

Northeast Texas Community College &
Texas A&M University – Texarkana
2019-2020 Guided Pathways

Associate of Arts in English to
Bachelor of Science in English with
4-8 English, Language Arts & Reading Certification

NTCC		A&M-TEXARKANA	
COURSES	HOURS	COURSES	HOURS
ENGL 1301 (with C or better)	3	ENGL 2340 (or) ENGL 2351	3
ENGL 1302 (with C or better)	3	ENGL 2360	3
MATH 1332*	3	ENG 312	3
SPCH 1315 (or) SPCH 1321	3	ENG 320	3
ENGL 2322	3	ENG 345	3
HIST 1301	3	ENG 350	3
HIST 1302	3	ENG 424	3
GOVT 2305	3	ENG 442	3
GOVT 2306	3	ENG 445	3
ARTS 1301*	3	ENG 472	3
PSYC 2301*	3	ENG 491	3
PHYS 1415 (CAO B)	4	ENG 305 (or) ENG 430 (or) ENG 450 (or) ENG 497	6
ENGL 2327	3	RDG 343	3
ENGL 2332	3	RDG 352	3
ENGL 2333*	3	RDG 354	3
SPAN 1411*	4	ED 311	3
BIOL 1408	4	ED 321	3
BIOL 1409	4	BLOCK 1	
PHED*	2	ED 495	3
ELECTIVE	3	ED 331	3
		BLOCK 2	
		ED 496	3
Minimum GPA of 2.8		SPED 418	3
TOTAL	63	TOTAL	129

*Other Courses may Apply. See NTCC Degree Plan for Options
54 Upper Division (UD) Hours Required for the BS Degree
30 Hours of Residency Required

Traditional Undergraduate Teacher Preparation Program

Applications for admission to the Teacher Preparation Program are accepted in September for the following spring semester and in February for the following fall semester.

1. Application to program submitted through [TK20](#), to include the following:
 - Disposition Survey
 - Code of Ethics Reflection Statement
 - Completed FERPA form
2. Overall GPA of 2.80 or higher
3. Completion of Pre-Content TExES, an Oral-Language Assessment, and a Writing Sample at required TPP Orientation
4. Completed hours in content area:< >For grades 4-8 or 7-12 Science or Math content area certifications, candidates must have 15 semester hours from content area with **no grade below "C"**. All other 4-8/7-12 certification candidates must have completed 12 semester hours in content area with **no grade below "C"**. For EC-6 certifications, 12 semester hours from the list below (**no grade below "C"**):
 - 3 semester hours from ENG prefix (not [ENGL 1301](#) or [ENGL 1302](#))
 - 3 semester hours from MATH prefix
 - 3 semester hours from GOVT or HIST prefix
 - 3 semester hours from BIOL, PHYS, or CHEM prefix
 - 3 semester hours from Arts or Technology
5. Advisement
6. Payment of Texas Education Agency mandated \$55.00 assessment fee

For Admission to Block #1 Semester

1. A Notice of Intent for Block #1 semester submitted in [TK20](#) in September for the following spring semester and in February for the following fall semester.
2. Must have completed [ED 321](#), [ED 311](#), [SPED 410](#), with appropriate grade
3. Minimum of 2.80 GPA overall; no grade below "C" in upper-division courses
4. Essay submitted and Criminal History background cleared
5. Positive school district interview

For Admission to the Block #2 Co-Teaching Semester

1. Passing scores on all required TExES examinations
2. Successful completion of Block #1 semester as determined by Director of Teacher Preparation Program
3. Maintain 2.80 cumulative GPA ; no grade below "C" in upper-division courses

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Texas A&M University – Texarkana Course Descriptions

ED 311. Growth and Development for EC to Grade 12 (EL). 3 Hours. This is an introductory education course which presents theories of children's growth and development along with their relationship to learning and teaching. Cultural, emotional, physical, intellectual, and learning differences are studied for their impact on learning and educational opportunity. Students must be considered in their junior year and will be required to participate in 8 hours of field experience. This course integrates the principles of Experiential Learning and meets the criteria of field work.

ED 321. Foundations of Education for Secondary (EL). 3 Hours. This course provides students seeking certification in grades 4-8 and 7-12 skills for designing instruction and assessment that promote a growth mindset and create a positive, productive classroom environment. Students will apply skills and knowledge in lesson and unit planning as well as content pedagogy specific to area of certification. Traditional as well as innovative technologies will be addressed. State of Texas Assessments of Academic Readiness (STAAR) and End of Course Exams (EOC) effective content pedagogy will be emphasized in this course. This course integrates the principles of Experiential Learning and meets the criteria for field work.

