Education (<http://catalog.uark.edu/graduatecatalog/programsofstudy/teachereducation/>) page.

Students majoring in Childhood Education must choose from among four concentrations:

- English as a Second Language Concentration
- Gifted and Talented Concentration
- Reading Concentration
- Science, Technology, Engineering and Math Concentration

## Requirements for B.S.E. in Childhood Education with EASL Concentration

Admission to the B.S.E. in Childhood Education is competitive and consists of a three-stage process; simply meeting the minimum requirements will not guarantee admission to the program. Admission will be determined by the Childhood Education faculty based on the seven items listed below in Stage II.

### Stage I: Pre-Elementary Education (PELED)

Complete 63 hours of program pre-requisites for the Childhood Education B.S. or the Elementary Education B.S.:

1. Obtain a GPA of 3.0 or better on UA coursework.
2. †Complete all program courses with a “C” or better.
3. Obtain a passing score on the Math, Reading, and Writing sections of the Praxis Core or ACT.
4. Complete a background check.

### Stage II: Admission to the Childhood Education Program (CHED)

Admission to the Childhood Education Program is competitive; not all applicants meeting the minimum requirements will be admitted to the program. Applications to the Childhood Education (CHED) program must be submitted by 11:59 p.m. Central Jan. 30.

The application process includes:

1. Submission of the application to teacher education (see the Teacher Education Application Fee (<http://catalog.uark.edu/undergraduatecatalog/feeandcosts/othergeneralfees/>)) through the university-wide Teacher Education Office.
2. Submission of Childhood Education application.
3. Submission of transcripts for all coursework.
4. Oral Interview with Childhood Education faculty.

5. Submission of passing score on Math, Reading, and Writing sections of the Praxis Core Exam.
6. Current background check.

### Stage III: Requirements for Program Continuation

1. Declaration of endorsement area of ESL, GT, Reading, or STEM.
2. Maintain a cumulative GPA of 3.0 or better.
3. Passing score on Praxis II, Elementary Education: Multiple Subjects.
4. All non-methods math, science, social studies and English Language Arts courses must be completed prior to senior year.

†All program courses must have a grade of “C” or better. No teaching methods courses may be taken as self-paced (correspondence) courses.

For licensure, students must continue in the Master of Arts in Teaching program, which has limited enrollment. Find out more about the M.A.T. Program (<http://catalog.uark.edu/graduatecatalog/programsofstudy/elementaryeducationmat/>) in the Graduate Catalog.

## Childhood Education Requirements

Students in the Childhood Education program must choose one of four concentrations: English as a Second Language Concentration, a Gifted and Talented Concentration, a Reading Concentration, or a STEM Concentration.

### Dismissal based on Unethical or Unprofessional Behaviors from Childhood Education B.S.E. 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%7Cfddbbc3e102c494e5d4408d896ddc5c6%7C79c742c4e61c4fa5be89a3cb566a8%7CTWFpbGZsb3d8eyJWljiMC4wLjAwMDAiLCJQljoV2luMzliLCJBTiI6I1haWwIL%7C1000&sdata=sFoXbbVeQF%2FONoiCaY4xAogtj%2FyuQhynSiD%2BQ2JKGo%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%7Cfddbbc3e102c494e5d4408d896ddc5c6%7C79c742c4e61c4fa5be89a3cb566a8%7CTWFpbGZsb3d8eyJWljiMC4wLjAwMDAiLCJQljoV2luMzliLCJBTiI6I1haWwIL%7C1000&sdata=HAyKtJYGbZoSMPMzHTIYRbguhdsLD9%2BEC3RH0nBKmZQ%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.

- 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/>).

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/>).

## EASL Concentration (EASL)

### Pre-Elementary Education (PELED) requirements †

#### State Minimum Core 35

The following are specifically required for CHED 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 MATH 11103 Quantitative Reasoning (ACTS Equivalency = MATH 1113)

BIOL 10103 Principles of Biology (ACTS Equivalency = BIOL & BIOL 10101 1014 Lecture)

and Principles of Biology Laboratory (ACTS Equivalency = BIOL 1014 Lab)

or BIOL 10003 Biological Principles (ACTS Equivalency = BIOL 1004 Lecture)

HIST 20003 History of the American People to 1877 (ACTS Equivalency = HIST 2113)

or HIST 20103 History of the American People, 1877 to Present (ACTS Equivalency = HIST 2123)

GEOL 11103 Physical Geology (ACTS Equivalency = GEOL & GEOL 11101 1114 Lecture)

and Physical Geology Laboratory (ACTS Equivalency = GEOL 1114 Lab)

GEOG 11103 Human Geography (ACTS Equivalency = GEOG 1113)

or ANTH 10203 Introduction to Cultural Anthropology (ACTS Equivalency = ANTH 2013)

HIST 11193 Institutions and Ideas of World Civilizations I (ACTS Equivalency = HIST 1113)

or HIST 11293 Institutions and Ideas of World Civilizations II (ACTS Equivalency = HIST 1123)

ARHS 10003 Basic Course in the Arts: Art Lecture (ACTS Equivalency = ARTA 1003)

or MUSC 10103 Experiencing Music (ACTS Equivalency = MUSC 1003)

or THTR 10103 Theatre Appreciation (ACTS Equivalency = DRAM 1003)

PLSC 20003 American National Government (ACTS Equivalency = PLSC 2003)

ENGL 11103 World Literature: Beginnings to 1650 CE (ACTS Equivalency = ENGL 2113)

or ENGL 11203 World Literature: 1650CE to Present (ACTS Equivalency = ENGL 2123)

#### Additional PELED requirements 28

CIED 10103 Introduction to Education

SPCH 10003 Public Speaking (ACTS Equivalency = SPCH 1003)

or COMM 23103 Personal Communication

COMM 12303 Media, Community and Citizenship

or PHIL 20003 Introduction to Philosophy

or PHIL 21003 Introduction to Ethics (ACTS Equivalency = PHIL 1003)

or PHIL 22003 Logic (ACTS Equivalency = PHIL 1003)

or PHIL 31003 Ethics and the Professions

or PSYC 20103 General Psychology (ACTS Equivalency = PSYC 1103)

HIST 33803 Arkansas and the Southwest (or any 3 hr Arkansas history course)

MATH 22103 Survey of Mathematical Structures I

MATH 22203 Survey of Mathematical Structures II

PHYS 10304 Physics for Elementary Education Majors

or ASTR 20003/20001 1204 Lecture) Survey of the Universe (ACTS Equivalency = PHSC

or STEM 41103 Astronomy for Educators

or GEOL 11203/11201 Lecture) Earth Science (ACTS Equivalency = GEOL 1124

CIED 10003 Introduction to Technology in Education

CIED 30103 Development and Learning Theories in the K-6 Classroom †

#### Childhood Education major requirements 48

To be completed following admission to CHED program:

6 hrs. General Elective

ENGL 20003 Advanced Composition

ECON 30503 Economics for Elementary Teachers

or ECON 21403 Basic Economics: Theory and Practice

MATH 21003 Principles of Statistics (ACTS Equivalency = MATH 2103)

