

Great Basin
College
Alternative Route
to Licensure
(ARL)
Program





Alternative Route to Licensure Program

To be eligible for the GBC ARL program, candidates will:

1. Hold at least a Bachelor's degree with a **minimum GPA of 3.0**, cumulative or from your last 40 credits.
2. **Apply to** Great Basin College and **send official transcripts**.
3. Complete an **ARL program application**.
4. Pass the **Praxis Core Academic Skills for Educators** exam, or equivalent, as prescribed by the Nevada Department of Education for initial licenses.
5. Pass a **fingerprint background check**, or hold a **valid substitute license** issued by the Nevada Department of Education.
6. Successfully complete the **admissions interview**, with program faculty and staff, which will assess dispositions, basic communication skills, and background knowledge.
7. *Secondary Only: Additionally pass the **Praxis Content Area** exam for the desired subject endorsement area, as prescribed by the Nevada Department of Education for initial licenses.*

To hold a conditional ARL license, candidates must meet the following eligibility requirements:

1. Be accepted into the **GBC ARL Program**
2. Accept and remit to the Nevada Department of Education (NDE) an **offer of employment** from a NV school district in our service area.
3. Maintain **continuous enrollment** in your ARL program of study.
4. Be evaluated as **Effective** or **Highly Effective** by your school-site administrator each year in the program.

How participants will be mentored and evaluated during their school-based experience

Employers 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 their teaching assignment and to support their success as a new teacher.

How the program promotes educator effectiveness

The program is designed to foster the essential knowledge, skills, and dispositions of effective teaching and student learning. In order to develop this set of teaching knowledge, skills, and dispositions for positive student learning outcomes, all ARL participants will be provided support from program faculty, mentor teachers, and administrators as well as a routine assessment of participants' knowledge, skills, and dispositions before, during, and after their preparation program.

ARL participants will benefit from opportunities in the program to reflect upon and think about what they do, how they make decisions, how they “theorize” their work, and how they integrate their content knowledge and pedagogical knowledge into their practice. The ARL preparation program supports the investigation of practice, and offers guided practice in real-life situations to participants.

Overview of Key Components and Timeline

Once students have been given an offer of employment, they will take **EDU 295, Introduction to Teaching for ARL Participants**, during the second week of August, prior to starting the school year. Program participants must stay continuously enrolled and complete the program requirements and courses within three years.

Evaluation of participants

Program faculty, in cooperation with the host school district, will be responsible for ensuring participants in their programs meet the designated state requirements. Participants must earn a **B- or better in all coursework** during the program. Faculty will track each participant and will be required to report to the Program Coordinator each semester as to the progress of the participants.

Exams for Licensure

Prior to a candidate's admittance to the ARL program and receiving their conditional licensure, they must show passing scores for the following Praxis exams:

All Candidates

Praxis Core Academic Skills for Educators (Core)
Reading #5712 qualifying score of 156
Writing #5722 qualifying score 162
Mathematics #5732 qualifying score 150

Secondary Candidates Only

Content Knowledge
Biology #5235 qualifying score 145
Physical Science #5435 qualifying score 152
English #5038 qualifying score 167
Mathematics #5161 qualifying score 160
Social Studies #5081 qualifying score 152
Art #5135 qualifying score 161
PE #5095 qualifying score 164
Music #5114 qualifying score 162

During a candidate's program and before receiving their regular license, they must show passing scores for the following Praxis exams:

Elementary Students

Elementary Education: Instructional Practice and Applications, #5019
qualifying score 155

Secondary Students

Secondary Education: Principles of Learning and Teaching Grades 7-12, #5624,
qualifying score 157

Early Childhood Education (Birth – 2nd Grade) Students

Early Childhood Education, #5025, qualifying score 156,
AND

Education of Young Children, #5024, qualifying score 160

Special Education – Generalist K-12 Students

Special Education: Core Knowledge and Applications, #5354, qualifying score 159
AND

Principles of Learning and Teaching: Grades K-6, #5622, qualifying score 160,
OR

Principles of Learning and Teaching: Grades 7-12, #5624, qualifying score 157

Go to ets.org/praxis/nv to register and schedule exams. If dates are not available contact Ping Wang at the GBC testing center to see if she can schedule an alternative date and time. 775-753-2144

GBC ARL Application

Elementary, Secondary, ECE, or SPED

Name: _____
Address: _____
City: _____ State: _____ Zip Code: _____
Phone: _____ Email: _____
GBC Student ID: _____

Seeking license in:

- Elementary**
- Secondary**
 - English
 - Math
 - Biological Science
 - Physical Science
 - Social Studies
 - Physical Education
 - Art
 - Music
 - Other: _____
- Early Childhood**
- Special Education**

University Degrees:

University: _____

Major: _____ GPA _____

University: _____

Major: _____ GPA _____

Praxis Scores: *Core Praxis tests are waived for a master's degree.*

- Reading Core: _____ Writing Core: _____ Math Core: _____
- Alternate (CBEST, etc): _____
- Content (**Secondary only**): _____

Do you currently hold a teacher's license? Yes No (circle one)

If yes, in what areas? From which state? _____

Do you have an offer of employment? Yes No (circle one)
If yes, from which district and school site? _____

Submit a 1-2 page paper that addresses the following questions:

- Why do you want to be a teacher?
- Do you have experience working with children? Explain.
- Why are you interested in the ARL Program?

RETURN TO THE **TEACHER EDUCATION DEPARTMENT** --- (In person, mail, or email)
Do NOT try to FAX

Program Supervisor Contact Information

Elementary & Early Childhood ARL

Denise Padilla
denise.padilla@gbcnv.edu
775-738-0658

Secondary ARL

Brian Zeiszler
brian.zeiszler@gbcnv.edu
775-753-2214

Lead Faculty Contact Information

Special Education ARL

Dr. Teresa Stauffer
teresa.stauffer@gbcnv.edu
775-753-2359

Early Childhood ARL

Lynette MacFarlan
lynette.macfarlan@gbcnv.edu
775-753-2239

Once your application is submitted, the Education Department will review it and then contact you to schedule an interview.





ELEMENTARY EDUCATION (K-8) ARL PROGRAM OF STUDY

List of courses offered by Great Basin College, with course description, used to satisfy the pedagogy requirements in NAC 391.0575, 1. (a)-(f). Program participants will be required to **pass each course with a grade of B- or better.**

EDU 295 ARL Introduction Education Foundation, 2 semester credits. This orientation class will assist ARL participants to make a successful transition to teaching. Course topics include an overview of the ARL program, an overview of the competencies teachers are expected to master in a school setting, and the professional roles and responsibilities of a teacher.

EDUC 406 Curriculum and Assessment Education, 3 semester credits. Course covers the range of assessments used in 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 Academic Content Standards and state testing instruments will be studied.

EDSP 301 Education of the Exceptional Child, 3 semester 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 is on etiology, physical, and educational characteristics. The student is taught to recognize and refer exceptional learners for assessment, as well as design and implement individualized programs, instructional strategies, and classroom management strategies.

EDUC 323 Curriculum Design for Family Engagement, 3 semester credits. Planning for family engagement including families from diverse backgrounds in learning-centered environments, preparing lesson plans and formative assessment to inform and engage students and parents in the curriculum. Professional portfolios of collaborative activities will be developed. Approved by the Nevada Department of Education to meet the PIFE requirement.

EDRL 437 Teaching Reading, 3 semester credits. A concentration on the developmental aspects of reading and language arts programs from pre-K 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. Incorporates the Nevada Academic Content Standards.

EDRL 442 Literacy Instruction I, 3 semester 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. Incorporates the Nevada Academic Content Standards.

EDRL 443 Literacy Instruction II, 3 semester 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. Incorporates the Nevada Academic Content Standards.

EDEL 433 Methods for Teaching PK-8 Mathematics, 3 semester credits. Mathematical and psychological bases for scope, sequence and appropriate instructional strategies in pre-K, elementary, and middle school mathematics. Content pedagogy using the Nevada Academic Content Standards will be emphasized.

EDEL 443 Methods for Teaching PK-8 Science, 3 semester credits. Methods and pedagogy that offer effective techniques, management, and content in teaching science to children PK-8. This course incorporates the Nevada Academic Content Standards and Next Generation Science Standards.

EDEL 453 Methods for Teaching PK-8 Social Studies, 3 semester credits. Course focuses on integrating a number of subject areas into the curriculum. The emphasis will be teaching content and processes for social studies in PK-8 classrooms. Incorporates the Nevada State Social Studies Standards.

EDRL 474 Methods and Curriculum for Teaching English Language Learners, 3 semester 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 test for diagnosis, placement, and teaching of ELL students using WIDA standards and research-based practices.

EDRL 471 Language Acquisition, Development and Learning, 3 semester credits. Focuses on current acquisition theory and research and analysis of the implications of research for the classroom.

EDRL 475 Assessment and Evaluation of English Language Learners, 3 semester 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 Current Policies and Practicum for ELAD, 3 semester credits. Course covers an analysis of current trends and issues in ESL programs. Twenty-five hours of practicum working with English Language Learners will be included.

