

Northeast Texas Community College &  
Texas A&M University – Texarkana  
2020-2021 Guided Pathways

AA History to  
BS in History with 7-12 Social Studies Certification

NTCC		A&M-TEXARKANA	
COURSES	HOURS	COURSES	HOURS
ENGL 1301 (With C or Better)	3	HIST 460	3
SPCH 1315 (or) SPCH 1321	3	HIST 328 (or)	6
MATH 1332	3	HIST 416 (or)	
BIOL 1406*	4	HIST 428 (or)	
BIOL 1407*	4	HIST 434 (or)	
HIST 2321	3	RDG 343	3
ARTS 1301*	3	HIST 310 (or)	6
HIST 1301	3	HIST 311 (or)	
HIST 1302	3	HIST 312 (or)	
GOVT 2305	3	HIST 314 (or)	
GOVT 2306	3	HIST 330 (or)	
GEOG 1303	3	HIST 352 (or)	
ENGL 1302 (With C or Better)	3	HIST 445 (or)	
HIST 2322	3	HIST 450 (or)	
SPAN 1411*	4	HIST 453 (or)	6
HIST 2301	3	HIST 451 (or)	
PHED*	2	HIST 454 (or)	
ECON 2301 (Elective)	3	HIST 470	
Electives	4	HIST 419	3
		ED 311	3
		UD Political Science Elective	6
		ED 321	3
		UD History Elective	6
		<b>BLOCK 1</b>	
		ED 495	3
		ED 331	3
		<b>BLOCK 2</b>	
		ED 496	3
		SPED 418	3
		LD/UD Elective (To Meet 120 Hours)	3
<b>TOTAL</b>	<b>60</b>	<b>TOTAL</b>	<b>120</b>

\*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

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## 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
  - Payment of \$35.00 Application Fee
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 by Assigned Faculty Advisors in the Teacher Preparation Program

### 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. Completion of appropriate coursework
3. Minimum of 2.80 GPA overall; no grade below "C" in upper-division courses

### For Admission to the Block #2 Co-Teaching Semester

1. Successfully complete all program requirements
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.
4. Continued placement in assigned K-12 classroom

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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 cooperating teacher supervises the Clinical Teacher. Block 2 is the second semester of the co-teaching

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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.

**HIST 1111. Cathedrals, Castles, & Monasteries: Medieval Architecture and Engineering. 1 Hour.**

This one-credit seminar introduces students to the fascinating and complicated world of medieval architecture and engineering.

**HIST 1301. United States History I. 3 Hours.** This is a course that studies the historical development of the United States to 1877. Students will study the people, events, and ideas that influenced United States history in the Colonial, Revolutionary, Early National, Jacksonian, Civil War, and Reconstruction eras. Readings, lectures, and discussions will consider the American experience as a unique experiment in enlightened liberty and self-government.

**HIST 1302. United States History II. 3 Hours.** This is a course on the historical development of the United States since 1877. Students will study the people, events, and ideas that influenced United States history in the Gilded Age, Progressive Era, Roaring Twenties, Great Depression, New Deal, Second World War, and Postwar Era. Readings, lectures, and discussions will consider the American experience as a unique experiment in enlightened liberty and self-government.

**HIST 2321. World Civilization I. 3 Hours.** This course surveys world civilizations from the appearance of settled agricultural societies to the sixteenth century.

**HIST 2322. World Civilization II. 3 Hours.** This course surveys the major political, cultural, economic, social, and intellectual developments from 1500 to the present.

**HIST 310. The Ancient World. 3 Hours.** This course is a survey of Mediterranean civilizations to the fall of the Roman Empire with emphasis on the histories of Greece and Rome.

**HIST 311. Augustus Caesar to Charlemagne: Europe in the First Millennium. 3 Hours.** This course examines the history of Europe from the birth of the Roman Empire under Augustus Caesar to the creation of Charlemagne's Empire in the ninth century. Along the way, we will discover how the Romans and their Germanic neighbors shaped the realm that was to become "Europe" and laid the foundation for the creation of the medieval world. Topics covered will include the origins of Christianity and Islam, the development of the Christian church, the creation of European kingship, the evolution of a European aristocracy, and the collapse of the Mediterranean economy.

**HIST 312. Medieval Civilization. 3 Hours.** This course is a survey of the heritage of the Middle Ages, emphasizing the growth of political, social, economic, cultural, and religious institutions.

**HIST 314. Renaissance and Reformation. 3 Hours.** This is a course devoted to the study of the nature and origin of the religious, social, economic, cultural and religious institutions.