CIED 29403 Foundations of Language and Literacy

CIED 30203 Survey of Exceptionalities †

CIED 31103 Emergent Literacy †

CIED 31203 Mathematics Methods in the K-6 Classroom †

CIED 31303 Integrated Social Studies for the K-6 Classroom †

STEM 31403 Teaching Science in the Elementary Grades †

CIED 34503 Developmental Literacy †

CIED 41503	Classroom Management in the Elementary Grades †	
CIED 41803	Instruction and Assessment of Writing †	
CIED 45303	Reading Comprehension Through Children's and Adolescent Literature †	
<b>EASL Concentration requirements</b>		<b>12</b>
General Elective		
STEM 40303	Introduction to STEM Education †	
CIED 44003	Understanding Cultures in the Classroom	
CIED 44103	Acquiring a Second Language	
<b>Total Hours</b>		<b>123</b>

† Must have a grade of 'C' or better to award degree credit

### Childhood Education B.S.E. (EASL concentration) 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 to finish a degree in four years can follow 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) <sup>1</sup>	3	
MATH 11003 College Algebra (ACTS Equivalency = MATH 1103) (or higher) (Satisfies General Education Outcome 2.1) <sup>1</sup> or MATH 11103 Quantitative Reasoning (ACTS Equivalency = MATH 1113) Satisfies General Education Outcome 3.4: <sup>1</sup>	3	
BIOL 10103 Principles of Biology (ACTS Equivalency = BIOL 1014 Lecture) & BIOL 10101 Principles of Biology Laboratory (ACTS Equivalency = BIOL 1014 Lab) or BIOL 10004 Biological Principles (ACTS Equivalency = BIOL 1004 Lecture)	4	
CIED 10103 Introduction to Education	3	
Choose one of the following: <sup>1</sup>	3	
COMM 12303 Media, Community and Citizenship (Satisfies General Education Outcome 3.2)		
PHIL 20003 Introduction to Philosophy (Satisfies General Education Outcome 3.2)		
PHIL 21003 Introduction to Ethics (ACTS Equivalency = PHIL 1003) (Satisfies General Education Outcome 3.2)		
PHIL 22003 Logic (ACTS Equivalency = PHIL 1003)		
PHIL 31003 Ethics and the Professions		
PSYC 20003 General Psychology (ACTS Equivalency = PSYC 1103)		

ENGL 10203 Composition II (ACTS Equivalency = ENGL 1023) (Satisfies General Education Outcome 1.1) <sup>1</sup>		3
HIST 20003 History of the American People to 1877 (ACTS Equivalency = HIST 2113) (Satisfies General Education Outcomes 3.3 and 4.2) <sup>1</sup> or HIST 20103 History of the American People, 1877 to Present (ACTS Equivalency = HIST 2123) Satisfies General Education Outcome 4.1: <sup>1</sup>		3
HIST 11193 Institutions and Ideas of World Civilizations I (ACTS Equivalency = HIST 1113) or HIST 11293 Institutions and Ideas of World Civilizations II (ACTS Equivalency = HIST 1123) Satisfies General Education Outcome 3.4: <sup>1</sup>		3
GEOL 11103 Physical Geology (ACTS Equivalency = GEOL 1114 Lecture) & GEOL 11101 Physical Geology Laboratory (ACTS Equivalency = GEOL 1114 Lab)		4
MATH 22103 Survey of Mathematical Structures I		3
<b>Year Total:</b>	<b>16</b>	<b>16</b>

Second Year	Units	
	Fall	Spring
Satisfies General Education Outcome 3.1: <sup>1</sup>		
ARHS 10003 Basic Course in the Arts: Art Lecture (ACTS Equivalency = ARTA 1003) or MUSC 10003 Experiencing Music (ACTS Equivalency = MUSC 1003) or THTR 10003 Theatre Appreciation (ACTS Equivalency = DRAM 1003)	3	
MATH 22203 Survey of Mathematical Structures II	3	
PLSC 20003 American National Government (ACTS Equivalency = PLSC 2003)	3	
GEOG 11103 Human Geography (ACTS Equivalency = GEOG 1113) or ANTH 10203 Introduction to Cultural Anthropology (ACTS Equivalency = ANTH 2013)	3	
SPCH 10003 Public Speaking (ACTS Equivalency = SPCH 1003) (Satisfies General Education Outcomes 1.2 and 5.1) <sup>1</sup>	3	
Select one of the following:		3
HIST 33803 Arkansas and the Southwest Any 3-hour Arkansas History course		
PHYS 10304 Physics for Elementary Education Majors or GEOL 11203/11201 Earth Science (ACTS Equivalency = GEOL 1124 Lecture) or ASTR 20003/20001 Survey of the Universe (ACTS Equivalency = PHSC 1204 Lecture) or STEM 41004 Astronomy for Educators		4
CIED 10003 Introduction to Technology in Education		3
ENGL 11103 World Literature: Beginnings to 1650 CE (ACTS Equivalency = ENGL 2113) or ENGL 11203 World Literature: 1650CE to Present (ACTS Equivalency = ENGL 2123)		3

CIED 30103 Development and Learning Theories in the K-6 Classroom	3	
Year Total:	15	16

Third Year	Units	
	Fall	Spring
CIED 29403 Foundations of Language and Literacy	3	
CIED 31103 Emergent Literacy	3	
MATH 21003 Principles of Statistics (ACTS Equivalency = MATH 2103)	3	
ENGL 20003 Advanced Composition	3	
Elective	3	
CIED 34503 Developmental Literacy		3
CIED 31203 Mathematics Methods in the K-6 Classroom		3
CIED 30203 Survey of Exceptionalities		3
Elective		3
ECON 30503 Economics for Elementary Teachers or ECON 21403 Basic Economics: Theory and Practice		3
Year Total:	15	15

Fourth Year	Units	
	Fall	Spring
STEM 31403 Teaching Science in the Elementary Grades	3	
CIED 41803 Instruction and Assessment of Writing	3	
CIED 30503 The Emerging Adolescent	3	
CIED 31303 Integrated Social Studies for the K-6 Classroom	3	
CIED 44003 Understanding Cultures in the Classroom	3	
CIED 41503 Classroom Management in the Elementary Grades		3
CIED 45303 Reading Comprehension Through Children's and Adolescent Literature (Satisfies General Education Outcome 6.1) <sup>1</sup>		3
CIED 44103 Acquiring a Second Language		3
STEM 40303 Introduction to STEM Education		3
Elective		3
Year Total:	15	15

**Total Units in Sequence: 123**

<sup>1</sup> Students must complete the State Minimum Core requirements (<https://nam03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fnextcatalog.uark.edu%2Fundergraduatecatalog%2Fgenerated%2Fstateminimum%2F&data=02%7C01%7Cagriffin%40uark.edu%7Ce4e632415f9b49eda9bf08d7f5c20b91%7C79c742c4e61c4fa5be89a3cb566a891%7C0%7C0372400806961524&data=45320063N8KfTKGD%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%2Fgenerated%2Fgeneraleducation%2F&data=02%7C01%7Cagriffin%40uark.edu>)

%7Ce4e632415f9b49eda9bf08d7f5c20b91%7C79c742c4e61c4fa5be89a3cb566a891%7C0%7C0372400806961524&data=45320063N8KfTKGD%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.

## Requirements for B.S.E. in Childhood Education with Gifted and Talented Concentration

Admission to the B.S.E. in Childhood Education is competitive and consists of a three-stage process; simply meeting the minimum requirements will not guarantee admission to the program. Admission will be determined by the Childhood Education faculty based on the seven items listed below in Stage II.

