

Education

Bachelor of Arts—Secondary Education

Student Learning Outcomes

The graduates of this program will consistently display the following skills in accordance with the InTASC Core Teaching Standards:

Standard #1: Learner Development—The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences—The teacher understands how children learn and develop and can provide learning opportunities that support their cognitive, social, personal, and physical development.

Standard #3: Learning Environments—The teacher works with others to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self motivation.

Standard #4: Content Knowledge—The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content—The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment—The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction—The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies—The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice—The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration—The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

These performance standards are assessed through coursework, portfolios, reflections, observations, and performance-based rubrics.

Accreditation

The Northwest Commission on Colleges and Universities accredits this baccalaureate program.

Teacher Education Program Mission Statement

The mission of the teacher education program of Great Basin College is to provide a distinctive early childhood education, elementary, secondary, and special education program for Nevada.

The teacher education program is designed to develop competence, values, skills, and knowledge to promote lifelong learning and is distinctive in the following ways:

- We recognize and value diversity in the heritage and traditions of the region;
- We collaborate with Nevada school districts to offer early and extensive clinical and field experiences throughout the programs;
- We use the professional expertise and contributions of faculty and staff in all academic disciplines; and,
- We use technology for distance education and delivering education courses throughout Nevada..

Academic Advising

It is highly recommended that students interested in pursuing a degree in secondary education seek advisement early in their academic program to ensure efficient advancement through the program. The course of study in secondary education involves the proper sequencing of methods courses with field experiences. All students are encouraged to schedule appointments with their advisors on a regular basis. Program degree requirements and licensure requirements may change. Contact the education department at 775.327.2132 to schedule an appointment with your advisor.

Admission to the Teacher Education Program

Application Deadline

After the specified prerequisites have been met, students must formally apply for admission into the teacher education program. Applications are accepted each semester for the following semester. The deadlines for submitting applications will be March 1 for admission in the subsequent fall semester and October 1 for admission in the subsequent spring semester. Contact the education department to receive a copy of the most current GBC teacher education program admission handbook.

Prior to application to the teacher education program, students must successfully complete the following:

- Praxis Core exam (documentation of passing scores on all three exams must be received by application deadline).
- 40 college credits.
- Completion of ENG 102, MATH 120, 120E, 126, 126E or higher, and EDU 250 with a grade of C- or higher before acceptance.
- A GPA of 3.0 or higher, based on the student's most recent 40 credits.
- Official transcripts from all other colleges sent to GBC's Admissions and Records office.
- Technology and education courses completed within the last eight years.
- A review of conduct with the student conduct officer.

Admission Criteria

The teacher education committee will admit a limited number of students to the teacher education program each semester. Admission is on a competitive basis. When there are more qualified applicants than there are available spaces in the program, preference will be given to those with the highest qualifications. Meeting minimum application criteria does not guarantee admission to the program. Those students who meet or exceed the minimum criteria but who are not admitted may reapply in future semesters.

Endorsement Areas

Students majoring in secondary education must select a subject area endorsement. The following subject emphasis areas are offered at Great Basin College:

- Biological Science
- Business Education
- English
- Mathematics
- Social Sciences
- Additional endorsements include:
 - ELAD—English Language Acquisition and Development
 - Special Education (Generalist K-12)

Maintaining Good Standing

Once in the program, students will adhere to the rules of the current teacher education program handbook. Students who have been admitted to the teacher education program will maintain their status as students in good standing and be allowed to graduate, if they meet the following requirements:

- Maintain a cumulative 2.5 GPA at GBC.
- Receive no lower than a B- in all upper-division education courses, and no lower than a C- in all additional baccalaureate program and emphasis requirements.
- Maintain an ethical/professional standard of behavior.
- Receive satisfactory evaluations in field work.

Student Teaching Internship

Applications for the student teaching internships must be completed during the last semester of coursework. Students who plan to student teach in the fall semester must submit an application by February 15. Students who plan to student teach in the spring semester must submit an application by September 15. Students must hold a current substitute license, have maintained a 2.5 cumulative GPA at GBC, receive a satisfactory field work evaluation, and have taken or be registered for the Praxis II.

During the student teaching internship semester, students are required to take the capstone seminar (EDSC 491). Students must complete at least 15 education credits, to include at least two credits in field experience classes at GBC in order to student teach.

Capstone Project

Students will be required to complete a capstone project. An introduction to the process will take place in EDEL/EDSC 311 and development will continue throughout the program with workshops during each field experience class. Students will complete the capstone project during the student teaching internship. Presentations of the capstone projects take place immediately following the internship.

