

ADD, CHANGE OR DELETE UNIT, PROGRAM REQUIREMENTS, OR ACADEMIC POLICIES

Complete this form consistent with the instructions in Academic Policy 1622.20. Use the form to add, change, or delete a program or unit or to change program policies. Proposed additions and changes must be consistent with Academic Policies 1100.40 and 1621.10 and any other policies which apply.

SECTION I: Approvals

Department / Program Chair _____	Date Submitted _____	Graduate Council Chair _____	Date _____
College Dean _____	Date _____	Faculty Senate Chair _____	Date _____
Honors College Dean _____	Date _____	Provost _____	Date _____
Core Curriculum Committee _____	Date _____	Board of Trustees Approval/Notification Date _____	
University Course and Programs Committee _____	Date _____	Arkansas Higher Education Coordinating Board Approval/Notification Date _____	

SECTION II: Profile Data - Required Information and Name Change Information

Academic Unit: Major/Field of Study Minor Other Unit _____ Policy

Level: Undergraduate Graduate Law

Program changes are effective with the next available catalog. See Academic Policy Series 1622.20

Current Name M.Ed. in Curriculum and Instruction

College, School, Division GRAD Department Code CIED

Current Code (6 digit Alpha) CIEDME Proposed Code (6 digit Alpha) _____
 Prior approval from the Office of the Registrar is required.

Interdisciplinary Program CIP Code 13.0301
 Prior assignment from Office of Institutional Research is required.

Proposed Name _____
 When a program name is changed, enrollment of current students reflects the new name.

SECTION III: Add a New Program/Unit

For new program proposals, complete Sections II and VII and use as a cover sheet for a full program proposal as described in 'Criteria and Procedures for Preparing Proposals for New Programs in Arkansas.' ADHE
<http://www.arkansashighered.com/pdfs/BookAppNewProgramCriteriaandProceduresRevised2005.pdf>.

Program proposal uses courses offered by another academic college, and that college dean's office has been notified. The signature of the dean of that academic college is required here: _____

SECTION IV: Eliminate an Existing Program/Unit

Code/Name _____ Effective Catalog Year _____
 No new students admitted to program after Term: ____ Year: ____
 Allow students in program to complete under this program until Term: ____ Year: ____

SECTION V: Proposed Changes to an Existing Program or Program Policies

Insert here a statement of the exact changes to be made: The following program of study changes are proposed for the newly named M. Ed. in CIED. The changes are being proposed for the purposes of providing more "interest area" options to the students and, at the same time, give the enhanced degree a clear focus at the level of the core classes. The course requirements are being modified and restructured to provide for a broader education in the core courses of Curriculum and Instruction as

well as "interest area" options in Science Education, Social Studies Education, English Education, Elementary Education, Gifted Education and TESOL.

Required Core Courses (21 credits)

Research Tools and Foundations (9 credits)

- Choose one of the following:
- o CIED 5013 Measurement, Research and Statistical Concepts in the Schools or
- o CIED 5273 Research in Curriculum and Instruction and
- CIED 5983 Practicum in Curriculum and Instruction and
- Choose one of the following:
- o ESRM 5393 Statistics in Education and Health Professions or
- o ESRM 6533 Qualitative Methods

Psycho-Sociological Foundations (6 credits) (Choose two of the following)

- CIED 5053 Seminar: Multicultural Education and/or
- EDFD 5373 Psychological Foundations of Teaching and Learning and/or
- EDFD 5673 Principles of Motivation and/or
- CIED 53033 Adolescence and Learning (Course submitted for approval on 9.30.11)

Pedagogical Foundations (6 credits)

- CIED 5623 The School Curriculum and
- Choose one of the following:
- o ETEC 5303 Computers in K-12 Classrooms or
- o CATE 5543 Technology for Teaching and Learning

Interest Areas (All M.Ed. students must choose one) (9 credits minimum)

A) Elementary Education (Choose four of the following) (12 credits)

Advisor: Cathy Wissehr

- CIED 5493 Teaching Social Studies
- CIED 6343 Advanced Science Teaching Methods
- CIED 5533 Teaching Language Arts
- CIED 5853 Issues in Mathematics Education
- CIED 5173 Integrating Instruction in the Elementary Curriculum

B) Introduction to Reading Education

Advisor: Linda Eilers

- CIED 5573 Foundations of Literacy
- CIED 5593 Advanced Diagnosis and Instructional Interventions of Literacy Problems
- CIED 5433 Methods and Materials for Teaching Children and Adolescent Literature

This course sequence does not lead directly to reading licensure but some of these courses may be applied to such an endorsement. Please see advisor for more information about this option.