### Stage I: Pre-Elementary Education (PELED)

Complete 63 hours of program pre-requisites for the Childhood Education B.S. or the Elementary Education B.S.:

1. Obtain a GPA of 3.0 or better on UA coursework.
2. †Complete all program courses with a “C” or better.
3. Obtain a passing score on the Math, Reading, and Writing sections of the Praxis Core or ACT.
4. Complete a background check.

### Stage II: Admission to the Childhood Education Program (CHED)

Admission to the Childhood Education Program is competitive; not all applicants meeting the minimum requirements will be admitted to the program. Applications to the Childhood Education (CHED) program must be submitted by 11:59 p.m. Central Jan. 30.

The application process includes:

1. Submission of the application to teacher education (see the Teacher Education Application Fee (<http://catalog.uark.edu/undergraduatelibrary/feesandcosts/othergeneralfees/>)) through the university-wide Teacher Education Office.
2. Submission of Childhood Education application.
3. Submission of transcripts for all coursework.
4. Oral Interview with Childhood Education faculty.
5. Submission of passing score on Math, Reading, and Writing sections of the Praxis Core Exam.
6. Current background check.

### Stage III: Requirements for Program Continuation

1. Declaration of endorsement area of ESL, GT, Reading, or STEM.
2. Maintain a cumulative GPA of 3.0 or better.
3. Passing score on Praxis II, Elementary Education: Multiple Subjects.
4. All non-methods math, science, social studies and English Language Arts courses must be completed prior to senior year.

†All program courses must have a grade of “C” or better. No teaching methods courses may be taken as self-paced (correspondence) courses.

For licensure, students must continue in the Master of Arts in Teaching program, which has limited enrollment. Find out more about the M.A.T. Program (<http://catalog.uark.edu/graduatecatalog/programsofstudy/elementaryeducationmat/>) in the Graduate Catalog.

## Childhood Education Requirements

Students in the Childhood Education program must choose one of four concentrations: English as a Second Language Concentration, a Gifted and Talented Concentration, a Reading Concentration, or a STEM Concentration.

### Dismissal based on Unethical or Unprofessional Behaviors from Childhood Education B.S.E. 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%7Cfddbbc3e102c494e5d4408d896ddc5c6%7C79c742c4e61c4fa5be89a3cb%7C7CTWFpbGZsb3d8eyJWljoIMC4wLjAwMDAiLCJQljoiv2luMzliLCJBTiI6Ikh%7C1000&sdata=sFoXbbVeQF%2FONOOiCaY4xAogtj%2FyQhynSiD%2BQ2JKGo%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%7Cfddbbc3e102c494e5d4408d896ddc5c6%7C79c742c4e61c4fa5be89a3cb%7C7CTWFpbGZsb3d8eyJWljoIMC4wLjAwMDAiLCJQljoiv2luMzliLCJBTiI6Ikh%7C1000&sdata=HAYKtjYGbZoSMPMzHTIYRBguhdSLD9%2BEC3RH0nBKn%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/>).

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/>).

### Gifted and Talented Concentration

#### Pre-Elementary Education (PELED) requirements †

State Minimum Core	35
Specifically required for CHED 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 MATH 11103 Quantitative Reasoning (ACTS Equivalency = MATH 1113)
BIOL 10103 & BIOL 10101	Principles of Biology (ACTS Equivalency = BIOL 1014 Lecture) and Principles of Biology Laboratory (ACTS Equivalency = BIOL 1014 Lab)
	or BIOL 1004 Biological Principles (ACTS Equivalency = BIOL 1004 Lecture)
GEOL 11103 & GEOL 11101	Physical Geology (ACTS Equivalency = GEOL 1114 Lecture) and Physical Geology Laboratory (ACTS Equivalency = GEOL 1114 Lab)
HIST 20003	History of the American People to 1877 (ACTS Equivalency = HIST 2113)
	or HIST 20103 History of the American People, 1877 to Present (ACTS Equivalency = HIST 2123)
GEOG 11103	Human Geography (ACTS Equivalency = GEOG 1113)
	or ANTH 10202 Introduction to Cultural Anthropology (ACTS Equivalency = ANTH 2013)
HIST 11193	Institutions and Ideas of World Civilizations I (ACTS Equivalency = HIST 1113)
	or HIST 11293 Institutions and Ideas of World Civilizations II (ACTS Equivalency = HIST 1123)
ARHS 10003	Basic Course in the Arts: Art Lecture (ACTS Equivalency = ARTA 1003)
	or MUSC 10103 Experiencing Music (ACTS Equivalency = MUSC 1003)
	or THTR 10103 Theatre Appreciation (ACTS Equivalency = DRAM 1003)
PLSC 20003	American National Government (ACTS Equivalency = PLSC 2003)
ENGL 11103	World Literature: Beginnings to 1650 CE (ACTS Equivalency = ENGL 2113)
	or ENGL 11203 World Literature: 1650CE to Present (ACTS Equivalency = ENGL 2123)
<b>Additional PELED requirements</b>	<b>28</b>
CIED 10003	Introduction to Technology in Education
CIED 10103	Introduction to Education
SPCH 10003	Public Speaking (ACTS Equivalency = SPCH 1003)
	or COMM 233 Interpersonal Communication

COMM 12303	Media, Community and Citizenship	
or PHIL 20003	Introduction to Philosophy	
or PHIL 21003	Introduction to Ethics (ACTS Equivalency = PHIL 1003)	
or PHIL 22003	Logic (ACTS Equivalency = PHIL 1003)	
or PHIL 31003	Ethics and the Professions	
or PSYC 20003	General Psychology (ACTS Equivalency = PSYC 1103)	
HIST 33803	Arkansas and the Southwest (or any 3 hr Arkansas history course)	
MATH 22103	Survey of Mathematical Structures I	
MATH 22203	Survey of Mathematical Structures II	
PHYS 10304	Physics for Elementary Education Majors	
or GEOL 11203/11204	Earth Science (ACTS Equivalency = GEOL 1124 Lecture)	
or ASTR 20003/20001	Survey of the Universe (ACTS Equivalency = PHSC 11204 Lecture)	
or STEM 41003	Astronomy for Educators	
CIED 30103	Development and Learning Theories in the K-6 Classroom †	
<b>Childhood Education major requirements</b>		<b>48</b>
To be completed following admission to CHED program:		
6 hours Elective		
ENGL 20003	Advanced Composition	
ECON 30503	Economics for Elementary Teachers	
or ECON 21403	Basic Economics: Theory and Practice	
MATH 21003	Principles of Statistics (ACTS Equivalency = MATH 2103)	
CIED 29403	Foundations of Language and Literacy	
CIED 30203	Survey of Exceptionalities †	
CIED 30503	The Emerging Adolescent †	
CIED 31103	Emergent Literacy †	
CIED 31203	Mathematics Methods in the K-6 Classroom †	
CIED 31303	Integrated Social Studies for the K-6 Classroom †	
STEM 31403	Teaching Science in the Elementary Grades †	
CIED 34503	Developmental Literacy †	
CIED 41503	Classroom Management in the Elementary Grades †	
CIED 41803	Instruction and Assessment of Writing †	
CIED 45303	Reading Comprehension Through Children's and Adolescent Literature †	
<b>GATE Concentration requirements</b>		<b>12</b>
6 hours Adviser Approved GT Courses †		
CIED 44203	Teaching English as a Second Language †	
STEM 40303	Introduction to STEM Education †	
<b>Total Hours</b>		<b>123</b>

† Must have a grade of 'C' or better to award degree credit

<sup>1</sup> Or any 3-hour Arkansas History course

## Childhood Education B.S.E. with Gifted and Talented Education Concentration Eight-Semester Degree Program

All coursework must be passed with a "C" or better to award degree credit.

