

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 rural 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 the ten rural school districts in the region to offer early and extensive clinical and field experiences throughout the programs;
- We utilize the professional expertise and contributions of faculty and staff in all academic disciplines; and,
- We utilize technology for distance education and delivering education courses in the rural areas.

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 775.753.2177, 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:

- Nevada Highway Patrol and FBI background checks.
- PPST exam (documentation of passing scores on all three exams must be received by application deadline).
- 40 college credits.
- Completion of ENG 102, MATH 126 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)

Additional Costs

Fingerprint cards must be submitted for background checks prior to enrolling in your first field experience class. There is a fingerprinting fee.

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.

Portfolio

Students will be required to complete an electronic portfolio. An introduction to the process will take place in EDSC 311 and development will continue throughout the program with workshops during each field experience class. Students will complete the portfolio during the student teaching internship. Presentations of the portfolios 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. The student must successfully complete the following: Nevada Constitution, United States Constitution, Nevada School Law, and Praxis II Exams.

Social Sciences and ELAD Endorsement

I. General Education and Program Core Requirements

A. Lower-Division General Education Requirements

ENG 100	Composition-Enhanced, or	
ENG 101	Composition I.....	3
ENG 102	Composition II	3
GEOG 106	Introduction to Cultural Geography	3
HIST 101	U.S. History to 1877	3
HIST 102	U.S. History Since 1877	3
	Fine Arts	3
	Humanities	3
	Mathematics.....	3
	MATH 126 or higher	
	Science	7
Total for Section I A		31

B. Lower-Division Secondary Education Core Requirements

COM 101	Oral 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

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 311	Secondary Methods Practicum I	1
EDSC 313	Secondary Methods Practicum II.....	1
EDSC 315	Secondary Methods Practicum III.....	1
EDSC 473	Teaching Secondary Social Sciences	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	
EPY 330	Principles of Educational Psychology	3
INT 301	Integrative Research Methodology	3
INT 359	Integrative Mathematics Seminar, or	
INT 369	Integrative Science Seminar	3

Total for Section I C 53

Total for Section I 93

II. Content-Area Requirements

A. Lower-Division Requirements*

- Students must have 36 semester hours of credit in the social sciences, which must include at least 3 semester hours in each of the areas listed below, 24 of which must be in subject areas 5, 6, and 7.
 - Within these 36 credits, at least 9 credits must be upper division; 6 of these 9 credits must be in History.
 - Principles of Educational Psychology 330 may not be used toward this total; HIST 101 and 102 may be used.
1. **Economics**—Recommended: ECON 102 or 103. Other Acceptable Courses: ECON 104.
 2. **Geography**—Required: GEOG 106.
 3. **Psychology or Sociology**—Recommended: PSY 101 or SOC 101. Other Acceptable Courses: PSY 102, 130, 208, 234, 435, 460.
 4. **Ethnic Studies**—Recommended: ANTH 400A or 400B.
 5. **Political Science**—Recommended PSC 403K. Other Acceptable Courses: PSC 101, 210, 403C.
 6. **U.S. History** —Required HIST 101 and 102. Other Acceptable Courses: HIST 217, 417C, 441, 498.
 7. **History of the World**—Recommended: HIST 105, 106, 247.

*Nine credits of these satisfy the social science and humanities general education requirement.

Total Unduplicated Lower-Division Requirements 18

B. Upper-Division Requirements

History Elective: Upper-division U.S. or World History ...6
Additional upper-division Social Science or History.....3

Total for Section II A 18

Total for Section II B 9

Total for Section I 93

Total for All Sections 120
(120 credits required for BA)

**SUGGESTED COURSE SEQUENCE
BA—Secondary Education
Social Science and ELAD Endorsement**

FALL—1st Semester	Credits
COM 101	3
ENG 100 or 101	3
FINE ARTS*	3
HIST 101	3
MATH 126	3
TOTAL	15

SPRING—2nd Semester	Credits
EDU 214	3
ENG 102	3
HIST 102	3
HUMANITIES*	3
SCIENCE*	3
TOTAL	15

FALL—3rd Semester	Credits
EDSC 311	1
EDU 250	3
GEOG 106	3
SCIENCE*	4
SOCIAL SCIENCE*	3
TOTAL	14

SPRING—4th Semester	Credits
EDRL 475	3
EDSC 313	1
EDUC 406	3
INT 301	3
SOCIAL SCIENCE**	6
TOTAL	16

FALL—5th Semester	Credits
EDRL 471	3
EDUC 323	3
EPY 330	3
SOCIAL SCIENCE**	9
TOTAL	15

SPRING—6th Semester	Credits
EDRL 477	3
EDSP 301	3
INT 359 or 369	3
SOCIAL SCIENCE**	6
TOTAL	15

FALL—7th Semester	Credits
EDRL 474	3
EDSC 315	1
EDSC 473	3
UPPER-DIVISION SOCIAL SCIENCE OR HISTORY	6
TOTAL	13

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

*Select from page 81.
**Choose with advisor.