Elementary Program Supervisor – Denise Padilla

Email: denise.padilla@gbcnv.edu

Office: 775-738-0658





SECONDARY EDUCATION (7-12) ARL PROGRAM OF STUDY

List of courses offered by Great Basin College, with course description, used to satisfy the pedagogy requirements in NAC 391.0575, 1. (a)-(f). Program participants will be required to **pass each course with a grade of B- or better.**

EDU 295 ARL Introduction Education Foundation, 2 semester credits. This orientation class will assist ARL participants to make a successful transition to teaching. Course topics include an overview of the ARL program, an overview of the competencies teachers are expected to master in a school setting, and the professional roles and responsibilities of a teacher.

EDUC 406 Curriculum and Assessment Education, 3 semester credits. Course covers the range of assessments used in 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 Academic Content Standards and state testing instruments will be studied.

EDSP 301 Education of the Exceptional Child, 3 semester 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 is on etiology, physical, and educational characteristics. The student 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 Educational Psychology, 3 semester credits. General principles, theories, and recent research evidence regarding human development, human learning, and human motivation, especially as they pertain to classroom instruction and classroom management.

EDUC 323 Curriculum Design for Family Engagement, 3 semester credits. Planning for family engagement including families from diverse backgrounds in learning-centered environments, preparing lesson plans and formative assessment to inform and engage students and parents in the curriculum. Professional portfolios of collaborative activities will be developed. Approved by the Nevada Department of Education to meet the PIFE requirement.

EDRL 474 Methods and Curriculum for Teaching English Language Learners, 3 semester 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 test for diagnosis, placement, and teaching of ELL students using WIDA standards and research-based practices.

EDRL 471 Language Acquisition, Development and Learning, 3 semester credits. Focuses on current acquisition theory and research and analysis of the implications of research for the classroom.

EDRL 475 Assessment and Evaluation of English Language Learners, 3 semester 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 Current Policies and Practicum for ELAD, 3 semester credits. Course covers an analysis of current trends and issues in ESL programs. Twenty-five hours of practicum working with English Language Learners will be included.

PLUS

Three semester credits in the methods and materials for teaching in the applicant's desired area of licensure at the secondary grade level. The following courses will be used for the respective endorsement area and will be 3 semester credits. All incorporate the appropriate Nevada state standards for the content area:

- EDSC 433 **Teaching Secondary English;** or
- EDSC 453 **Teaching Secondary Mathematics;** or
- EDSC 463 **Teaching Secondary Science;** or
- EDSC 473 **Teaching Secondary Social Studies;** or

Methods for teaching Art, Music, and Physical Education will be developed as needed or taken from a partnering regionally accredited institution.

Secondary Education Program Supervisor – Brian Zeiszler

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Office phone: 775-753-2214





EARLY CHILDHOOD EDUCATION (PK-2) ARL PROGRAM OF STUDY

List of courses offered by Great Basin College, with course description, used to satisfy the pedagogy requirements in NAC 391.089. Program participants will be required to **pass each course with a grade of B- or better.**

EDU 295 ARL Introduction Education Foundation, 2 semester credits. This orientation class will assist ARL participants to make a successful transition to teaching. Course topics include an overview of the ARL program, an overview of the competencies teachers are expected to master in a school setting, and the professional roles and responsibilities of a teacher.

ECE 250 Introduction to Early Childhood Education, 3 semester credits. Introduces students to early childhood education. Course deals with the total preschool program including types, objectives, philosophy, curriculum, physical plant, and equipment, as these aspects of the program relate to the needs and interests of the preschool child.

ECE 251 Curriculum in Early Childhood Education, 3 semester credits. This course will consist of methods of planning and teaching curriculum for children three to five years old. Included will be curriculum development, children's play, lesson planning, and daily scheduling. Emphasis on art, science, literature, music, language, blocks, dramatic play, etc.

ECE 204 Principles of Child Guidance, 3 semester credits. A study of effective communication with children in guiding behavior. Emphasis will be placed on techniques which help children build positive self-concepts and individual strengths within the context of appropriate limits and discipline. The study includes uses of direct and indirect guidance techniques as well as introduction to guidance systems.

HDFS 202 Introduction to Families, 3 semester credits. Study the dynamics of development, interaction, and intimacy for primary relationships in contextual and theoretical frameworks. Review societal issues and choices facing diverse family systems and individuals living within families.