## Childhood Education B.S.E. with Gifted and Talented Concentration 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 to finish a degree in four years can follow 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) <sup>1</sup>	3	
MATH 11003 College Algebra (ACTS Equivalency = MATH 1103) (Satisfies General Education Outcome 2.1) <sup>1</sup> or MATH 11103 Quantitative Reasoning (ACTS Equivalency = MATH 1113) Satisfies General Education Outcome 3.4: <sup>1</sup>	3	
BIOL 10103 Principles of Biology (ACTS Equivalency = BIOL 1014 Lecture) & BIOL 10101 Principles of Biology Laboratory (ACTS Equivalency = BIOL 1014 Lab) or BIOL 10004 Biological Principles (ACTS Equivalency = BIOL 1004 Lecture)	4	
CIED 10103 Introduction to Education Choose one of the following: <sup>1</sup>	3	3
COMM 12303 Media, Community and Citizenship (Satisfies General Education Outcome 3.2)		
PHIL 20003 Introduction to Philosophy (Satisfies General Education Outcome 3.2)		
PHIL 21003 Introduction to Ethics (ACTS Equivalency = PHIL 1003) (Satisfies General Education Outcome 3.2)		
PHIL 22003 Logic (ACTS Equivalency = PHIL 1003) (Satisfies General Education Outcome 5.1)		
PHIL 31003 Ethics and the Professions (Satisfies General Education Outcome 5.1)		
PSYC 20003 General Psychology (ACTS Equivalency = PSYC 1103)		
ENGL 10203 Composition II (ACTS Equivalency = ENGL 1023) (Satisfies General Education Outcome 1.1) <sup>1</sup>		3
HIST 20003 History of the American People to 1877 (ACTS Equivalency = HIST 2113) (Satisfies General Education Outcomes 3.2, 3.3, and 4.2) <sup>1</sup> or HIST 20103 History of the American People, 1877 to Present (ACTS Equivalency = HIST 2123)		3

Satisfies General Education Outcomes 3.2, 3.3, and 4.1:<sup>1</sup>

HIST 11193 Institutions and Ideas of World Civilizations I (ACTS Equivalency = HIST 1113) or HIST 11293 Institutions and Ideas of World Civilizations II (ACTS Equivalency = HIST 1123) Satisfies General Education Outcome 3.4: <sup>1</sup>	3	
GEOL 11103 Physical Geology (ACTS Equivalency = GEOL 1114 Lecture) & GEOL 11101 Physical Geology Laboratory (ACTS Equivalency = GEOL 1114 Lab)	4	
MATH 22103 Survey of Mathematical Structures I	3	
<b>Year Total:</b>	<b>16</b>	<b>16</b>

**Second Year**

	<b>Fall</b>	<b>Units Spring</b>
Satisfies General Education Outcome 3.1: <sup>1</sup>		
ARHS 10003 Basic Course in the Arts: Art Lecture (ACTS Equivalency = ARTA 1003) or MUSC 10003 Experiencing Music (ACTS Equivalency = MUSC 1003) or THTR 10003 Theatre Appreciation (ACTS Equivalency = DRAM 1003)	3	
MATH 22203 Survey of Mathematical Structures II	3	
PLSC 20003 American National Government (ACTS Equivalency = PLSC 2003) (Satisfies General Education Outcomes 3.3 and 4.2) <sup>1</sup>	3	
GEOG 11103 Human Geography (ACTS Equivalency = GEOG 1113) or ANTH 10203 Introduction to Cultural Anthropology (ACTS Equivalency = ANTH 2013)	3	
SPCH 10003 Public Speaking (ACTS Equivalency = SPCH 1003) (Satisfies General Education Outcomes 1.2 and 5.1) <sup>1</sup> or COMM 23203 Interpersonal Communication	3	
Select one of the following:		
HIST 33803 Arkansas and the Southwest Any 3-hour Arkansas History course	3	
PHYS 10304 Physics for Elementary Education Majors or GEOL 11203/11201 Earth Science (ACTS Equivalency = GEOL 1124 Lecture) or ASTR 20003/20001 Survey of the Universe (ACTS Equivalency = PHSC 1204 Lecture) or STEM 41004 Astronomy for Educators	4	
CIED 10003 Introduction to Technology in Education	3	
ENGL 11103 World Literature: Beginnings to 1650 CE (ACTS Equivalency = ENGL 2113) or ENGL 11203 World Literature: 1650CE to Present (ACTS Equivalency = ENGL 2123)	3	
CIED 30103 Development and Learning Theories in the K-6 Classroom	3	
<b>Year Total:</b>	<b>15</b>	<b>16</b>

**Third Year**

	<b>Fall</b>	<b>Units Spring</b>
CIED 29403 Foundations of Language and Literacy	3	
CIED 31103 Emergent Literacy	3	
MATH 21003 Principles of Statistics (ACTS Equivalency = MATH 2103)	3	
ENGL 20003 Advanced Composition Elective	3	
CIED 34503 Developmental Literacy		3
CIED 31203 Mathematics Methods in the K-6 Classroom		3
CIED 30203 Survey of Exceptionalities Elective		3
ECON 30503 Economics for Elementary Teachers or ECON 21403 Basic Economics: Theory and Practice		3
<b>Year Total:</b>	<b>15</b>	<b>15</b>

**Fourth Year**

	<b>Fall</b>	<b>Units Spring</b>
STEM 31403 Teaching Science in the Elementary Grades	3	
CIED 41803 Instruction and Assessment of Writing	3	
CIED 30503 The Emerging Adolescent	3	
CIED 31303 Integrated Social Studies for the K-6 Classroom	3	
Approved GT course	3	
CIED 41503 Classroom Management in the Elementary Grades		3
CIED 45303 Reading Comprehension Through Children's and Adolescent Literature (Satisfies General Education Outcome 6.1) <sup>1</sup>		3
STEM 40303 Introduction to STEM Education		3
CIED 44203 Teaching English as a Second Language		3
Approved GT course		3
<b>Year Total:</b>	<b>15</b>	<b>15</b>

**Total Units in Sequence: 123**

<sup>1</sup> Students must complete the State Minimum Core requirements (<https://nam03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fnextcatalog.uark.edu%2Fundergraduatecatalog%2Fgened%2Fstateminimum%2F&data=02%7C01%7Cagriffin%40uark.edu%7Ce4e632415f9b49eda9bf08d7f5c20b91%7C79c742c4e61c4fa5be89a3cb566a%2F1XG8924jwOx8pTlw8IWNAGp0s%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%2Fgened%2Fgeneraleducation%2F&data=02%7C01%7Cagriffin%40uark.edu%7Ce4e632415f9b49eda9bf08d7f5c20b91%7C79c742c4e61c4fa5be89a3cb566a%2BDWRVfAqIMsYX4KXEgX2JdEJY7Go%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.

## Requirements for B.S.E. in Childhood Education with Reading Concentration

Admission to the B.S.E. in Childhood Education is competitive and consists of a three-stage process; simply meeting the minimum requirements will not guarantee admission to the program. Admission will be determined by the Childhood Education faculty based on the seven items listed below in Stage II.