C) Middle Level Education (12 credits basic or 15 credits with endorsement)

Advisor: Charlene Johnson-Carter

- CIED 5653 Methods of Middle School Instruction
- CIED 5103 Advanced Middle Level Principles
- CIED 5113 Reading Across the Middle Level
- CIED 5293 Special Methods: Interdisciplinary Section or
- CIED 5123 Writing Process Across the Curriculum

Individuals with a valid teaching credential may take CIED 5xx3 Adolescence and Learning and the course listed below to earn an endorsement in Teaching at the 5/6 Level. Please see advisor for more information about this option.

- CIED 5353 Teaching Students with Diverse Needs in Middle Childhood Settings

D) Gifted Education (9 credits basic program or 18 credits with endorsement)

Advisor: Marcia Imbeau

- CIED 6413 Differentiating Instruction for Academically Diverse Learners
- CIED 6073 Seminar in Developing Creativity
- CIED 5993 Social and Emotional Issues of the Gifted and Talented

Individuals with a valid teaching certificate may take the following three additional courses in this area to earn an endorsement in Gifted and Talented Education. Please see advisor for more information about this option.

- CIED 5803 Nature and Needs of the Gifted and Talented
- CIED 5813 Curriculum for Gifted and Talented
- CIED 5823 Structured Practicum for Gifted and Talented

E) TESOL (Choose three of the following) (9 credits basic or 12 credits with endorsement)

Advisor: Felicia Lincoln

- CIED 5923 Second Languages Acquisition
- CIED 5933 Second Language Methodologies
- CIED 5943 Teaching People of Other Cultures
- CIED 5953 Second Language Assessment

Individuals with a valid teaching certificate may take all four classes listed and earn an endorsement in English as a Second Language (ESL). Please see advisor for more information about this option.

F) English Education (Choose three of the following) (9 credits)

Advisors: Sean Connors and Chris Goering

- ENGL 5973 Literacy Theory and Practice
- CIED 5983 Adolescent Literature
- CIED 599V Issues and Trends in Literacy Education
- CIED 5843 Representations of American Education in Popular Film

D) Science Education

Advisor: William McComas

- CIED 6313 Issues, History and Rationale of Science Education
- CIED 6333 Nature of Science: Philosophy of Science for Science Educators
- CIED 6343 Advanced Science Teaching Methods

E) Social Studies Education

Advisors: Mounir Farah and Jason Endacott

- CIED 5493 Teaching Social Studies
- CIED 567V Teaching Foreign Cultures in Social Studies
- CIED 5863 Teaching Global Issues

Check if either of these boxes apply and provide the necessary signature:

- Program change proposal adds courses offered by another academic college, and that college dean's office has been notified. The signature of the dean of that academic college is required here: _____
- Program change proposal deletes courses offered by another academic college, and that college dean's office has been notified. The signature of the dean of that academic college is required here: _____

Check all the boxes that apply and complete the required sections of the form:

- Change of Name and Code (Complete only sections I, II, V and VII.)
- Change Course Requirements: (Complete all sections of the form except "Proposed Name" in II, section III, and section IV.)
- Change Delivery Site/Method (Complete all sections of the form except "Proposed Name" in II, section III, and section IV.)
- Change Total Hours (Complete all sections of the form except "Proposed Name" in II, section III, and section IV.)
- Change in Program Policies

SECTION VI: Justification

Justify this change and state its likely effect on any other degree program (including those outside the school or college). Identify any program or program components (other than courses) to be eliminated if this program is implemented. (Program and course change forms must also be submitted for such related changes.)

The newly named MED CIED with the attached change in program of study will enable students in CIED to engage in a much stronger and more focused degree program. Under the new program of study students will choose a focus area such as TESOL, Gifted Education, or Science Education as three examples.

