

ED-SECONDARY ED POST-BAC

Secondary Education - 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 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 a 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 Alternative Route to Licensure (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.

EDU 250 Foundations of Education 3 Credits
A foundations course in education and introduction to the philosophy, history, and sociology of modern education. Emphasis is placed on current trends in education.

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 406 Curriclm/Assess Education 3 Credits
Course covers the range of assessments used in elementary schools. Students learn to administer and interpret standardized or norm referenced tests, create appropriate criterion-referenced assessments, portfolios, performance tasks with data-collection, and record-keeping strategies for reporting student academic progress. Nevada Curriculum Standards and state testing instruments will be studied.

EDSP 453 Behavr Tchng/Stdt 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 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.

EDSC 313 Secndry Methd/Practicm II 1-3 Credits
Second in a sequence of field and clinical experience courses in a secondary classroom. Students will observe approximately 25 hours of the middle-level or high school classrooms. The portfolio and admission process is explained. Class may be repeated up to a total of three credits. [S/U]

EDSC 315 Secndry Methd/Practm III 1-3 Credits
The third and final course in a sequence of field and clinical experience courses. Students will spend 30-60 hours at the middle-level or high school classroom. Students will be expected to work toward completion of the requirements for their portfolio project. Taken in conjunction with content area methods course. Class may be repeated up to a total of three credits. [S/U]

EPY 330 Principles of Educ Psychology 3 Credits
General principles, theories, and recent research evidence regarding human development, human learning, and human motivation, especially as they pertain to classroom instruction.

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.

EDSC 483 Secnd Suprvsd Tch Intnshp 1-16 Credits
The Supervised Internship provides the student with the opportunity to experience, in depth, the full role and meaning of teaching in a school setting. Experiences include planning and organizing for instruction, developing classroom teaching competencies and skills, evaluating pupil progress, participating in extracurricular activities, working with special school personnel, and utilizing school and community resources in the instructional program.

- EDSC 491 Sec Ed Capstone Seminar 3 Credits**
Addresses ethical, professional, and substantive issues in the teaching profession. This course forms the bridge between theory and practice where teaching skills can be analyzed, discussed, and refined; and professional competency can be assessed and achieved through professional collaboration and reflective practice.
- Teaching English Language Learners (one course required)**
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.
- Methods Course (one course required)**
EDSC 433 Teaching Secondary English 3 Credits
Designed to prepare students to teach English at the 7-12 grade levels. The course will consist of three hours of lecture and a one hour lab each week. Course objectives are aligned to the INTASC teaching standards. The course is premised upon the assumption that effective teachers combine an awareness of theory with ongoing research into effective practices, as well as continual reflection upon their own teaching. Students will also design objectives which reflect the Nevada State English standards and which integrate the various components of the Language Arts Curriculum. Students will develop and implement lessons and effective assessments based upon those objectives.
- EDSC 425 PE Methods 3 Credits**
This course is designed to prepare students to teach Physical Education at the 7-12 grade levels. Emphasizing the theoretical foundations, practical teaching strategies, and assessment techniques, students will gain a comprehensive understanding of teaching physical education to secondary school students. Through discussions, practical activities, and reflective assignments, students will develop the skills necessary to create engaging and effective physical education lessons that promote lifelong physical activity and well-being.
- EDSC 453 Teaching Secondary Math 3 Credits**
Course examines the methods, materials, teaching techniques, and strategies unique to mathematics education. Emphasis is placed on the pre-algebra, algebra, and geometry curriculum; classroom organization; test construction and evaluation; use of audio-visual materials and equipment.
- EDSC 463 Teachng Secondary Science 3 Credits**
Course will give students a broad perspective on science education from its historical development to current issues and trends, and will introduce methods of curriculum design, assessment techniques, instructional strategies, and other areas important in equipping successful science teachers. Practical material will be developed that may be used as resources in future science teaching situations.
- EDSC 473 Teach Secndry Soc Studies 3 Credits**
Designed to provide undergraduate students in secondary education with an overview of the methods, assessment techniques, materials, curriculum, and activities used to teach social studies. The course is intended to help students acquire a repertoire of planning and instructional skills necessary for teaching social studies.
- Elective (one course required):** Choose from courses listed below or any EDSP course
- 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.

EDU 310 Learning Differences in GT**3 Credits**

In this course participants will understand the characteristics and needs of gifted children and youth, types of programs available to gifted children and youth, the historical and philosophical foundations required of professionals in the field, the history of the gifted child movement, and advocacy for gifted children and youth.

EDU 320 Learning Environments for GT**3 Credits**

In this course participants will understand how to create safe learning environments that foster emotional well-being, positive social interaction, leadership, and cultural understanding success in a diverse society. They will gain knowledge of the impact of giftedness and diversity on social-emotional development and be enabled to design environments, withing a continuum of services, that encourage independence, motivation, and self-efficacy of individuals from all backgrounds.

EDU 330 GT Curriculum and Planning**3 Credits**

In this course participants will understand and apply research-based models of curriculum and instruction related to students with gifts and talents and respond to their needs by planning, selecting, adapting, and creating culturally relevant curriculum and by using a repertoire of evidence-based instructional strategies to ensure specific student outcomes. Participants will understand the purpose of using a comprehensive and sequenced core curriculum that is aligned with local, state, and national standards, and how to differentiate and expand it in order to meet the unique needs of students with gifts and talents. Participants will select, adapt, and plan for the use of a variety of evidence-based instructional strategies to advance learning of gifted and talented individuals.

EDU 340 Assessment in Gifted Education**3 Credits**

In this course participants will understand how to collect multiple types of assessment information so that all students are able to demonstrate their gifts and talents. They will understand how ongoing assessments such as pre- and post-, self-, performance-based, and product-based assessments guide differentiation. Participants will understand the importance of using non-biased, technically adequate, and equitable approaches in order to identify students from diverse backgrounds for gifted programs. This course will focus on interpreting multiple assessments in different domains and understand the uses and limitation of the assessments in identifying the needs of students with gifts and talents.