### Stage I: Pre-Elementary Education (PELED)

Complete 63 hours of program pre-requisites for the Childhood Education B.S. or the Elementary Education B.S.:

1. Obtain a GPA of 3.0 or better on UA coursework.
2. †Complete all program courses with a “C” or better.
3. Obtain a passing score on the Math, Reading, and Writing sections of the Praxis Core or ACT.
4. Complete a background check.

### Stage II: Admission to the Childhood Education Program (CHED)

Admission to the Childhood Education Program is competitive; not all applicants meeting the minimum requirements will be admitted to the program. Applications to the Childhood Education (CHED) program must be submitted by 11:59 p.m. Central Jan. 30.

The application process includes:

1. Submission of the application to teacher education (see the Teacher Education Application Fee (<http://catalog.uark.edu/undergraduatecatalog/feeandcosts/othergeneralfees/>)) through the university-wide Teacher Education Office.
2. Submission of Childhood Education application.
3. Submission of transcripts for all coursework.
4. Oral Interview with Childhood Education faculty.
5. Submission of passing score on Math, Reading, and Writing sections of the Praxis Core Exam.
6. Current background check.

### Stage III: Requirements for Program Continuation

1. Declaration of endorsement area of ESL, GT, Reading, or STEM.
2. Maintain a cumulative GPA of 3.0 or better.
3. Passing score on Praxis II, Elementary Education: Multiple Subjects.
4. All non-methods math, science, social studies and English Language Arts courses must be completed prior to senior year.

†All program courses must have a grade of “C” or better. No teaching methods courses may be taken as self-paced (correspondence) courses.

For licensure, students must continue in the Master of Arts in Teaching program, which has limited enrollment. Find out more about the M.A.T. Program (<http://catalog.uark.edu/graduatecatalog/programsofstudy/elementaryeducationmat/>) in the Graduate Catalog.

## Childhood Education Requirements

Students in the Childhood Education program must choose one of four concentrations: English as a Second Language Concentration, a Gifted

and Talented Concentration, a Reading Concentration, or a STEM Concentration.

### Dismissal based on Unethical or Unprofessional Behaviors from Childhood Education B.S.E. 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%7Cfd9dbbc3e102c494e5d4408d896ddc5c6%7C79c742c4e61c4fa5be89a3cb566a8%7C7CTWFpbGZsb3d8eyJWljoimC4wLjAwMDAiLCJQljoiv2luMzliLCJBTiI6Ikt1haWwIL%7C1000&sdata=sFoXbbVeQF%2FONoiCaY4xAogtj%2FyuQhynSiD%2BQ2JKGo%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%7Cfd9dbbc3e102c494e5d4408d896ddc5c6%7C79c742c4e61c4fa5be89a3cb566a8%7C7CTWFpbGZsb3d8eyJWljoimC4wLjAwMDAiLCJQljoiv2luMzliLCJBTiI6Ikt1haWwIL%7C1000&sdata=HAYKtJYGbZoSMPMzHTIYRBguhdsLD9%2BEC3RH0nBKmZQ%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/>).

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/>).

**Reading Concentration**

**Pre-Elementary Education (PELED) requirements †**

State Minimum Core 35

Specifically required for CHED 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 MATH 11103 Quantitative Reasoning (ACTS Equivalency = MATH 1113)

BIOL 10103 Principles of Biology (ACTS Equivalency = BIOL & BIOL 10101 1014 Lecture)

and Principles of Biology Laboratory (ACTS Equivalency = BIOL 1014 Lab)

or BIOL 10003 Biological Principles (ACTS Equivalency = BIOL 1004 Lecture)

GEOL 11103 Physical Geology (ACTS Equivalency = GEOL & GEOL 11101 1114 Lecture)  
and Physical Geology Laboratory (ACTS Equivalency = GEOL 1114 Lab)

HIST 20003 History of the American People to 1877 (ACTS Equivalency = HIST 2113)

or HIST 20103 History of the American People, 1877 to Present (ACTS Equivalency = HIST 2123)

GEOG 11103 Human Geography (ACTS Equivalency = GEOG 1113)

or ANTH 10203 Introduction to Cultural Anthropology (ACTS Equivalency = ANTH 2013)

HIST 11193 Institutions and Ideas of World Civilizations I (ACTS Equivalency = HIST 1113)

or HIST 11293 Institutions and Ideas of World Civilizations II (ACTS Equivalency = HIST 1123)

ARHS 10003 Basic Course in the Arts: Art Lecture (ACTS Equivalency = ARTA 1003)

or MUSC 10103 Experiencing Music (ACTS Equivalency = MUSC 1003)

or THTR 10103 Theatre Appreciation (ACTS Equivalency = DRAM 1003)

PLSC 20003 American National Government (ACTS Equivalency = PLSC 2003)

ENGL 11103 World Literature: Beginnings to 1650 CE (ACTS Equivalency = ENGL 2113)

or ENGL 11203 World Literature: 1650CE to Present (ACTS Equivalency = ENGL 2123)

**Additional PELED requirements 28**

CIED 10003 Introduction to Technology in Education

CIED 10103 Introduction to Education

SPCH 10003 Public Speaking (ACTS Equivalency = SPCH 1003)

or COMM 23103 Interpersonal Communication

COMM 12303 Media, Community and Citizenship

or PHIL 20003 Introduction to Philosophy

or PHIL 21003 Introduction to Ethics (ACTS Equivalency = PHIL 1003)

or PHIL 22003 Logic (ACTS Equivalency = PHIL 1003)

or PHIL 31003 Ethics and the Professions

or PSYC 20003 General Psychology (ACTS Equivalency = PSYC 1103)

HIST 33803 Arkansas and the Southwest (or any 3hr Arkansas history course)

MATH 22103 Survey of Mathematical Structures I

MATH 22203 Survey of Mathematical Structures II

PHYS 10304 Physics for Elementary Education Majors

or GEOL 11203/11201 Earth Science (ACTS Equivalency = GEOL 1124 Lecture)

or ASTR 11204 Survey of the Universe (ACTS Equivalency = PHSC 20003/200011204 Lecture)

or STEM 41003 Astronomy for Educators

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

**Childhood Education major requirements 48**

To be completed following admission to CHED program:

6 hours Elective

ENGL 20003 Advanced Composition

ECON 30503 Economics for Elementary Teachers

or ECON 21403 Basic Economics: Theory and Practice

MATH 21003 Principles of Statistics (ACTS Equivalency = MATH 2103)

CIED 29403 Foundations of Language and Literacy †

CIED 30203 Survey of Exceptionalities †

CIED 30503 The Emerging Adolescent †

CIED 31103 Emergent Literacy †

CIED 31203 Mathematics Methods in the K-6 Classroom †

CIED 31303 Integrated Social Studies for the K-6 Classroom †

STEM 31403 Teaching Science in the Elementary Grades †

CIED 34503 Developmental Literacy

CIED 41503 Classroom Management in the Elementary Grades †

CIED 41803 Instruction and Assessment of Writing

CIED 45303 Reading Comprehension Through Children's and Adolescent Literature

**READ Concentration requirements 12**

STEM 40303 Introduction to STEM Education

SPED 41703 Introduction to Dyslexia: Literacy Development and Structure of Language