SECTION VII: Catalog Text and Format

In the box below, insert the current catalog text which is to be changed, with changes highlighted with the color yellow. Include all proposed changes identified in Section V. Only changes explicitly stated in Section V will be considered for approval by the

University Course and Programs Committee, the Graduate Council and the Faculty Senate. If you are proposing a new program, give proposed text with all of the elements listed below. If you are proposing modified text, include these elements as appropriate.

Include the following elements, in order, in the catalog text for proposed undergraduate program(s) or program changes:

- State complete major/program name
- Briefly define or describe the major/program or discipline.
- Identify typical career goals or paths for graduates. (Optional)
- State admission requirements (if any) for entry or entry into upper/advanced level of major/program.
- Identify location in catalog of university, college/school, and department/program requirements which the student must meet in addition to hours in the major, but do not restate these requirements.
- State course requirements in the major and any allied areas, giving number of hours and specific courses; specify electives or elective areas and give numbers of hours and courses in elective pools or categories; identify any other course requirements.
- State any other requirements (required GPA, internship, exit exam, project, thesis, etc.).
- Identify name and requirements for each concentration (if any).
- Specify whether a minor or other program component is allowed or required and provide details.
- State eight-semester plan requirements

For minors, state requirements in terms of hours, required courses, electives, etc.

For graduate program/units, include elements (as needed) parallel to those listed for undergraduate programs above.

For Law School program/units, prepare text consistent with current catalog style.

For centers, prepare text consistent with current catalog style.

ELEMENTARY EDUCATION/READING (ELED/RDNG) (M.Ed.)

Cathy Wissher

Program Leader

G 02 Stone House South

479-575-2127

E-mail: cwissher@uark.edu

Requirements for the Master of Education Degree: (Minimum 33

hours.) Candidates for the master's degree in elementary education must complete a minimum of 33 hours of graduate course work: 21 hours from courses in elementary education (ELED) with 15 hours from the following areas—English as a second language (ESL), language arts, mathematics, science, children's literature, social studies, early childhood education, reading, special education, or general elementary education; 3 hours of electives; and 9 core hours, including ESRM 5013 Research Methods in Education and three hours from each of the areas listed below. The required research course (ESRM 5013) is to be taken during the first 12 hours of degree coursework and the Practicum in Curriculum and Instruction (CIED 5893) is taken at the end. (The major adviser must approve all courses.)

1. EDFD 5373 Psych. Foundations of Teaching and Learning

EDFD 5473 Adolescent Psychology in Education

EDFD 5573 Life Span Human Development

2. EDFD 5303 Historical Foundations of Modern Education

EDFD 5353 Philosophy of Education

All candidates who receive the master's degree in elementary education must pass the master's comprehensive examination which will consist of the defense of the results of an action research project. The M.Ed. is designed for experienced teachers who have the goal of expanding professional competence. The M.Ed. program does not meet requirements for state licensure. Students seeking state licensure should pursue enrollment in the M.A.T. program in Childhood Education (preK—Grade 4) or the B.S.E. program in Childhood Education.

CURRICULUM AND INSTRUCTION (M.Ed./Ed.S./Ph.D.)

William F. McComas
Graduate Coordinator

310 Peabody Hall
479-575-7525
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The M.Ed. Program in Curriculum and Instruction:

The Master of Education (M.Ed.) Degree program is designed to provide advanced professional studies in graduate course work for persons who currently hold teaching credentials (such as those found in formal PK-12 settings) or for those with experience as educators who do not require such credentials (i.e. instruction in the community college, informal educational environments such as zoos, nature centers and museums and/or private educational organizations).

The M.Ed. enables those who complete it to:

- 1) Engage in a range of professional development opportunities providing both a general core along with a focused experience in a variety of areas;
- 2) Gain enhanced ability and practice skills and expand content knowledge both as a teacher and educational leader;
- 3) Acquire a broad and deep knowledge of and insights into curriculum models, education programs, educational standards, human growth and development and learning theories;
- 4) Earn additional licensure or endorsement (where appropriate) in fields such as Gifted and Talented Education, Middle Level and/or TESOL;
- 5) Engage the teaching profession at a deeper level than possible within the initial credential program by exploring its history, nature and professional network;
- 6) Learn about, critique and demonstrate the ability to integrate research and practice;
- 7) Demonstrate leadership in the application of research and inquiry skills to analyze and evaluate trends, problems and practices;
- 8) Expand knowledge of the diversity of learners and plan instructional experience responsive to the intellectual, psychological, social and physical needs of individual learners;
- 9) Develop advanced skills that integrate the use of modern technologies in instruction;
- 10) Consider the nature of advanced graduate work since the M.Ed. degree interfaces with and prepares students for the Ed.S., Ed. D. or Ph.D. degrees.

