

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

AAS Criminal Justice with Law Enforcement Certification to
Bachelor of Applied Arts & Sciences (BAAS)

NTCC		A&M-TEXARKANA	
COURSES	HOURS	COURSES	HOURS
ENGL 1301 (with C or better)	3	AAS 305	3
SPCH 1315 (or) SPCH 1321	3	ITED 350	3
MATH 1314*	3	AAS 395	3
BCIS 1305	3	ENG 340 (or) ENG 350	3
PHIL 2306*	3	LEAD 415	3
HIST 1301	3	AAS 490 (to be taken final semester)	3
HIST 1302	3	UD Courses From Professional Development Complement Area Chosen Upon Enrolling with TAMUT	18
GOVT 2305	3	UD Prior Learning Assessment (PLA) Portfolio Credit and/or Program- Approved Electives	6
GOVT 2306	3	UD Electives Students Have the Option of Completing Remaining Elective Hours Through Course Work or Through Additional PLA Portfolio Credit. Up to 24 Hours of PLA Credit is Possible	3
SOCI 1301*	3		
ELECTIVES (approval required)	6		
Criminal Justice Concentration (Successfully Complete Peace Officer Certification Through East Texas Police Academy and Pass the Texas Commission on Law Enforcement State Exam)	24		
OTHER REQUIREMENTS:			
BIOL 1308*	3		
BIOL 1309*	3		
ARTS 1301*	3		
ENGL 1302 (with C or better)	3		
CAO B*	3		
TOTAL	75	TOTAL	120

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

Effective September 1, 2019 – August 31, 2024.
This unofficial degree plan is for informational purposes only.
Please contact Jennifer.perez@tamut.edu for questions.

Professional Development Complement Options

Fully Online:	Partially Online With Some Face to Face Options at NTCC:	Face to Face at Main Campus With Some Online Options:	
Organizational Leadership Instructional Technology	Liberal Arts	English Mass Communications Sociology Behavioral Sciences	Computer Technology Criminal Justice Political Science

Texas A&M University – Texarkana at NTCC Course Descriptions

AAS 305: The Adult Learner and Self-Development: This course explores the development of the adult mind and how adult learners can enhance their own development through purposeful reflection and adaptation. Students will utilize adult development theory, specifically self-authorship theory, to frame their current stage of development as well as explore the dimensions of growth within the identified stage. Specific topics include the challenges of change; the mental demands of modern life; epistemological, interpersonal, and intrapersonal growth; and how personal and professional success relates to lifelong development of the mind.

AAS 395: Inductive Learning: Prior Learning Assessment Theory and Practice: This course is designed to lead students through the inductive learning process by assisting students in identifying specific learning events, reflecting upon those experiences, and then conceptualizing the prior learning within theoretical frameworks. Specific areas to explore include occupational-based communication and interpersonal skills, leadership, collaboration, problem-solving, and time-management. Utilizing Bloom’s Taxonomy and Kolb’s Experiential Learning Cycle, the course guides students through the preparation and compilation of all components required for the evaluation of a portfolio of prior learning for collegiate credit. Students use critical reflection skills to conceptualize the value of prior learning and its implications for future learning. Admission to course requires BAAS program admission and completion of ENGL 1301 and 1302 with a “C” or higher.

AAS 490: Deductive Learning: Self-development in Professional Contexts: As the summative course of the BAAS program, AAS 490 leads students through the deductive learning process of applying theoretical knowledge to experiential settings. The course requires students to develop and present a research project based on an area of professional development within their field of practice. Students will complete the following: (1) conduct a truncated literature review over the selected topic within the context of a specified setting, (2) collect and analyze data utilizing quantitative and qualitative methods; and (3) complete both a digital and a written report of research and findings.

ENG 340: Advanced Expository Writing: 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.

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ENG 350: Technical Writing: This course emphasizes the principles of composition, document design, and rhetoric applied to primary genres within scientific, technical, and professional writing.
Prerequisite: [ENGL 1301](#) and [ENGL 1302](#) with a grade of C or better.

ITED 350: Technology and Digital Literacy: This course assists students with promoting critical thinking and problem-solving skills by engaging them with digital tools being used in daily life. The course covers technology issues in society, ethics of technology use, hardware and software, searching web resources, security and networking, as well as information storage and retrieval concepts.

LEAD 415: Organization Development and Change: This course introduces the discipline of organizational development and leadership, specifically as it applies to non-profit agencies, including definitions, values, ethics, and organizational development as a normative process. Change theory and practice and the role of the change agent/organizational development professional are examined. Traditional organizational development interventions and current applications of organizational development thought are surveyed.

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