CIED 44203 Teaching English as a Second Language †

SPED 44803 Teaching Literacy Skills to Students with Disabilities

**Total Hours 123**

† Must have a grade of 'C' or better to award degree credit

## Childhood Education B.S.E. with Reading Concentration 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 to finish a degree in four years can follow 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) <sup>1</sup>	3	
MATH 11003 College Algebra (ACTS Equivalency = MATH 1103) (Satisfies General Education Outcome 2.1) <sup>1</sup> or MATH 11103 Quantitative Reasoning (ACTS Equivalency = MATH 1113) Satisfies General Education Outcome 3.4: <sup>1</sup>	3	
BIOL 10103 Principles of Biology (ACTS Equivalency = BIOL 1014 Lecture) & BIOL 10101 Principles of Biology Laboratory (ACTS Equivalency = BIOL 1014 Lab) or BIOL 10004 Biological Principles (ACTS Equivalency = BIOL 1004 Lecture)	4	
CIED 10103 Introduction to Education Choose one of the following: <sup>1</sup>	3	
COMM 12303 Media, Community and Citizenship (Satisfies General Education Outcome 3.2)		
PHIL 20003 Introduction to Philosophy (Satisfies General Education Outcome 3.2)		
PHIL 21003 Introduction to Ethics (ACTS Equivalency = PHIL 1003) (Satisfies General Education Outcome 3.2)		
PHIL 22003 Logic (ACTS Equivalency = PHIL 1003) (Satisfies General Education Outcome 5.1)		
PHIL 31003 Ethics and the Professions (Satisfies General Education Outcome 5.1)		
PSYC 20003 General Psychology (ACTS Equivalency = PSYC 1103)		
ENGL 10203 Composition II (ACTS Equivalency = ENGL 1023) (Satisfies General Education Outcome 1.1) <sup>1</sup>	3	
HIST 20003 History of the American People to 1877 (ACTS Equivalency = HIST 2113) (Satisfies General Education Outcomes 3.2, 3.3, and 4.2) <sup>1</sup> or HIST 20103 History of the American People, 1877 to Present (ACTS Equivalency = HIST 2123) Satisfies General Education Outcome 4.1: <sup>1</sup>	3	
HIST 11193 Institutions and Ideas of World Civilizations I (ACTS Equivalency = HIST 1113) or HIST 11293 Institutions and Ideas of World Civilizations II (ACTS Equivalency = HIST 1123) Satisfies General Education Outcome 3.4: <sup>1</sup>	3	

GEOL 11103 Physical Geology (ACTS Equivalency = GEOL 1114 Lecture) & GEOL 11101 Physical Geology Laboratory (ACTS Equivalency = GEOL 1114 Lab)		4
MATH 22103 Survey of Mathematical Structures I		3
Year Total:	16	16

Second Year	Units	
	Fall	Spring
Satisfies General Education Outcome 3.1: <sup>1</sup>		
ARHS 10003 Basic Course in the Arts: Art Lecture (ACTS Equivalency = ARTA 1003) or MUSC 10003 Experiencing Music (ACTS Equivalency = MUSC 1003) or THTR 10003 Theatre Appreciation (ACTS Equivalency = DRAM 1003)	3	
MATH 22103 Survey of Mathematical Structures I	3	
PLSC 20003 American National Government (ACTS Equivalency = PLSC 2003)	3	
GEOG 11103 Human Geography (ACTS Equivalency = GEOG 1113) or ANTH 10203 Introduction to Cultural Anthropology (ACTS Equivalency = ANTH 2013)	3	
SPCH 10003 Public Speaking (ACTS Equivalency = SPCH 1003) (Satisfies General Education Outcomes 1.2 and 5.1) <sup>1</sup> or COMM 23203 Interpersonal Communication	3	
Select one of the following:		3
HIST 33803 Arkansas and the Southwest Any 3-hour Arkansas History course		
PHYS 10304 Physics for Elementary Education Majors or GEOL 11203/11201 Earth Science (ACTS Equivalency = GEOL 1124 Lecture) or ASTR 20003/20001 Survey of the Universe (ACTS Equivalency = PHSC 1204 Lecture) or STEM 41004 Astronomy for Educators		4
CIED 10003 Introduction to Technology in Education		3
ENGL 11103 World Literature: Beginnings to 1650 CE (ACTS Equivalency = ENGL 2113) or ENGL 11203 World Literature: 1650CE to Present (ACTS Equivalency = ENGL 2123)		3
CIED 30103 Development and Learning Theories in the K-6 Classroom		3
Year Total:	15	16

Third Year	Units	
	Fall	Spring
CIED 29403 Foundations of Language and Literacy	3	
CIED 31103 Emergent Literacy	3	
MATH 21003 Principles of Statistics (ACTS Equivalency = MATH 2103)	3	
ENGL 20003 Advanced Composition	3	
Electives	3	

CIED 34503 Developmental Literacy	3	
CIED 31203 Mathematics Methods in the K-6 Classroom	3	
CIED 30203 Survey of Exceptionalities Electives	3	
ECON 30503 Economics for Elementary Teachers or ECON 21403 Basic Economics: Theory and Practice	3	
<b>Year Total:</b>	<b>15</b>	<b>15</b>

Fourth Year	Units	
	Fall	Spring
STEM 31403 Teaching Science in the Elementary Grades	3	
CIED 41803 Instruction and Assessment of Writing	3	
CIED 30503 The Emerging Adolescent	3	
CIED 31303 Integrated Social Studies for the K-6 Classroom	3	
CIED 44203 Teaching English as a Second Language	3	
CIED 41503 Classroom Management in the Elementary Grades	3	
CIED 45303 Reading Comprehension Through Children's and Adolescent Literature (Satisfies General Education Outcome 6.1) <sup>1</sup>	3	
STEM 40303 Introduction to STEM Education	3	
SPED 41703 Introduction to Dyslexia: Literacy Development and Structure of Language	3	
SPED 44803 Teaching Literacy Skills to Students with Disabilities	3	
<b>Year Total:</b>	<b>15</b>	<b>15</b>
<b>Total Units in Sequence:</b>	<b>123</b>	

<sup>1</sup> Students must complete the State Minimum Core requirements (<https://nam03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fnextcatalog.uark.edu%2Fundergraduatecatalog%2Fgened%2Fstateminimum%2F&data=02%7C01%7Cagriffin%40uark.edu%7Ce4e632415f9b49eda9bf08d7f5c20b91%7C79c742c4e61c4fa5be89a3cb566a80d1%7C0%7C0%7C637248086069611524&sddata=4b1200b83N8KfTKGD%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%2Fgened%2Fgeneraleducation%2F&data=02%7C01%7Cagriffin%40uark.edu%7Ce4e632415f9b49eda9bf08d7f5c20b91%7C79c742c4e61c4fa5be89a3cb566a80d1%7C0%7C0%7C637248086069611524&sddata=4b1200b83N8KfTKGD%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.

## Requirements for B.S.E. in Childhood Education with STEM Concentration

Admission to the B.S.E. in Childhood Education is competitive and consists of a three-stage process; simply meeting the minimum requirements will not guarantee admission to the program. Admission will

be determined by the Childhood Education faculty based on the seven items listed below in Stage II.

### Stage I: Pre-Elementary Education (PELED)

Complete 63 hours of program pre-requisites for the Childhood Education B.S. or the Elementary Education B.S.:

1. Obtain a GPA of 3.0 or better on UA coursework.
2. †Complete all program courses with a "C" or better.
3. Obtain a passing score on the Math, Reading, and Writing sections of the Praxis Core or ACT.
4. Complete a background check.

### Stage II: Admission to the Childhood Education Program (CHED)

Admission to the Childhood Education Program is competitive; not all applicants meeting the minimum requirements will be admitted to the program. Applications to the Childhood Education (CHED) program must be submitted by 11:59 p.m. Central Jan. 30.