ED 331. Classroom and Behavior Management. 3 Hours. This course presents best practices in classroom and behavior management including management of time, materials, and space. Additionally, the course examines strategies for managing individual and large-group student behaviors, transitions, lab activities, and other arrangements for classrooms in general and special education. Prerequisite: Admitted to the Teacher Preparation Program.

ED 435. Secondary Content Pedagogy. 3 Hours. This course provides students seeking certification in grades 4-8 and 7-12 with pedagogical best-practices. Students will learn lesson planning, assessment, and available resources for their specific content area. Methods for accessing and processing information through traditional as well as new technologies will be addressed. Prerequisite: Admission to the Teacher Preparation Program.

ED 495. Block 1 - Co-Teaching Practicum for Certification Candidates (EL). 3 Hours. This course provided clinical experience in the public school setting as part of the field experience requirements for the undergraduate Teacher Preparation Program. The Teacher Candidate is required to spend six hours per week for 12 weeks in an assigned classroom. A university field supervisor in conjunction with the cooperating teacher supervises the Clinical Teacher. Block 1 is the first semester of the co-teaching assignment (2 semesters) in which the Teacher Candidate and Cooperating Teacher are considered co-teachers for the class. Course is graded on a Satisfactory (S) or Unsatisfactory (U) basis for 3 SCH. This course integrates the principles of experiential learning and meets the criterion for internship. Prerequisite: Met admission requirements to undergraduate field based placement guidelines.

ED 496. Block 2 - Co-Teaching Practicum for Certification Candidates (EL). 3 Hours. This course provided clinical experience in a public school setting as part of field experience requirements for the undergraduate Teacher Preparation Program. The Teacher Candidate is required to spend 72 complete instructional days in an assigned classroom. A university field supervisor in conjunction with the

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cooperating teacher supervises the Clinical Teacher. Block 2 is the second semester of the co-teaching assignment (2 semesters) in which Teacher Candidate and Cooperating Teacher are co-teachers for the public school class. Course graded on Satisfactory (S) or Unsatisfactory (U) basis for 3 SCH. This course integrates the principals of experiential learning and meets the criterion for internship. Prerequisite: successful completion of [ED 495](#), continued acceptance in the public school classroom, and completion of program requirements.

ENG 305. Children's Literature I. 3 Hours. This course provides a survey of the history of children's books, books for very young children, picture books and illustrators, short fiction, folk tales, fables, myths and epics, historical fiction and biography.

ENG 306. Young Adult Literature. 3 Hours. This course is a survey of young adult literature.

ENG 312. Shakespeare. 3 Hours. This course provides a study of the author's plays with special attention devoted to major and better-known works.

ENG 320. Understanding Grammar. 3 Hours. This course engenders improved application and understanding of English grammar by using traditional sentence diagramming to review fundamental principles of grammar and mechanics.

ENG 340. Advanced Expository Writing (EL). 3 Hours. This course advances individual writing ability by focusing upon analytical and rhetorical strategies through various exercises and the production of compositions. This course integrates the principles of Experiential Learning and meets criteria for undergraduate research. Prerequisite: [ENGL 1301](#) and [ENGL 1302](#) with a grade of C or better.

ENG 345. Advanced Composition for Educators. 3 Hours. This course provides future educator's opportunities to grow as writers, personally and professionally, through interaction with the conventions of writing, literature, and writing across the curriculum, all within a writing community focused on education of self and others. Prerequisite: [ENGL 1301](#) and [ENGL 1302](#) with a grade of C or better.

ENG 350. Technical Writing (EL). 3 Hours. This course emphasizes the principles of composition, document design, and rhetoric applied to primary genres within scientific, technical, and professional writing. This course integrates the principles of Experiential Learning and meets the criteria for undergraduate research. Prerequisite: [ENGL 1301](#) and [ENGL 1302](#) with a grade of C or better.

ENG 424. History and Grammar of the English Language. 3 Hours. Participants will cover topics that include the basic features of human language, a historical study of English, and a study of English phonology, morphology, and syntax.

ENG 430. Studies in Women's Literature. 3 Hours. This course provides a study of the various images of women in literature with an emphasis on the twentieth century.

ENG 442. Advanced American Literature. 3 Hours. This course provides a study of specific eras of American Literature. Topics will vary.