Nevada Department of Education Licensure Requirements

According to Nevada Revised Statutes, all teaching licenses in Nevada are granted by the Nevada State Board of Education.

All Teacher Education Program students must meet the Nevada Department of Education requirements in order to be licensed.

Biological Science and ELAD Endorsement

I. General Education and Program Core Requirements

A. Lower-Division General Education Requirements

BIOL	190	Introduction to Cell and Molecular Biology	4
CHEM	121	General Chemistry I	4
ENG	100	Composition-Enhanced, or	
ENG	101	Composition I	3
ENG	102	Composition II	3
MATH	127	Precalculus II or higher	3
STAT	152	Introduction to Statistics, or	
MATH	182	Calculus II	3
Fine Arts		3
Humanities		3
Social Science		6
Constitution requirement of: HIST 101 and HIST 102, or PSC 101 included in the six credits			

Total for Section I A 32

B. Lower-Division Secondary Education Core Requirements

COM	113	Fundamentals of Speech Communication, or	
THTR	102	Introduction to Stage Voice, or	
THTR	221	Oral Interpretation	3
EDU	214	Preparing Teachers to Use Technology	3
EDU	250	Foundations of Education	3

Total for Section I B..... 9

C. Upper-Division Secondary Education Core Requirements

EDSC	311	Secondary Methods Practicum I	1
EDSC	313	Secondary Methods Practicum II	1
EDSC	315	Secondary Methods Practicum III	1
EDRL	471	Theory and Practice for Academic English Language Development	3
EDRL	474	Methods and Curriculum for Teaching English Language Learners	3
EDRL	475	Assessment and Evaluation of English Language Learners	3
EDRL	477	Policies, Critical Issues, and Best Practices for ELLs - Practicum.....	3
EDSC	463	Teaching Secondary Science	3
EDSC	483	Secondary Supervised Teaching Internship.....	14
EDSC	491	Secondary Education Capstone Seminar....	3
EDSP	301	Education of the Exceptional Child	3
EDUC	323	Curriculum Design for Family Engagement	3
EDUC	406	Curriculum and Assessment Education.....	3

INT	359	Integrative Math Seminar, or	
INT	369	Integrative Science Seminar	3
EPY	330	Principles of Educational Psychology	3

Total for Section I C..... 50

Total for Section I..... 91

II. Content-Area Requirements Biological Science Program

A. Lower-Division Requirements

BIOL	191	Introduction to Organismal Biology	4
CHEM	122	General Chemistry II	4
PHYS	151	General Physics I	4

Total Unduplicated

Lower-Division Requirements 12

B. Upper-Division Requirements

BIOL	300	Principles of Genetics.....	4
BIOL	331	Plant Taxonomy, or	
BIOL	410	Plant Physiology	3
BIOL	341	Principles of Ecology	3
BIOL	415	Evolution	4
BIOL	447	Advanced Comparative Animal Physiology	3

Total for Section II B..... 17

Total for Section II A 12

Total for Section I..... 91

Total for All Sections 120

SUGGESTED 4 YEAR PLAN OF STUDY

BA—Secondary Education Biological Science and ELAD Endorsement

FALL—1st Semester		Credits
BIOL	190	4
CHEM	121	4
COM	113	3
ENG	100 or 101	3
PSC	101	3
TOTAL		17

SPRING—2nd Semester		Credits
BIOL	191	4
CHEM	122	4
ENG	102	3
FINE ARTS*		3
TOTAL		14

FALL—3rd Semester		Credits
EDRL	471	3
EDSC	311	1
EDU	214	3
EDU	250	3
MATH	127	3
SOCIAL SCIENCE*		3
TOTAL		16

SPRING—4th Semester		Credits
EDSC	313	1
EDUC	323	3
EDUC	406	3
HUMANITIES*		3
STAT	152 or MATH 182	3
TOTAL		13

FALL—5th Semester		Credits
BIOL	300	4
EDRL	474	3
EPY	330	3
INT	359 or 369	3
TOTAL		13

SPRING—6th Semester		Credits
BIOL	331 or 410	3
BIOL	415	4
EDRL	475	3
EDRL	477	3
EDSP	301	3
TOTAL		16

FALL—7th Semester		Credits
BIOL	341	3
BIOL	447	3
EDSC	315	1
EDSC	463	3
PHYS	151	4
TOTAL		14

SPRING—8th Semester		Credits
EDSC	483	14
EDSC	491	3
TOTAL		17

Minimum Credits: 120

***Select from page 82**