The application process includes:

1. Submission of the application to teacher education (see the Teacher Education Application Fee (<http://catalog.uark.edu/undergraduatecatalog/feehandcosts/othergeneralfees/>)) through the university-wide Teacher Education Office.
2. Submission of Childhood Education application.
3. Submission of transcripts for all coursework.
4. Oral Interview with Childhood Education faculty.
5. Submission of passing score on Math, Reading, and Writing sections of the Praxis Core Exam.
6. Current background check.

### Stage III: Requirements for Program Continuation

1. Declaration of endorsement area of ESL, GT, Reading, or STEM.
2. Maintain a cumulative GPA of 3.0 or better.
3. Passing score on Praxis II, Elementary Education: Multiple Subjects.
4. All non-methods math, science, social studies and English Language Arts courses must be completed prior to senior year.

†All program courses must have a grade of "C" or better. No teaching methods courses may be taken as self-paced (correspondence) courses.

For licensure, students must continue in the Master of Arts in Teaching program, which has limited enrollment. Find out more about the M.A.T. Program (<http://catalog.uark.edu/graduatecatalog/programsofstudy/elementaryeducationmat/>) in the Graduate Catalog.

## Childhood Education Requirements

Students in the Childhood Education program must choose one of four concentrations: English as a Second Language Concentration, a Gifted and Talented Concentration, a Reading Concentration, or a STEM Concentration.

### Dismissal based on Unethical or Unprofessional Behaviors from Childhood Education B.S.E. 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%7Ckmmamisei%40uark.edu%7Cfddbbc3e102c494e5d4408d896ddc5c6%7C79c742c4e61c4fa5be89a3cb%7CTWFpbGZsb3d8eyJWljiMC4wLjAwMDAiLCJQljiV2luMzliLCJBTiI6I1h%7C1000&sdata=sFoXbbVeQF%2FONOoiCaY4xAogtj%2FyuQhynSiD%2BQ2JKGo%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%7Ckmmamisei%40uark.edu%7Cfddbbc3e102c494e5d4408d896ddc5c6%7C79c742c4e61c4fa5be89a3cb%7CTWFpbGZsb3d8eyJWljiMC4wLjAwMDAiLCJQljiV2luMzliLCJBTiI6I1h%7C1000&sdata=HAYKtJYGbZoSMPMzHTIYRBguhdsLD9%2BEC3RH0nBK%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/>).

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/>).

**STEM Concentration**

**Pre- Elementary Education (PELED) requirements †**

State Minimum Core	35
Specifically required for CHED 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 MATH 11113	Quantitative Reasoning (ACTS Equivalency = MATH 1113)
BIOL 10103 & BIOL 10101	Principles of Biology (ACTS Equivalency = BIOL 1014 Lecture) and Principles of Biology Laboratory (ACTS Equivalency = BIOL 1014 Lab)
or BIOL 10043	Biological Principles (ACTS Equivalency = BIOL 1004 Lecture)
GEOL 11103 & GEOL 11101	Physical Geology (ACTS Equivalency = GEOL 1114 Lecture) and Physical Geology Laboratory (ACTS Equivalency = GEOL 1114 Lab)
HIST 20003	History of the American People to 1877 (ACTS Equivalency = HIST 2113)
or HIST 20103	History of the American People, 1877 to Present (ACTS Equivalency = HIST 2123)
GEOG 11103	Human Geography (ACTS Equivalency = GEOG 1113)
or ANTH 10203	Introduction to Cultural Anthropology (ACTS Equivalency = ANTH 2013)
HIST 11193	Institutions and Ideas of World Civilizations I (ACTS Equivalency = HIST 1113)
or HIST 11293	Institutions and Ideas of World Civilizations II (ACTS Equivalency = HIST 1123)
ARHS 10003	Basic Course in the Arts: Art Lecture (ACTS Equivalency = ARTA 1003)
or MUSC 10103	Experiencing Music (ACTS Equivalency = MUSC 1003)
or THTR 10103	Theatre Appreciation (ACTS Equivalency = DRAM 1003)
PLSC 20003	American National Government (ACTS Equivalency = PLSC 2003)
ENGL 11103	World Literature: Beginnings to 1650 CE (ACTS Equivalency = ENGL 2113)
or ENGL 11203	World Literature: 1650CE to Present (ACTS Equivalency = ENGL 2123)
<b>Additional PELED requirements 28</b>	
CIED 10003	Introduction to Technology in Education
CIED 10103	Introduction to Education
SPCH 10003	Public Speaking (ACTS Equivalency = SPCH 1003)
or COMM 23103	Interpersonal Communication
COMM 12303	Media, Community and Citizenship
or PHIL 20003	Introduction to Philosophy
or PHIL 21003	Introduction to Ethics (ACTS Equivalency = PHIL 1003)
or PHIL 22003	Logic (ACTS Equivalency = PHIL 1003)
or PHIL 31003	Ethics and the Professions
or PSYC 20003	General Psychology (ACTS Equivalency = PSYC 1103)
HIST 33803	Arkansas and the Southwest (or any 3 hour Arkansas history course)
MATH 22103	Survey of Mathematical Structures I
MATH 22203	Survey of Mathematical Structures II

PHYS 10304	Physics for Elementary Education Majors	
or GEOL 11203/11201	Earth Science (ACTS Equivalency = GEOL 1124 Lecture)	
or ASTR 20003/20001	Survey of the Universe (ACTS Equivalency = PHSC 11204 Lecture)	
or STEM 41004	Astronomy for Educators	
CIED 30103	Development and Learning Theories in the K-6 Classroom	
<b>Childhood Education major requirements</b>		<b>48</b>
To be completed following admission to CHED program		
6 hours Elective		
ENGL 20003	Advanced Composition	
ECON 30503	Economics for Elementary Teachers	
or ECON 21403	Basic Economics: Theory and Practice	
MATH 21003	Principles of Statistics (ACTS Equivalency = MATH 2103)	
CIED 29403	Foundations of Language and Literacy	
CIED 30203	Survey of Exceptionalities †	
CIED 30503	The Emerging Adolescent †	
CIED 31103	Emergent Literacy †	
CIED 31203	Mathematics Methods in the K-6 Classroom †	
CIED 31303	Integrated Social Studies for the K-6 Classroom †	
STEM 31403	Teaching Science in the Elementary Grades †	
CIED 34503	Developmental Literacy †	
CIED 41503	Classroom Management in the Elementary Grades †	
CIED 41803	Instruction and Assessment of Writing †	
CIED 45303	Reading Comprehension Through Children's and Adolescent Literature †	
<b>STEM Concentration requirements</b>		<b>12</b>
3 hrs of General Elective		
CIED 44203	Teaching English as a Second Language †	
STEM 40303	Introduction to STEM Education †	
STEM 40403	Creativity and Innovation in STEM Education	
<b>Total Hours</b>		<b>123</b>

† Must have a grade of 'C' or better to award degree credit  
 1 Or any 3-hour Arkansas History course

### Childhood Education B.S.E. with STEM Concentration 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 to finish a degree in four years can follow 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) <sup>1</sup>	3	

