

# Elementary Education (ELEL)

The Department of Curriculum and Instruction offers programs that prepare candidates for initial teacher licensure in Elementary Education (K-6).

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

## Requirements for B.S.E. in Elementary Education

### 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 Elementary Licensure B.S.E.

Admission to the Elementary Licensure Program is competitive; not all applicants who meet the minimum requirements will be admitted to the program. Applications to the Elementary Licensure (ELEL) program must be submitted by January 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 Elementary Education application
3. Submission of transcripts for all coursework
4. Oral interview with Elementary Education faculty
5. Submission of passing score on Math, Reading, and Writing sections of the Praxis Core Exam or ACT
6. Current background check

### Stage III: Requirements for Program Continuation and Student Teaching/Internship

1. Maintain a cumulative GPA of 3.0 or better
2. Submission of Internship Application
3. Passing score on Praxis II, Elementary Education, Multiple Subjects
4. Successful teaching audition
5. Submission of letters of recommendation
6. Maintain a current background check
7. Earn a CPR card
8. Passing score on Praxis II, Principles of Learning and Teaching for graduation

This B.S.E. (4-year) degree includes approximately 9 months of student teaching/internship experience in public elementary schools. Senior-level students must therefore attend full-time.

Requirements for teacher licensure vary from state to state and may differ in teacher preparation programs. Please note that Arkansas requires all applicants to successfully complete a criminal background check. Arkansas Teacher Licensure requirements can be found at <http://arkansased.org/teachers/licensureinitial.html>.

†All program courses must have a grade of "C" or better. No teaching methods courses may be taken as self-paced (correspondence) courses. A grade of "B" or better must be earned in both the fall and spring semesters of CIED 4173 .

## Elementary Education Requirements

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

State Minimum Core	35
Courses specifically required for ELEL program	
ENGL 1013	
ENGL 1023	
MATH 1203 or MATH 13	
BIOL 1543 and & BIOL 1541L or BIOL 1524	
GEOS 1113 and & GEOS 1111L	
HIST 2003 or HIST 2013	
GEOS 1123 or ANTH 10	
HIST 1113 or HIST 1123	
ARHS 1003 or MLIT 100 or THTR 10C	
PLSC 2003	
WLIT 1113 or WLIT 112	
<b>Additional PELED requirements</b>	<b>28</b>
CIED 1003	
CIED 1013	
COMM 1313 or COMM 23	
MATH 2213	
MATH 2223 †	
COMM 1233 or PHIL 2003 or PHIL 2103 or PHIL 2203 or PHIL 3103 or PSYC 2003	
PHYS 1034 †	

or ASTR	
2003 ASTR	
2003/	
ASTR 2001L	
or STEM 41C	
or GEOS	
1133 GEOS	
1133/	
GEOS 1131I	
HIST 3383	(or any 3hr Arkansas history course) <sup>1,†</sup>
CIED 3013	†
<b>Elementary Education</b>	<b>60</b>
To be completed following admission to ELEL program:	
ECON 3053	†
or ECON 2143	
CIED 2943	
CIED 3023	†
CIED 3053	†
CIED 3113	†
CIED 3123	†
CIED 3133	†
STEM 3143	†
CIED 3453	†
CIED 4003	†
CIED 4123	†
CIED 4133	†
CIED 4143	†
CIED 4153	†
CIED 4173	2,3
CIED 4173	2,3
CIED 4183	†
CIED 4463	†
CIED 4533	†
STEM 4033	†
<b>Total Hours</b>	<b>123</b>

† Complete all requirements with grade 'C' or better unless otherwise noted.  
<sup>1</sup> Or any 3-hour Arkansas history course.  
<sup>2</sup> Two semesters required for licensure; one taken Fall, other taken Spring.  
<sup>3</sup> Must have a grade of "B" or better for graduation.