Required Core Courses (21 credits)

Research Tools and Foundations (9 credits)

- Choose one of the following:
 - CIED 5013 Measurement, Research and Statistical Concepts in the Schools *or*
 - CIED 5273 Research in Curriculum and Instruction and
- CIED 5983 Practicum in Curriculum and Instruction and
- Choose *one* of the following:
 - ESRM 5393 Statistics in Education and Health Professions *or*
 - ESRM 6533 Qualitative Methods

Psycho-Sociological Foundations (6 credits) (Choose two of the following)

- CIED 5053 Seminar: Multicultural Education *and/or*
- EDFD 5373 Psychological Foundations of Teaching and Learning *and/or*
- EDFD 5673 Principles of Motivation *and/or*
- CIED 5303 Adolescence and Learning (Course submitted for approval on 9.30.11)

Pedagogical Foundations (6 credits)

- CIED 5623 The School Curriculum *and*
- Choose one of the following:
 - ETEC 5303 Computers in K-12 Classrooms *or*
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Interest Areas (All M.Ed. students must choose one) (9 credits minimum)

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- CIED 5493 Teaching Social Studies
- CIED 567V Teaching Foreign Cultures in Social Studies
- CIED 5863 Teaching Global Issues

Entrance requirements; Students must apply for and gain entrance to the UA Graduate School before being considered for admission to the M.Ed. in Curriculum and Instruction. In addition to the UA Graduate School admission requirements, students must provide two letters of recommendation and a personal statement discussing reasons for entry into the program accompanied by a discussion of the interest area to be pursued. Students are expected to have at least two years of experience in some education setting before beginning the M.Ed. program but are not required to possess a teaching certificate/license in order to be accepted. Each student will be assigned an advisor on entry into the program related to their area of interest. The advisor and student will together prepare a Program of Studies before completion of the first 12 hours of coursework.

Transfer Credits: The University of Arkansas Graduate School and the Department of Curriculum and Instruction will accept limited transfers of *graduate* courses from other accredited institutions, with the following limitations. 1) There is no guarantee that any course taken elsewhere will transfer. 2) No more than 6 credits will be considered for transfer. 3) Courses considered for transfer must have been completed within the past 6 years.

Electives: The M.Ed. must total at least 33 graduate credits. Some students may have to select one or more relevant elective classes to reach this level while other students may have more than 33 credits particularly if they pursue an endorsement concurrently. Once the core and interest area classes have been selected, students may, in consultation with their advisor, select classes from other interest areas or from outside the department to develop a supporting cognate area and to earn the proper number of credit hours of graduate study.

Program Assessment; The program faculty will carefully monitor the opinions and GPAs of exiting students and will track alumni to ensure that the program maintains relevance. The quality of the research project and its defense will be used as another element by which program quality and relevance to professional and career goals are assessed.

Research Requirement; Students are not required to complete a formal master's thesis but will take a class (CIED 5013 or CIED 5273) that provides an introduction to education research and then design and carry out an action research project in CIED 5983 Practicum in Curriculum and Instruction. Following this two course sequence students will defend their project as the comprehensive exam for the degree. This project will be assessed by a faculty panel which will include the advisor for the students' program and two other M.Ed. faculty members.

For students who have the experience and desire necessary to complete a formal thesis, this option exists. In such cases, students will form an advisory committee and then propose, write, and defend a thesis project. The successful defense of the thesis will represent the comprehensive exam for the M.Ed. degree. Students who choose the thesis option will not be required to complete CIED 5013/5273 or CIED 5983 but must take six credits of master's thesis credit (CIED 600v) in the place of these two courses.

