

SPECIAL ED GENERALIST K-12-PB

Program Overview

Special 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.

A post-baccalaureate candidate will complete the following:

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/Stdnt 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 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 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]

EDSP 484 Special Educ: Elem Level

1 Credits

Clinical and Field Experience in an elementary special education setting. Students will spend approximately 25 hours observing and in a special education setting in the public schools. [S/U]

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]

EDSP 495 Studnt Teach Intrn/Sp Edu

8-14 Credits

Student Teaching Internship.