

# ED-ELEM ED POST-BACCALAUREATE

## Elementary Education - Post-Baccalaureate Certificate

### Post-Baccalaureate Certificate

The post-baccalaureate certification program at GBC enables students who have completed an undergraduate degree to become eligible for licensure to teach in Nevada in the areas of early childhood, elementary, secondary, and special education.

In order to apply to the program, a student must have already completed a baccalaureate degree from a regionally accredited institution. It is imperative that students seek advising from the teacher education department faculty.

Once in the program, students will adhere to the rules of the current teacher education program handbook. Students must remain continuously enrolled and complete the program requirements within three years.

### Application

To be eligible for the ARL/post-baccalaureate program at GBC, students must:

- Hold a bachelor's degree with a minimum GPA of 3.0, cumulative or over the last 40 credits.
- Apply to Great Basin College.
- Complete an ARL/post-baccalaureate program application.
- Successfully pass the admissions interview (assesses dispositions, basic communication skills, and background knowledge) with program faculty and staff.
- Pass a fingerprint background check or hold a valid substitute license issued by the Nevada Department of Education.

**Note:** Students who are offered employment and receive the conditional license from NDE will be classified under the appropriate ARL degree code. Those who are not hired full-time, but complete the traditional pathway, including student teaching, will be classified under the Post-baccalaureate (PB) degree code.

**HDFS 201 Lifespan Human Developmnt 3 Credits**  
Individual development, roles, and interrelationships within the family system through the lifespan.

**EDUC 323 Curriculum Design/Family Engage 3 Credits**  
Includes planning for family engagement including families from diverse backgrounds in learning-centered environments, preparing lesson plans, preparing a professional portfolio, and understanding the Nevada Academic Core Standards.

**EDUC 470 Multicultural Education 3 Credits**  
This course explores identity, culture, and multiculturalism for educators. Special emphasis is placed upon the understanding of race and ethnicity and the interconnectedness of race and ethnicity with other aspects of diversity, including, but not limited to, geographic origin, residency status, language, socioeconomic status, sex, gender identity or expression, sexual orientation, religion, spirituality, age, physical appearance and disability. Students will review cognitive theory for culturally responsive teaching, examine culturally responsive instructional materials, design curricula, and explore effective assessments.

**EDSP 301 Education Excptl Child 3 Credits**  
A survey of the special education area for majors and non-majors, designed to acquaint the student with the special needs of learners categorized under all areas of exceptionality. Introduces methods for identifying, planning, and working effectively with exceptional children in the regular classroom. Emphasis on etiology, physical, and educational characteristics. The pre-service teacher is taught to recognize and refer exceptional learners for assessment, as well as design and implement individualized programs, instructional strategies, and classroom management strategies.

**EDSP 453 Behavr Tchnq/Stdtd Disabil 3 Credits**  
Developing, implementing, and evaluating, behavior management techniques, including social-emotional and academic development for general and special education classrooms. Focus will also include assessment and intervention into problem behaviors. (This aligns with a recent course change in EDSP 453 from UNR.)

**EDSP 464 Mult-tiered Systems of Supp 3 Credits**  
Specific training in (a) implementation of Multi-tiered Systems of Support intervention models and (b) identification of evidence-based strategies and interventions to support students identified as at-risk or with disabilities.

**EDEL 313 Elem Methods Practicum II 1-3 Credits**  
The second in a sequence of clinical and field experiences. Students will spend approximately 25 hours observing in the public schools. The portfolio and admission process is explained. May be taken two different semesters. [S/U]

**EDEL 315 Elem Methd Practicum III 1-3 Credits**  
The third in a sequence of clinical field experiences. Students will spend 30 to 60 hours observing and teaching in public schools. May be repeated up to six credits. [S/U]

**EDRL 442 Literacy Instruction I 3 Credits**  
Designed to help pre-service teachers view reading, writing, listening, and speaking from a holistic, integrated perspective. The course emphasizes content, teaching methods, and strategies specifically related to analyzing the language acquisition and development of children. The relationship between literacy, language arts, and other curricular areas will be explored.

**EDRL 443 Literacy Instruction II 3 Credits**  
Designed to help pre-service elementary teachers understand and apply current research and best practices in teaching reading, writing, listening, and speaking from a holistic, integrated perspective. The course emphasizes the relationship between literacy, language arts, and other curricular areas, as well as teaching methods and strategies specifically related to language arts. Content area reading, selection and use of appropriate materials, resources, and technologies will be addressed.

- EDRL 437 Teaching Reading 3 Credits**  
A concentration on the developmental aspects of reading and language arts programs from PK to eighth grade. Involves theoretical and research knowledge pertinent to child growth and development and also to fundamental skills appropriate for the teaching of reading and language arts, especially reading skills and phonetic skills.
- EDEL 433 Methods Teach PK-8 Math 3 Credits**  
Course prepares prospective elementary teachers in the area of mathematics education. Students in this course will explore cognitive theories of development, methods, materials, and content of mathematics in the elementary grades. Curriculum changes that have taken place and current research in the area of mathematics education will be explored.
- EDEL 443 Methods Teach PK-8 Science 3 Credits**  
Course provides pre-service teachers with the theory, research, and best classroom practice related to science education. Students will be introduced to some of the materials, methods, and reasons for helping elementary children understand, perform, and appreciate science. Students will analyze the behavior of model teachers in elementary school classrooms and apply their acquired knowledge and skills by teaching elementary age students.
- EDEL 453 Methods Teach PK-8 Soc Stdies 3 Credits**  
Course focuses on integrating a number of subject areas into the curriculum. Explores the scope and sequences of understandings, attitudes, and skills taught in elementary social studies programs. Examines various methodologies used. A variety of teaching strategies will be explained and demonstrated for work with a diverse array of students in society.
- EDRL 471 Theory/Pract Acad Eng Lang Dev 3 Credits**  
This course addresses first and second language acquisition; language development universals and differences; English language structure and its particular challenges for the learner of a new language; English phonology (sounds), morphology (word formation), syntax (sentence formation), semantics (word meaning), and pragmatics (word choice); grammatical instruction and error analysis; and the writing process for English Language Learners. The course will also include the role of culture in language acquisition, evidence based practices for academic ELD, and approaches and models of instruction.
- EDRL 474 Method/Curr Tch Eng Lang Learn 3 Credits**  
Provides systematic instruction to help ELL students (1) adjust to school; (2) acquire English for self-help and for extended interaction; and (3) develop English for extended learning. This course includes an analysis of standard second language tests for diagnosis, placement, and teaching of ELL students using WIDA standards and research-based practices.
- EDRL 475 Assess/Eval Eng Lang Learner 3 Credits**  
Includes an analysis of standard second language tests and development and evaluation of teacher-generated instruments for placement, diagnosis, and teaching second language learners.
- EDRL 477 Plcy,Iss,BstPrac ELL-Practcum 3 Credits**  
This three-credit course will aim to familiarize students with historical and current issues and cultivate students' skill in the design and implementation of instruction and assessment for English Learners (ELs). Students will be expected to demonstrate their in-depth understanding of academic literacy for ELs through practicum experiences.
- EDEL 483 Elem Supervisd Teach Intn 1-16 Credits**  
A semester teaching experience approved by the Teacher Education Committee. Each student will have a placement for 16 weeks. Policies and procedures are detailed in the Student Teaching Handbook.
- EDSP 485 Special Educ:Second Level 1 Credits**  
Clinical and Field Experience in a secondary special education setting. Students will spend approximately 25 hours observing and teaching in a special education setting in the public schools. [S/U]