**Dismissal based on Unethical or Unprofessional Behaviors from Elementary 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%7Cfd8bc3e102c494e5d4408d896ddc5c6%7C79c742c4e61c4fa5be89a3cb566a8%7CCTWFpbGZsb3d8eyJWljoimC4wLjAwMDAiLCJQljoiv2luMzliLCJBTiI6lk1haWwIL%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%7Cfd8bc3e102c494e5d4408d896ddc5c6%7C79c742c4e61c4fa5be89a3cb566a8%7CCTWFpbGZsb3d8eyJWljoimC4wLjAwMDAiLCJQljoiv2luMzliLCJBTiI6lk1haWwIL%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/>) or the Teacher Education Support page (<https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fteacher-education.uark.edu%2Fsupport%2Findex.php&data=04%7C01%7Ckmamisei%40uark.edu%7Cfd8bc3e102c494e5d4408d896ddc5c6%7C79c742c4e61c4fa5be89a3cb566a8%7CCTWFpbGZsb3d8eyJWljoimC4wLjAwMDAiLCJQljoiv2luMzliLCJBTiI6lk1haWwIL%7C1000&sdata=NtOYZldvfvZ7FJ10VmHnyTGpV5gYVW93pt7azy1y6%2F8%3D&>

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 (<https://nam11.safelinks.protection.outlook.com/?url=http%3A%2F%2Fcatalog.uark.edu%2Fundergraduatecatalog%2Facademicregulations%2Fstudentacademicappeals%2F&data=04%7C01%7Cagriffin%40uark.edu%7C80e8b729e9c40a261d10fb828229c843479c742c4e61c4fa5be89a3cb566a8%7CCTWFpbGZsb3d8eyJWljoimC4wLjAwMDAiLCJQljoiv2luMzliLCJBTiI6lk1haWwIL%7C1000&sdata=HJfCw%2BblvTFgx5n3xWFS0XdeBVVlnxmIEAaQ1prgywk%3D&reserved=0>).

## Elementary Education B.S.E. Eight-Semester Plan

Because this program requires admission to progress, it does not qualify for the university's Eight-Semester Degree Program; however, students who qualify for admission to the program can finish a degree in four years by following the suggested order of classes below.

First Year	Units	
	Fall	Spring
ENGL 1013 (Satisfies General Education Outcome 1.1) <sup>1</sup>	3	
MATH 1203 (or higher) (Satisfies General Education Outcome 2.1) <sup>1</sup> or MATH 1313	3	
Satisfies General Education Outcome 3.4: <sup>1</sup> BIOL 1543 & BIOL 1541L or BIOL 1524	4	
CIED 1013	3	
WLIT 1113 (Satisfies General Education Outcome 3.2) <sup>1</sup> or WLIT 1123	3	
ENGL 1023 (Satisfies General Education Outcome 1.1) <sup>1</sup>		3
HIST 2003 (Satisfies General Education Outcomes 3.3 and 4.2) <sup>1</sup> or HIST 2013		3
Satisfies General Education Outcome 4.1: <sup>1</sup> HIST 1113 or HIST 1123		3
Satisfies General Education Outcome 3.4: <sup>1</sup> GEOS 1113 & GEOS 1111L		4
Satisfies General Education Outcome 3.1: <sup>1</sup> ARHS 1003 or MLIT 1003 or THTR 1003		3
Year Total:	16	16

Second Year	Units	
	Fall	Spring
CIED 1003	3	
GEOS 1123 or ANTH 1023	3	
COMM 1313 (Satisfies General Education Outcomes 1.2 and 5.1) <sup>1</sup> or COMM 2323	3	
MATH 2213	3	
PHYS 1034 or GEOS 1133 GEOS 1133/GEOS 1131L or ASTR 2003 ASTR 2003/ASTR 2001L or STEM 4104	4	
PLSC 2003 (Satisfies General Education Outcome 3.3) <sup>1</sup>		3
MATH 2223		3
CIED 3013		3

HIST 3383 (or any 3hr Arkansas history course)		3
COMM 1233 or PHIL 2003 or PHIL 2103 or PHIL 2203 or PHIL 3103 or PSYC 2003		3
Year Total:	16	15

Third Year	Units	
	Fall	Spring
CIED 2943	3	
CIED 3113	3	
CIED 3123	3	
ECON 3053 or ECON 2143	3	
STEM 4033	3	
CIED 4183		3
CIED 3453		3
CIED 3133		3
CIED 3053		3
STEM 3143		3
Year Total:	15	15

Fourth Year	Units	
	Fall	Spring
CIED 4173 <sup>2,3</sup>	3	
CIED 3023	3	
CIED 4533	3	
CIED 4153	3	
CIED 4463	3	
CIED 4173 <sup>2</sup>		3
CIED 4143 (Satisfies General Education Outcome 6.1) <sup>1</sup>		3
CIED 4123		3
CIED 4003		3
CIED 4133		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%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.

<sup>2</sup> Must have a grade of "B" or better for graduation.

<sup>3</sup> Infant and Child CPR card must be earned prior to fall Senior year.

## 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, 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)

**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, FREDBA, 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.