ELAD—English Language Acquisition and Development

This endorsement is attached to the initial license, either elementary or secondary. It is not a K-12 endorsement. The ELAD endorsement adheres to the standards of Teachers of English to Speakers of Other Languages (TESOL).

EDRL 471, 474, 475, 477

Students registering for these classes qualify for a reduced per-credit rate of \$86.00 per credit.

Special Education (Generalist, K-12)

This endorsement will provide the coursework needed to be certified in the State of Nevada as a generalist special education teacher for students with mild and moderate disabilities. The Student Teaching Internship for Special Education can be combined with the Elementary Internship or the Secondary Internship and can be completed in one semester.

HDFS 201, EPY 330; and
EDEL 433 or EDRL 437 and EDSC 433 or 453; and
EDSP 301, 441, 434, 443, 453, 452; and
EDSP 484 Special Education Practicum: Elementary Level
EDSP 485 Special Education Practicum: Secondary Level
EDSP 495 Student Teaching Internship in
Special Education

**SUGGESTED COURSE SEQUENCE
BA—Secondary Education
Social Science and ELAD Endorsement**

FALL—1st Semester	Credits
COM 101	3
ENG 100 or 101	3
FINE ARTS*	3
HIST 101	3
MATH 126	3
TOTAL	15

SPRING—2nd Semester	Credits
EDU 214	3
ENG 102	3
HIST 102	3
HUMANITIES*	3
SCIENCE*	3
TOTAL	15

FALL—3rd Semester	Credits
EDSC 311	1
EDU 250	3
GEOG 106	3
SCIENCE*	4
SOCIAL SCIENCE*	3
TOTAL	14

SPRING—4th Semester	Credits
EDRL 475	3
EDSC 313	1
EDUC 406	3
INT 301	3
SOCIAL SCIENCE**	6
TOTAL	16

FALL—5th Semester	Credits
EDRL 471	3
EDUC 323	3
EPY 330	3
SOCIAL SCIENCE**	9
TOTAL	15

SPRING—6th Semester	Credits
EDRL 477	3
EDSP 301	3
INT 359 or 369	3
SOCIAL SCIENCE**	6
TOTAL	15

FALL—7th Semester	Credits
EDRL 474	3
EDSC 315	1
EDSC 473	3
UPPER-DIVISION SOCIAL SCIENCE OR HISTORY	6
TOTAL	13

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

*Select from page 81.
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HDFS 201, EPY 330; and
EDEL 433 or EDRL 437 and EDSC 433 or 453; and
EDSP 301, 441, 434, 443, 453, 452; and
EDSP 484 Special Education Practicum: Elementary Level
EDSP 485 Special Education Practicum: Secondary Level
EDSP 495 Student Teaching Internship in
Special Education

Alternative Route to Licensure (ARL) Post-Baccalaureate Certificate

The ARL/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 ARL/Post-baccalaureate program at GBC, students must:

1. Hold a bachelor's degree with a minimum GPA of 3.0, cumulative or over the last 40 credits.
2. Apply to Great Basin College.
3. Complete an ARL/Post-baccalaureate program application.
4. Successfully pass the admissions interview (assesses dispositions, basic communication skills, and background knowledge) with program faculty and staff.
5. Pass the Praxis Core Academic Skills for Educators exam, or equivalent, as prescribed by the Nevada Department of Education for initial licenses. Master's degree holders are exempt.
6. Pass a fingerprint background check, or hold a valid substitute license issued by the Nevada Department of Education.
7. Secondary only: Pass the Praxis Content Area exam for the desired subject endorsement area, as prescribed by the Nevada Department of Education for initial licenses.

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:

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 Nevada school district in GBC's service area.
3. Maintain continuous enrollment in your ARL program of study.
4. 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.

Alternative Route to Licensure

Early Childhood Education (Birth to 2nd Grade)

List of courses offered by GBC used to satisfy the pedagogy requirement in early childhood 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 391.089.

EDU	295	Introduction to Teaching for ARL	2
ECE	250	Introduction to Early Childhood Education.....	3
HDFS	232	Diversity in Children	3
ECE	251	Curriculum in Early Childhood Education.....	3
ECE	204	Principles of Child Guidance.....	3
HDFS	202	Introduction to Families	3
ECE	200	The Exceptional Child.....	3
ECE	262	Early Language and Literacy Development	3
EDEL	433	Methods for Teaching PK-8 Mathematics.....	3
EDEL	443	Methods for Teaching PK-8 Science	3
EDEL	453	Methods for Teaching PK-8 Social Studies.....	3
EDSP	452	Assessment for Special Education Teachers	3
EDRL	474	Methods and Curriculum for Teaching English Language Learners	3
EDRL	471	Theory and Practice for Academic English Language Development	3
EDRL	475	Assessment and Evaluation of English Language Learners	3
EDRL	477	Policies, Critical Issues and Best Practices for ELLs-Practicum.....	3
TOTAL			47

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.

