

SPECIAL ED GENERALIST K-12-ARL

Program Overview

Special Education Generalist K-12- Alternative Route to Licensure

The ARL 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 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 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.

To be eligible to apply for a conditional license and be able to teach full-time in a Nevada school district or charter school, ARL students must:

- Be accepted into the GBC ARL program.
- Accept and remit to the Nevada Department of Education (NDE) an offer of employment from a Nevada school district in GBC's service area.
- Maintain continuous enrollment in your ARL program of study.
- Be evaluated each year as effective or highly effective by your school-site administrator for a minimum of two years and a maximum of three years.
- How participants will be mentored and evaluated during their school-based experience.
- For program participants employed by a Nevada school district or charter school, the employer will agree to pair the participant with a mentor. The mentor will conduct classroom observations and meet with the participant on a regular basis to discuss issues as related to his/her teaching assignment and to support his/her success as a new teacher.
- For program participants not employed as a full time teacher under the conditional license, a minimum of 110 hours of field experience will be conducted and supervised by a lead teacher and program faculty, in addition to student teaching. A portfolio, aligned with the INTASC Standards, will be completed and evaluated during the student teaching and capstone semester.
- **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.

List of courses offered by GBC used to satisfy the pedagogy requirement in special education. Program participants will be required to pass each course with a grade of B- or better. Courses are aligned with the pedagogy requirements of NAC 391.343.

HDFS 201 Lifespan Human Developmnt 3 Credits

Individual development, roles, and interrelationships within the family system through the lifespan.

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.

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.

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.

EDSP 441 Chars/Strat Mld/Mod Disab 3 Credits

Provides an overview of educational laws/practices that influence the identification, placement, and instruction of students with mild to moderate disabilities. Instructional practices will include academic accommodations, social skills, and classroom management.

EDSP 452 Assessmt/Sp Educ Teachers 3 Credits

Formal and informal methods of assessing students with disabilities: academic, language, motor, perception, and social skills. Interpretation of assessment and application to program needs.

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 434 Commnty/Fam Intg Spc Need

3 Credits

The purpose of the course is to provide students with the understanding of theory, principles, procedures, and legal requirements for working toward collaborative partnerships among families, professionals, students, and other stakeholders to meet the transitional needs of the individual student with a disability. Also focuses on the importance of parent involvement with the individual student.

EDSP 443 Specl Educ Curr/Gen Methd

3 Credits

Special instructional methods for students with mild to moderate disorders. Includes instruction in IEP goals and objectives.

EDSP 464 Mulit-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.

Once a student is admitted into the ARL program and has an offer of full-time teaching employment, a certificate will be awarded and can be sent to the Nevada Department of Education with an application for a conditional license.