MATH 11003 College Algebra (ACTS Equivalency = MATH 1103) (Satisfies General Education Outcome 2.1) <sup>1</sup>	3	
or MATH 11103 Quantitative Reasoning (ACTS Equivalency = MATH 1113)		
Satisfies General Education Outcome 3.4: <sup>1</sup>		
BIOL 10103 Principles of Biology (ACTS Equivalency = BIOL 1014 Lecture)	4	
& BIOL 10101 Principles of Biology Laboratory (ACTS Equivalency = BIOL 1014 Lab)		
or BIOL 10004 Biological Principles (ACTS Equivalency = BIOL 1004 Lecture)		
CIED 10103 Introduction to Education	3	
Choose one of the following: <sup>1</sup>	3	
COMM 12303 Media, Community and Citizenship (Satisfies General Education Outcome 3.2)		
PHIL 20003 Introduction to Philosophy (Satisfies General Education Outcome 3.2)		
PHIL 21003 Introduction to Ethics (ACTS Equivalency = PHIL 1003) (Satisfies General Education Outcome 3.2)		
PHIL 22003 Logic (ACTS Equivalency = PHIL 1003) (Satisfies General Education Outcome 5.1)		
PHIL 31003 Ethics and the Professions (Satisfies General Education Outcome 5.1)		
PSYC 20003 General Psychology (ACTS Equivalency = PSYC 1103)		
ENGL 10203 Composition II (ACTS Equivalency = ENGL 1023) (Satisfies General Education Outcome 1.1) <sup>1</sup>	3	
HIST 20003 History of the American People to 1877 (ACTS Equivalency = HIST 2113) (Satisfies General Education Outcomes 3.2, 3.3 and 4.2) <sup>1</sup>	3	
or HIST 20103 History of the American People, 1877 to Present (ACTS Equivalency = HIST 2123)		
Satisfies General Education Outcome 4.1: <sup>1</sup>		
HIST 11193 Institutions and Ideas of World Civilizations I (ACTS Equivalency = HIST 1113)	3	
or HIST 11293 Institutions and Ideas of World Civilizations II (ACTS Equivalency = HIST 1123)		
Satisfies General Education Outcome 3.4: <sup>1</sup>		
GEOL 11103 Physical Geology (ACTS Equivalency = GEOL 1114 Lecture)	4	
& GEOL 11101 Physical Geology Laboratory (ACTS Equivalency = GEOL 1114 Lab)		
MATH 22103 Survey of Mathematical Structures I	3	
Year Total:	16	16

Second Year	Units	
	Fall	Spring
Satisfies General Education Outcome 3.1: <sup>1</sup>		

ARHS 10003 Basic Course in the Arts: Art Lecture (ACTS Equivalency = ARTA 1003) or MUSC 10003 Experiencing Music (ACTS Equivalency = MUSC 1003) or THTR 10003 Theatre Appreciation (ACTS Equivalency = DRAM 1003)	3	
MATH 22203 Survey of Mathematical Structures II	3	
PLSC 20003 American National Government (ACTS Equivalency = PLSC 2003)	3	
GEOG 11103 Human Geography (ACTS Equivalency = GEOG 1113) or ANTH 10203 Introduction to Cultural Anthropology (ACTS Equivalency = ANTH 2013)	3	
SPCH 10003 Public Speaking (ACTS Equivalency = SPCH 1003) (Satisfies General Education Outcomes 1.2 and 5.1) <sup>1</sup>	3	
or COMM 23203 Interpersonal Communication		
Select one of the following:	3	
HIST 33803 Arkansas and the Southwest		
Any 3-hour Arkansas History course		
PHYS 10304 Physics for Elementary Education Majors	4	
or GEOL 11203/11201 Earth Science (ACTS Equivalency = GEOL 1124 Lecture)		
or ASTR 20003/20001 Survey of the Universe (ACTS Equivalency = PHSC 1204 Lecture)		
or STEM 41004 Astronomy for Educators		
CIED 10003 Introduction to Technology in Education	3	
ENGL 11103 World Literature: Beginnings to 1650 CE (ACTS Equivalency = ENGL 2113) or ENGL 11203 World Literature: 1650CE to Present (ACTS Equivalency = ENGL 2123)	3	
CIED 30103 Development and Learning Theories in the K-6 Classroom	3	
Year Total:	15	16

Third Year	Units	
	Fall	Spring
CIED 29403 Foundations of Language and Literacy	3	
CIED 31103 Emergent Literacy	3	
MATH 21003 Principles of Statistics (ACTS Equivalency = MATH 2103)	3	
ENGL 20003 Advanced Composition	3	
Elective	3	
CIED 34503 Developmental Literacy		3
CIED 31203 Mathematics Methods in the K-6 Classroom		3
CIED 30203 Survey of Exceptionalities		3
Elective		3
ECON 30503 Economics for Elementary Teachers or ECON 21403 Basic Economics: Theory and Practice		3
Year Total:	15	15

Fourth Year	Units	
	Fall	Spring
STEM 31403 Teaching Science in the Elementary Grades	3	
CIED 41803 Instruction and Assessment of Writing	3	
STEM 40303 Introduction to STEM Education	3	
CIED 31303 Integrated Social Studies for the K-6 Classroom	3	
CIED 30503 The Emerging Adolescent	3	
CIED 41503 Classroom Management in the Elementary Grades		3
CIED 45303 Reading Comprehension Through Children's and Adolescent Literature (Satisfies General Education Outcome 6.1) <sup>1</sup>		3
CIED 44203 Teaching English as a Second Language		3
STEM 40403 Creativity and Innovation in STEM Education		3
Elective		3
Year Total:	15	15
<b>Total Units in Sequence:</b>		<b>123</b>

<sup>1</sup> Students must complete the State Minimum Core requirements (<https://nam03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fnextcatalog.uark.edu%2Fundergraduatecatalog%2Fgenerated%2Fstateminimum%2F&data=02%7C01%7Cagriffin%40uark.edu%7Ce4e632415f9b49eda9bf08d7f5c20b91%7C79c742c4e61c4fa5be89a3cb566a%2F1XG8924jwOx8pTlw8IWNAGp0s%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%2Fgenerated%2Fgeneraleducation%2F&data=02%7C01%7Cagriffin%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.

## Faculty

- Beasley, Jennifer G.**, Ed.D. (University of Virginia), M.A. (Wichita State University), B.A. (Kansas State University), Clinical Associate Professor, Department of Curriculum and Instruction, 2009, 2018.
- Elsass, Angela Carlton**, Ed.D., Ed.S. (University of Arkansas), M.Ed. (Harding University), B.S.E. (University of Central Arkansas), Clinical Associate Professor, Department of Curriculum and Instruction, 2010, 2016.
- Imbeau, Marcia B.**, Ph.D. (University of Connecticut), M.Ed. (University of Arkansas at Little Rock), B.A. (Hendrix College), Professor, Department of Curriculum and Instruction, 1991, 2013.
- Mounts, Denise Ann**, Ed.D. (Saint Louis University), B.S.E. (Northwest Missouri State University), Clinical Associate Professor, Department of Curriculum and Instruction, 2005, 2016.
- Wissehr, Cathy**, Ed.D. (University of Missouri-Columbia), M.N.S.Ed., B.S. (Southeast Missouri State University), Clinical Associate Professor, Department of Curriculum and Instruction, 2009, 2016.

## 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.**

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 20803. 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 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)

### **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)

### **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)

### **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)

### **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)

### **CIED 31203. 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)

**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, FREDDBA, GREDBA, SNEDDBA, 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)

**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. 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 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. 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 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. 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 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)

**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 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)

**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 SSEDBA 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.