Requirements for the Educational Specialist Degree: Flexibility exists in planning the 60-hour minimum program to take into account the occupational needs and professional aspirations of each student. Students seeking an Ed.S. degree in Curriculum and Instruction may specialize in one of the following areas: Curriculum and Instruction, Reading, Educational Technology, English as a Second Language, Special Education, or Gifted and Talented Education. The student must complete a total of 60 graduate hours that is planned with an adviser and approved by an advisory committee. The program of study must include 12 hours in the area of specialization and nine hours of study outside the area of specialization. The program must also include ESRM 5393 Statistics in Education and Health Professions, and CIED 680V, Ed.S. Project (three hours). See College of Education and Health Professions.

The Ph.D. Program in Curriculum and Instruction: The emphasis of the Doctor of Philosophy degree program in curriculum and instruction will be upon the generation of new knowledge or the reformulation of existing knowledge as a basis for the development of educational theory. The test of knowledge for a person working toward this degree is not conditioned upon ability to improve educational practice but rather upon possible contribution to the development of educational theory. Persons working toward this degree goal may assist in the improvement of practice, but their interests in the results are conditioned primarily by the extent to which they assist in reformulation of their own theoretical base. Highly developed research skills are an essential facet of this degree program.

Prerequisites to the Doctor of Philosophy Degree Program: Applicants for the degree of Doctor of Philosophy must meet the following requirements in addition to the applicable requirements of the University prior to admission to the degree program:

1. Have a minimum grade-point average of 3.50 on all graduate courses.
2. Have a master's degree with a minimum of 33 semester hours in a related area.
3. Have minimum Graduate Record Examinations scores of 500 on the quantitative section, 500 on the verbal section, and an appropriate score on the writing portion completed no more than five years prior to the date of application.
4. Have completed a minimum of three years full-time professional teaching experience or equivalent employment experiences prior to the application to the doctoral program.
5. Complete a writing assignment designed and evaluated by the specific program area of concentration and administered through the Department of Curriculum and Instruction.
6. Complete a departmental interview concerning personal goals, professional goals, background experiences, and the results from the previously completed writing assignment.

Requirements for the Doctor of Philosophy Degree: After acceptance into the program, the candidate for the Doctor of Philosophy degree must meet the general University degree requirements, complete residency requirements, and complete a minimum of 102 semester hours of graduate study approved by the Doctoral Advisory Committee, including 60 semester hours taken on this campus. The residency requirements are the completion of two consecutive semesters on campus during which the student will complete a one-semester internship in college teaching and a one-semester internship in research.

The program of study for the Doctor of Philosophy candidate must include the following:

1. 33 semester hours or more in an approved master's degree program
2. 15 hours in research and statistics to include the following:
ESRM 6403 Educational Statistics and Data Processing
ESRM 6413 Experimental Design in Education
CIED 6443 Advanced Research in Curriculum & Instruction
Six additional hours from the following:
ESRM 6423 Multiple Regression Techniques for Education
ESRM 6453 Applied Multivariate Statistics
ESRM 6533 Qualitative Research
ESRM 6653 Measurement and Evaluation
ESRM 699V Seminar (as approved by advisory committee)
Other 5000- or 6000-level classes with approval of advisory committee
3. 24 semester hours of curriculum and instruction courses to include 3 semester hours of curriculum development, 3 semester hours in instructional theory, 3 semester hours of multicultural education, 6 semester hours of internship, and 9 hours of CIED electives.
4. 12 semester hours in the cognate field approved by the Doctoral Advisory Committee
5. 18 semester hours or more of dissertation.

Note: Electives/cognate hours must be taken outside the program. Elective/cognate hours may include the specialization in a content area; no more than six (6) hours may be taken as independent study.

SECTION VIII: Action Recorded by Registrar's Office

PROGRAM INVENTORY/DARS

PGRM _____ SUBJ _____ CIP _____ CRTS _____
DGRE _____ PGCT _____ OFFC&CRTY VALID _____

REPORTING CODES

PROG. DEF. _____ REQ. DEF. _____
Initials _____ Date _____

Distribution

Notification to:

- (1) College (2) Department (3) Admissions (4) Institutional Research (5) Continuing Education (6) Graduate School
(7) Treasurer (8) Undergraduate Program Committee

5/12/08