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ENG 445. Advanced World Literature. 3 Hours. This advanced course in World Literature aims to introduce students to a selection of classic and/or modern literary works outside of the United States and Britain. One of the goals of the course is to analyze and discuss these works of literature within their soci-historical context with an emphasis upon a different theme or literary movement presented in each offering of the course. While this varying theme or movement will demarcate the frame of the course, the theme of encounters (textual and cultural) remains consistent and the importance of factors such as race, class, gender, religion, language, translation, and so on will be taken into consideration. The students' critical engagement with the assigned works of literature will be further enhanced by the historical and literary background provided by lectures and secondary sources. No prior knowledge of or familiarity with other languages is required as all reading materials are provided in English translation.

ENG 450. Studies in Genre. 3 Hours. This course provides an advanced study of one of the following literary genres: Short Story, Film, Poetry, Drama, and International Literature. It may be repeated when topics vary.

ENG 472. Advanced British Literature. 3 Hours. This course provides a study of specific eras of British Literature. Topics will vary.

ENG 489. Individual Study. 1-3 Hours. This course provides individual instruction. Students may repeat the course when topics vary.

ENG 491. Capstone in English Studies. 1 Hour. This course constitutes a practicum in which students review English studies with emphasis on critical approaches to literature, literary terminology, and the characteristics and major writers of literary periods. Students write capstone papers that reflect their understanding of the components of literary study. Prerequisite: To be taken during the final semester of the bachelor's degree program in English.

ENG 497. Special Topics. 3 Hours. Instructors will provide an organized class designed to cover areas of specific interest. Students may repeat the course when topics vary.

ITED 350. Technology and Digital Literacy. 3 Hours. This course is designed to assist students with developing skills for using web applications and mobile computing. The activities in the course assist students with promoting critical thinking and problem-solving skills by engaging them with digital tools being used in daily life. Topics covered include: technology in society, computers and digital components, the internet- how it works and making the most of web resources, applications for work and play, and systems software- operating systems, utilities and file management, information technology ethics, understanding and assessing hardware, digital devices and media and protection, information technology careers, software programming, databases and information systems, networking and security. There is an emphasis on using the Microsoft Office Suite of Products in this course including Word, Excel, PowerPoint, and Access.

RDG 343. Reading Beyond the Primary Grades. 3 Hours. This course teaches content area teachers how to help their students learn from textbooks, including techniques for evaluating both textbooks and students. Coping with the reading, demands of textbooks, and study skills will be learned.

RDG 352. Literacy Development in the Upper Grades. 3 Hours. This course provides the pre-service EC-6 teacher with knowledge and skills necessary to promote literacy development in the upper grades.

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Pre-service teachers will develop competency in promoting content literacy, fluency with expository texts, and vocabulary development. The targeted grade levels for this course are grades three through six. Prerequisite: Admission to the Teacher Preparation Program and successful completion of [RDG 350](#).

RDG 354. Assessment Driven Literacy Instruction. 3 Hours. This course provides the pre-service teachers with strategies for helping students who are experiencing minor difficulties in their reading development. A holistic framework will be provided for examining reading difficulties and with techniques for developing reading strengths within the classroom. Prerequisite: Admission to the Teacher Preparation Program and successful completion of [RDG 350](#).

SPED 410. Introduction to Individual with Exceptionalities. 3 Hours. This course develops students' foundational knowledge of historical perspectives, educational principles, laws, and professional ethics and roles in the fields of special education and English Language Learners (ELL). It focuses on the learning and behavioral characteristics of diverse learners, including students with exceptionalities (which includes disabilities, Attention Deficit Hyperactivity Disorders, Dyslexia, and Gifted/Talented) students who are ELL and students who are Culturally and Linguistically Diverse Exceptional (CLDE) learners. Additionally, this course introduces instructional strategies, appropriate curriculum, accommodations, modifications, and assistive technology to ensure the success of all learners.

SPED 418. Research, Trends, and Issues in Education. 3 Hours. This course presents current research, issues, and trends in education, specifically emphasizing the teaching-learning process to meet specific student learning needs. Emphasis is placed on teacher candidates integrating best practices in the teaching-learning process including: 1) Strength-based strategies, 2) Understanding by Design, 3) Differentiation, 4) Differentiation for Neurodiversity, 5) State Accountability Testing, and 6) Teacher Evaluation. Prerequisite: Admission to the Teacher Preparation Program.

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