

**Paris Junior College &
Texas A&M University– Texarkana
2018-2019 Guided Pathways**

**Associate of Science in Education to
Bachelor of Science Interdisciplinary Studies, EC-6 Core Subjects *with*
Bilingual Education Endorsement**

PJC	
PROGRAM COURSES	HOURS
ENGL 1301 (with C or better)	3
ENGL 1302 (with C or better)	3
MATH 1314	3
MATH 1350	3
MATH 1351	3
HIST 1301	3
HIST 1302	3
EDUC 1301	3
EDUC 2301	3
GOVT 2305	3
GOVT 2306	3
ARTS 1301 *	3
SPCH 1315	3
HIST 2311 (or) HIST 2312	3
PSYC 2301*	3
GEOL 1404	4
BIOL 1406 (or) BIOL 1408	4
BIOL 1407 (or) BIOL 1409	4
COSC 1301	3
Passing THEA Scores	
Minimum GPA of 2.8	
TOTAL	60

A&M-Texarkana	
COURSES	HOURS
ED 311	3
RDG 350	3
ENG 305	3
MATH 326	3
HIST 460	3
BE 420	3
BE 472	3
BE 474	3
ED 486	3
ED 487	3
ENG 345	3
RDG 352	3
ART 369	3
RDG 354	3
ITED 315	3
ELECTIVE	3
BLOCK 1	
ED 495	3
ED 331	3
BLOCK 2	
ED 496	3
SPED 418	3
TOTAL	120

* Other Courses may Apply. See PJC Degree Plan for Options

54 Upper Division (UD) Hours are Required for the BSIS degree

30 hours of Residency is Required for any Degree From A&M-Texarkana

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. Demonstrate College Level Skills by one of the following ways:
 - THEA: Reading 240; Math 230; Writing 220
 - Students who are not successful on the Math THEA may satisfy this requirement with a grade of B or above in College Algebra ([MATH 1314](#)) or higher course, excluding [MATH 1350](#) and [MATH 1351](#).
6. Advisement
7. 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 311](#) 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

Texas A&M University – Texarkana
Course Descriptions

ART 369. Principles and Elements of Fine Art. 3 Hours. This course focuses on knowledge (terminology and concepts) teachers need to effectively teach EC-6 arts standards using visual art, music, and drama. The course instructs the student as to basic materials, tools, and skills needed to appropriately facilitate student creative expression and performance. Creativity is an important component of intelligence, and reaching one's highest academic potential is examined as well as understanding why cultures create and use art.

BE 400. Foundations of Bilingual/ESL Education. 3 Hours. This course studies the conceptual, linguistic, sociological, historical, political, and legal foundations of bilingual and ESL education as well as the history and philosophies of early childhood education. It deals with the socio-linguistic characteristics of bilinguals as well as the importance of home, school and community involvement in the education of language minorities. It examines the pedagogical, socio-cultural and linguistic issues that make bilingual education controversial as well as the impact of educational policies on the education of language minorities in pre-school, kindergarten and early elementary grades. It also deals with the application of theories and research to teaching minority children. This course is cross listed with [ESL 400](#). This course serves as a prerequisite for BE 420 and BE 476 with minimum grade of C.

BE 420. Bilingual Target Language Proficiency. 3 Hours. This course is a study of the Spanish linguistics and academic Spanish. It analyzes the concepts of language, linguistics, grammar, and Spanish language variation. It reviews the sound patterns of Spanish (phonology), the form and function of words (morphology), and the structure and organization of simple and complex sentences (syntax). It emphasizes the mastery of academic Spanish required to become a Spanish or bilingual teacher in Texas public schools. The course is intended to provide students with a fundamental understanding of advanced grammatical concepts and to apply this knowledge to become competent users of Spanish for academic purposes. Additionally, the course prepares students to take the Bilingual Target Language Proficiency Test (BTLPT, TExES #190). Prerequisite: Minimum score of 70% in Spanish placement test. Prerequisite: BE 400 with minimum grade of C.

BE 472. Bilingual and Dual Language Methodologies. 3 Hours. This course addresses the theory and effective teaching practice in promoting student development of strong social and academic skills and the relationship of culture to language. This course is cross listed with [ESL 472](#).

BE 474. Biliteracy for Bilingual and Dual Language Classrooms. 3 Hours. This course studies the conditions for developing literacy in first language (L1) and second language (L2) and the design and implementation of instructional strategies for developing literacy and biliteracy. It focuses

on the research, strategies, and material related to teaching reading comprehension in the bilingual and the ESL classroom and on the reading-writing connection. The course deals with the application of state educator certification standards in reading/language arts in grades EC-6 and the distinctive elements in the application of the standards for English and for L1 to promote bilingual students' literacy development in L1. It studies the application of the statewide language arts curriculum for Spanish LA and ESL in grades EC-6 as specified in the TEKS to promote bilingual students' L1 and L2 literacy development.