**HIST 328. Colonial and Revolutionary America, 1492-1789. 3 Hours.** This course examines the development of the British colonies in North America through the eighteenth century, the American

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Revolution, and the establishment of the institutional foundations of the new American Republic during the Confederation period.

**HIST 330. History of Nazi Germany. 3 Hours.** This course examines the social, economic, and political forces that led to the rise of the Nazi Party in the 1920's, its seizure of power in the 1930's, and its downfall in the 1940's after initiating a devastating world war. Students will analyze why so many Germans were drawn to Adolf Hitler's leadership. The course will also examine other topics such as anti-Semitism, the collapse of democratic Weimar Republic, World War II, and the Holocaust.

**HIST 350. The History of the Vietnam War through Narrative Film. 3 Hours.** This course studies America's involvement in the Vietnam War from the 1940's to the 1970's and the legacy of the war in Southeast Asia and in America to the 21st century. Participants will study these events through lectures and discussions and through narrative films that provide a historical perspective of the war.

**HIST 352. Europe, 1920 to the Present. 3 Hours.** This course is an interpretation of the far-flung events and movements of European history since the First World War. Special emphasis is placed on the rise of Communism, Fascism, Nazism, the Second World War, the Cold War, and recent developments in European history.

**HIST 416. Sex, Swords, & Sorcery: The Medieval World in Anglo-American Film. 3 Hours.** The Medieval World has been fascinating audiences of cinema since the earliest days of Hollywood. From figures such as King Arthur and Robin Hood to settings such as Camelot and England, film-makers have remade the Middle Ages to suit their own interests and ideals. This course allows students to view and analyze a number of films about the medieval period and medieval characters in order to better understand how and why we consistently re-imagine the Middle Ages.

**HIST 419. American Social and Intellectual History. 3 Hours.** This course is a survey of the social and intellectual currents and ideas that influence and inform the American people.

**HIST 428. The United States in the Twentieth Century. 3 Hours.** This course develops an understanding of the various forces that influence contemporary society. The major themes of industrialization and international involvement provide the framework within which modern America emerges on the world scene.

**HIST 434. The Civil War and Reconstruction, 1850-1877. 3 Hours.** This course examines the political, social, and constitutional origins of the American Civil War; military, political, and social history during the war years; and the reconstruction of the Southern States.

**HIST 445. The World of King Arthur and Robin Hood. 3 Hours.** This course examines the history of the British Isles through two of its most popular figures- King Arthur and Robin Hood. Students will study the settings for each figure- the early medieval period for the "historical" Arthur, the high medieval period of the "literary" Arthur, and the late medieval period for Robin Hood.

**HIST 450. Latin America-The Colonial Era. 3 Hours.** This course is a survey of the social, economic, political, and religious forces that shaped Latin America through the independence movements of the nineteenth century.

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**HIST 451. Modern Latin America. 3 Hours.** This course will study the major historical developments of Latin America since the beginning of the nineteenth century and provide students with a general history of Latin America.

**HIST 453. Voices of the Spanish Conquest in the Americas. 3 Hours.** This course focuses on the Spanish conquests of the Americas fifteenth and sixteenth centuries. Students will read a variety of primary documents and peer-reviewed texts to examine how Spanish conquests in the Americas shaped the social, economic, political, and religious development of Latin America.

**HIST 454. The Culture and History of Mexico. 3 Hours.** This course surveys the major political, cultural, economic, social, and intellectual developments of Mexico from Pre-Columbian times to the present, and examines how Mexicans today interpret and celebrate their rich and diverse heritage.

**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, republic independence, statehood, confederacy, and reconstruction to a major role in the emergence of the New South and the new economy.

**HIST 462. Modern German History. 3 Hours.** This course examines the history of the German people from the unification process in the 19th century through dramatic history of war and reconstruction in the 20th century.

**HIST 470. Twentieth Century Asia. 3 Hours.** This course is a survey of major political, social, and cultural forces that have shaped the history of Asia in the Twentieth Century.

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

**HIST 490. Internship (EL). 3 Hours.** The history internship offers students an opportunity to work in the Texarkana Museum System. Students will participate in a variety of tasks which will provide them an introduction to museum and archival work. To enroll, students must be History or Education majors, have an overall grade point average of 2.75 or higher, and have completed 15 SCH of college history courses with a grade point average of 3.00 or higher. Only currently enrolled students who are seeking a degree may apply for the internship course.

**HIST 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,

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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.

**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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