HDFS 232 Diversity in Children, 3 semester credits. The course considers the development of young children from the prenatal period through age eight, focusing in particular on diversity among children. Diversity will be explored in the terms of cultural, ethnic, and linguistic variations as well as differences in ability and typical and atypical development.

ECE 200 The Exceptional Child, 3 semester credits. The characteristics, training, and educational needs of disabled and gifted children. Explores the existing educational agencies, programs, and instructional methods designed for the disabled and gifted.

ECE 262 Early Language and Literacy Development, 3 semester credits. Course focuses on the four areas of Language Arts: speaking, listening, reading, and writing. Through a hands-on and interactive approach, students will explore the process of combining quality practices with specific materials and strategies focused on language and literacy development. In addition, students will examine the fundamentals of oral language and literacy-rich environments supported by the knowledge, skills, and dispositions that are predictive of later success in learning to read and write.

EDEL 433 Methods for Teaching PK-8 Mathematics, 3 semester credits. Mathematical and psychological bases for scope, sequence and appropriate instructional strategies in pre-K, elementary and middle school mathematics. Content pedagogy using the Nevada Academic Content Standards will be emphasized.

EDEL 443 Methods for Teaching PK-8 Science, 3 semester credits. Methods and pedagogy that offer effective techniques, management, and content in teaching science to children PK-8. This course incorporates the Nevada Academic Content Standards and Next Generation Science Standards.

EDEL 453 Methods for Teaching PK-8 Social Studies, 3 semester credits. Course focuses on integrating a number of subject areas into the curriculum. The emphasis will be teaching content and processes for social studies in PK-8 classrooms. Incorporates the Nevada State Social Studies Standards.

EDSP 452 Assessment for Special Education, 3 semester 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.

EDRL 474 Methods and Curriculum for Teaching English Language Learners, 3 semester 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 test for diagnosis, placement, and teaching of ELL students using WIDA standards and research-based practices.

EDRL 471 Language Acquisition, Development and Learning, 3 semester credits. Focuses on current acquisition theory and research and analysis of the implications of research for the classroom.

EDRL 475 Assessment and Evaluation of English Language Learners, 3 semester 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 Current Policies and Practicum for ELAD, 3 semester credits. Course covers an analysis of current trends and issues in ESL programs. Twenty-five hours of practicum working with English Language Learners will be included.

Early Childhood Lead Faculty – Lynette MacFarlan

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GREAT BASIN COLLEGE

Education



SPECIAL EDUCATION GENERALIST (K-12) ARL PROGRAM OF STUDY

List of courses offered by Great Basin College, with course description, used to satisfy the pedagogy requirements in NAC 391.343. Program participants will be required to **pass each course with a grade of B- or better.**

EDU 295 ARL Introduction Education Foundation, 2 semester credits. This orientation class will assist ARL participants to make a successful transition to teaching. Course topics include an overview of the ARL program, an overview of the competencies teachers are expected to master in a school setting, and the professional roles and responsibilities of a teacher.

HDFS 201 Human Growth and Development, 3 semester credits. Individual development, roles, and interrelationships within the family system through the lifespan.

EDSP 301 Education of the Exceptional Child, 3 semester 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 is on etiology, physical, and educational characteristics. The student 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 Educational Psychology, 3 semester credits. General principles, theories, and recent research evidence regarding human development, human learning, and human motivation, especially as they pertain to classroom instruction and classroom management.

EDRL 437 Teaching Reading, 3 semester credits. A concentration on the developmental aspects of reading and language arts programs from pre-K 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. Incorporates the Nevada Academic Content Standards.

EDEL 433 Methods for Teaching PK-8 Mathematics, 3 semester credits. Mathematical and psychological bases for scope, sequence and appropriate instructional strategies in pre-K, elementary, and middle school mathematics. Content pedagogy using the Nevada Academic Content Standards will be emphasized.

EDSP 441 Characteristics and Inclusive Strategies for Students with Mild and Moderate Disabilities, 3 semester 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 Assessment for Special Education, 3 semester 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 Behavior Management Techniques for Students with Disabilities, 3 semester credits. Course will present principles of applied behavior analysis that can be utilized to manage the behaviors of students with disabilities in the classroom and in other settings. The identification of target behaviors, data collections, selection of experimental designs, arranging of antecedents, arranging of consequences, and generalization of behavioral change will be presented.

EDSP 434 Community and Family Integration for the Transition of Individuals with Special Needs, 3 semester 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 Special Education Curriculum: General Methods, 3 semester credits. Special instructional methods for students with mild to moderate disorders. Includes instruction IEP goals and objectives.

Special Education Lead Faculty – Dr. Teresa Stauffer

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