Post-Baccalaureate Certificate

In addition to the ARL courses listed above, a Post-Baccalaureate candidate will complete the following:

EDEL	313	Elementary Methods Practicum II	1
EDEL	315	Elementary Methods Practicum III.....	2-3
ECE	493	Supervised Internship in ECE.....	12
EDEL	491	Elementary Education Capstone Seminar	3

Alternative Route to Licensure

Elementary Education

List of courses offered by GBC used to satisfy the pedagogy requirement in elementary 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 391.095.

EDU	295	Introduction to Teaching for ARL	2
EDUC	406	Curriculum and Assessment Education	3
EDUC	323	Curriculum Design for Family Engagement.....	3
EDSP	301	Education of the Exceptional Child.....	3
EDRL	442	Literacy Instruction I	3
EDRL	443	Literacy Instruction II	3
EDRL	437	Teaching Reading.....	3
EDEL	433	Methods for Teaching PK-8 Mathematics.....	3
EDEL	443	Methods for Teaching PK-8 Science	3
EDEL	453	Methods for Teaching PK-8 Social Studies	3
EDRL	474	Methods and Curriculum for Teaching English Language Learners.....	3
EDRL	471	Theory and Practice for Academic English Language Development.....	3
EDRL	475	Assessment and Evaluation of English Language Learners	3
EDRL	477	Policies, Critical Issues and Best Practices for ELLs, Practicum.....	3
TOTAL			41

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.

Post-Baccalaureate Certificate

In addition to the ARL courses listed above, a Post-Baccalaureate candidate will complete the following:

EDEL	313	Elementary Methods Practicum II	1
EDEL	315	Elementary Methods Practicum III.....	2-3
EDEL	483	Elementary Supervised Teaching Internship	14
EDEL	491	Elementary Education Capstone Seminar	3

**Alternative Route to Licensure
Secondary Education**

List of courses offered by GBC used to satisfy the pedagogy requirement in secondary 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 391.0575, (a) – (f).

EDU	295	Introduction to Teaching for ARL	2
EDUC	406	Curriculum and Assessment Education.	3
EDUC	323	Curriculum Design for Family Engagement.....	3
EDSP	301	Education of the Exceptional Child.....	3
EPY	330	Principles of Educational Psychology.....	3
EDRL	474	Methods and Curriculum for Teaching English Language Learners	3
EDRL	471	Theory and Practice for Academic English Language Development	3
EDRL	475	Assessment and Evaluation of English Language Learners	3
EDRL	477	Policies, Critical Issues and Best Practices for ELLs-Practicum.....	3
		Methods Course Requirement (one required).....	3
EDSC	433	Teaching Secondary English	
EDSC	453	Teaching Secondary Mathematics	
EDSC	463	Teaching Secondary Science	
EDSC	473	Teaching Secondary Social Studies	
		Methods for teaching Art, Music, or Physical Education will be developed as needed or taken from a partnering regionally accredited institution	
		TOTAL	29

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.

Post-Baccalaureate Certificate

In addition to the ARL courses listed above, a Post-Baccalaureate candidate will complete the following:

EDSC	313	Secondary Methods Practicum II	1
EDSC	315	Secondary Methods Practicum III.....	2-3
EDSC	483	Secondary Supervised Teaching Internship	14
EDSC	491	Secondary Education Capstone Seminar	3

**Alternative Route to Licensure
Special Education**

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.

EDU	295	Introduction to Teaching for ARL	2
HDFS	201	Lifespan Human Development	3
EDSP	301	Education of the Exceptional Child	3
EPY	330	Principles of Educational Psychology	3
EDRL	437	Teaching Reading	3
EDEL	433	Methods for Teaching PK-8 Mathematics	3
EDSP	441	Characteristics and Inclusive Strategies for Students with Mild and Moderate Disabilities	3
EDSP	452	Assessment for Special Education Teachers	3
EDSP	453	Behavior Management Techniques for Students with Disabilities	3
EDSP	434	Community and Family Integration for the Transition of Individuals with Special Needs	3
EDSP	443	Special Education Curriculum: General Methods	3
		TOTAL	32

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.

Post-Baccalaureate Certificate

In addition to the ARL courses listed above, a Post-Baccalaureate candidate will complete the following:

EDEL	313	Elementary Methods Practicum II	1
EDEL	315	Elementary Methods Practicum III.....	1
EDSP	484	Special Education Practicum: Elementary Level.....	1
EDSP	485	Special Education Practicum: Secondary Level.....	1
EDSP	495	Student Teaching Internship in Special Education	14
EDEL	491	Elementary Education Capstone Seminar	3