BE 476. Content Area Instruction for Bilingual Programs. 3 Hours. This course is a study in the use of theory and various approaches for integrating English as a second language and learning strategies relating to how plans, procedures, and units engage language teachers, students, and learning environments. Prerequisite: [BE 400](#), [BE 472](#), [SPAN 303](#), and must be taken concurrently with SPAN 317.

ECE 301. Early Childhood Education: History and Philosophy. 3 Hours. This course is a study of the history and philosophies of early childhood ages 3 through 8 years of age. Areas of emphasis will include the movements and impact of past and present early childhood educational trends and projected directions of the future.

ED 311. Growth and Development for Early Childhood to Grade 12. 3 Hours. Theories of children's growth and development are presented along with their relationship to learning and teaching. Cultural, emotional, physical, intellectual, and learning differences are studied for their impact on learning abilities and educational opportunity.

ED 321. Foundations of Education. 3 Hours. Theories of learning will be presented along with their impact on strategies for effective teaching. Educational measurement and evaluation as used by schools will be studied. Theories relevant to the use of media and technology will be addressed.

ED 331. Classroom and Behavior Management. 3 Hours. Prerequisite: Admitted to the Teacher Preparation Program. This course presents best practices in classroom and behavior management - from organizing time, materials, and classroom space to strategies for managing individual and large-group student behaviors, transitions, lab activities, and other arrangements for classroom in general and special education. Basic federal and state laws as they pertain to the legal procedures for all teachers, including teachers of students with disabilities and ESL students, will be presented. This course will prepare the university student to feel confident and to know and fulfill their professional and legal responsibilities, not only on the first day of school but for the entire school year.

ED 403. Early Childhood Education: Curriculum. 3 Hours. Prerequisite: ED 401. This course is a comprehensive study of the curriculum including the areas of instruction, experience, and the use of materials for instructional purposes in early childhood.

ED 486. Teaching Methods for EC-6 in Health, Math, Physical Education and Science. 3 Hours.

Prerequisite: Admission to the Teacher Preparation Program. This course is a project-based course that engages students in the planning, delivery, and assessment of state standards using high-impact practices for Health, Math, Physical Education and Science for Grades EC-6. Course content aligns with Texas Educator Content Standards for EC-6 and student standards including content standards for EC-6, College and Career Readiness Standards, and English Language Proficiencies. This course emphasizes Science standards that integrate Math, Health, and Physical Education standards.

ED 487. Teaching Methods for EC-6 in Social Studies, Fine Arts, English, Language Arts & Reading. 3 Hours.

Prerequisite: Admission to the Teacher Preparation Program. This is a project-based course that engages students in planning, delivery, and assessment of state standards using high-impact practices for Social Studies, Fine Arts and English, and Language Arts & Reading (ELAR) for Grades EC-6. Course content aligns with Texas Educator Content Standards for EC-6 and student standards including content standards for EC-6, College and Career Readiness Standards, and English Language Proficiencies. This course emphasizes Social Studies standards that integrate Fine Arts and ELAR standards.

ED 495. Block 1: Co-Teaching Practicum for Certification Candidates. 3 Hours.

Prerequisite: Approved field-based assignment by TPP. This course provides clinical work in the public school setting as part of field experience requirements for the undergraduate Teacher Preparation Program (TPP). University student is identified as Teacher Candidate and is required to spend 6 hours per week for 12 weeks in an assigned classroom under the supervision of an Instructional Leadership Team (ILT) to include University Field Supervisor and Cooperating Teacher. Block 1 is the first semester of the co-teaching assignment (2 semesters) in which Teacher Candidate and Cooperating Teacher are considered co-teachers for the class. Student is required to complete assignments, activities, projects, and observations as assigned by ILT.

ED 496. Co-Teaching Practicum for Certification Candidates. 3 Hours.

Prerequisite: Successful completion of [ED 495](#); passing scores on both TExES PPR and TExES Content exams appropriate for the level and certification being sought; must have passed all certification exams prior to entering final semester block (Block 2) of co-teaching; and continued acceptance in a public school classroom. This course provides clinical work in the public school setting as part of field experience requirements for the undergraduate Teacher Preparation Program (TPP). University student is identified as Teacher Candidate and is required to spend 72 full public school days in an assigned classroom under the supervision of an Instructional Leadership Team (ILT) to include University Field Supervisor and Cooperating Teacher. Block 1 (prerequisite) is the first semester of the co-teaching assignment (2 semesters) in which Teacher Candidate and their Cooperating Teacher are considered co-teachers for the class in a public school setting in the grade level and content of the certification they are seeking. Student will complete assignments, activities, projects, and observations related to certification being sought as assigned by ILT.

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 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 345. Advanced Composition for Educators. 3 Hours. This course provides future educators 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.

ESL 400. Foundations of English as a Second Language (ESL) Education. 3 Hours. The course is a study of the conceptual, linguistic, sociological, historical, political, and legal foundations of English as a Second Language (ESL) education. Course is designed for students who are interested in broadening their knowledge on the historical and legislative foundations of ESL education. It presents an overview of the types of ESL and bilingual programs and the principles of effective ESL education for English Language Learners, including theory and research in ESL education, and effective strategies. In correlation with [ESL 472](#) Instruction for English Language Learners, the course prepares students to pass the TExES 154 ESL Supplemental. This course is cross listed with [BE 400](#).

ESL 472. Instruction for English Language Learners. 3 Hours. This course studies the conditions for developing biliteracy and the acquisition of English as a Second Language (ESL) and effective teaching strategies for the ESL classroom. It reviews the English system and the processes of first language (L1) and second language (L2) acquisition, including the factors that affect L2 development. It studies implications and teaching strategies for developing communicative competence (listening and speaking), and reading and writing skills and assessment of biliteracy. The course prepares students to pass the TExES 164 Bilingual Supplemental. This course is cross listed with [BE 472](#).

HIST 460. Cultural History of Texas. 3 Hours. This course is a study of the historical, political, and economic forces that have shaped the cultural identity of Texas from Native American prehistory through the Spanish conquest, republican independence, statehood, confederacy, and reconstruction to a major role in the emergence of the New South and the new economy.

ITED 350. Technologies for Instruction, Learning, and Communication. 3 Hours. This course is designed to develop a comfort with technology and its application to communication. Emphasis is placed on computer assisted presentations, software/hardware analysis, and the design and execution of instruction using electronic means. Previously offered as Comm 350.

MATH 326. Problem Solving for Elementary Teachers. 3 Hours. This course provides a rigorous study of the concepts of effective problem solving strategies. Strategies will be applied to various problems taken from critical areas of algebra, number concepts, geometry, probability, statistics, measurement, and logic. The scope and sequence will be formative in nature and use a discovery approach to allow students to scaffold their critical thinking skills into a mathematical problem solving rubric. Logical reasoning will be emphasized in all strategies to distinguish the importance of the process of problem solving rather than just finding the answer. Appropriate computer software and hand held technologies will be utilized. With pre-service elementary teachers in mind, this course will also integrate the pedagogy of modeling these skills to elementary mathematics students. Prerequisite: [MATH 1314](#) and [MATH 1350](#) and [MATH 1351](#) with a C or better.

RDG 350. Emergent Literacy Development. 3 Hours. The purpose of this course is to provide the pre-serviced EC-6 teacher with knowledge and skills necessary to promote early literacy development. Students will develop competency in the components of emergent literacy, including oral language development, phonological and phonemic awareness, the alphabetic principle, high frequency vocabulary development, decoding and spelling strategies, and fluency development. The targeted grade levels for this course are Early Childhood through Grade Two.

RDG 352. Literacy Development in the Upper Grades. 3 Hours. The purpose of this course is to provide the preservice EC-6 teacher with knowledge and skills necessary to promote literacy development in the upper grades. Preservice 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: Admitted to the Teacher Preparation Program.

RDG 354. Assessment Driven Literacy Instruction. 3 Hours. The purpose of this course is to provide preservice 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: Admitted to the Teacher Preparation Program.

SPED 415. Teaching Students with Moderate to Severe Disabilities. 3 Hours. This course prepares teachers to meet the needs of learners with moderate to severe disabilities, ages 3 to 21 years. The course content focuses on: (1) methods of instruction for students with moderate to severe disabilities, (2) research-based instructional interventions demonstrated to be effective with this specific population, and (3) strategies to measure, document, and track student performance for the purposes of making evidence-based decisions and planning.

SPED 410. Introduction to Individual with Exceptionalities. 3 Hours. This course develops the student's knowledge of historical perspectives, educational principles, laws, and professional

ethics and roles in the field of special education. It addresses definitions, prevalence, diagnosis, and etiology of disabilities and giftedness. It focuses on the learning and behavioral characteristics of students with disabilities. Additionally, this course introduces instructional strategies, appropriate curriculum, accommodations, modifications, and assistive technology to ensure the success of all learners.

SPED 417. Assessment of Individuals with Exceptionalities. 3 Hours. Prerequisite: Admitted to the Teacher Preparation Program. This course will focus on the use of formative and summative assessment to inform instruction and to ensure student achievement for all learners. Based upon the principles of ethical assessment, best practices, and standard-based assessment, students will develop knowledge and skills in the administration and interpretation of assessment. Additionally, assessment of at-risk students, students with exceptionalities, students who are English Language Learners (ELL) and students who are Culturally and Linguistically Diverse Exceptional (CLDE) learners will be emphasized.

SPED 418. Research, Trends, and Issues in Education. 3 Hours. Prerequisite: Admitted to the Teacher Preparation Program. This course presents current research, issues, and trends in education, specifically emphasizing the teaching-learning process. Additional emphasis is placed researching best practices regarding the teaching-learning process including: 1) neurodevelopment, 2) action research in the classroom, 3) academic response to intervention, and 4) evidence-based decision-making.