Education

Bachelor of Arts — Elementary Educaton

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 paterns of learning and development vary individually within and across the cogniteve, linguistc, social, emotonal, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

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

Standard #3: Learning Environments—The teacher works with others to create environments that support individual and collaboratve learning, and encourage positve social interacton, actve engagement in learning and self motvaton.

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: Applicaton of Content—The teacher understands how to connect concepts and use difering perspectves to engage learners in critcal thinking, creatvity, and collaboratve problem solving related to authentc local and global issues.

Standard #6: Assessment—The teacher understands and uses multple 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 Instructon—The teacher plans instructon that supports every student in meetng 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: Instructonal Strategies—The teacher understands and uses a variety of instructonal strategies to encourage learners to develop deep understanding of content areas and their connectons and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practce—The teacher engages in ongoing professional learning and uses evidence to contnually evaluate his/her practce, partcularly the efects of his/her choices and actons on others (learners, families, other professionals, and the community), and adapts practce to meet the needs of

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, portolios, refectons, observatons, and performance-based rubrics.

Accreditaton

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

Teacher Educaton Program Mission Statement

The mission of the teacher educaton program of Great Basin College is to provide a distnctve early childhood, elementary, secondary, and special educaton progontributons of f

disciplines; and,

- We utlize technology for distance educaton and delivering educaton courses throughout Nevada.

Academic Advising

It is highly recommended that students interested in pursuing a degree in elementary educaton seek advisement early in their academic program to ensure efcient advancement through the program. The course of study in elementary educaton involves the proper sequencing of methods courses with feld experiences. All students are encouraged to schedule appointments with their advisors on a regular basis. Program degree requirements and licensure requirements may change.

Nevada Department of Educaton Licensure Requirements

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

I. General Educaton Requirements

A. Lower-Division Courses (Note: your general educaton electves may be influenced by your emphasis area.)

Communicatons:
ENG 102 Compositon II 3
Mathematcs:
MATH 120, 120E or higher 3
Science 7
Minimum two areas:
Earth Science: ENV 100, GEOG 103, GEOL 101
Life Science: ANTH 102, BIOL 100, BIOL 190, NUTR 121
Physical Science: AST 101, CHEM 100, CHEM 121, PHYS 100, PHYS 151
Must include one 4-credit lab course: BIOL 190, CHEM 121, GEOL 101, PHYS 151
Social Science:
HIST 101 U.S. History to 1877 3
HIST 102 U.S. History Since 1877 3
PSY 101 General Psychology (recommended) 3
(Or choose from ANTH 101, CRJ 104, ECON 102, ECON 103, GEOG 106, HMS 200, PSC 101, PSC 210, PSY 208, SOC 101)
U.S. and Nevada Consttutons requirement must be fulfilled.
Humanites and Fine Arts **6**
3 credits Humanites: ENG 250
3 credits of Fine Arts:
ART 100, ART 101, ART 107, MUS 101, ENG 205, THTR 100, THTR 105, THTR 204
Total Credits for Secton I, A **28**

B. Baccalaureate Requirements (in additon to those listed in Secton A).

Mathematcs/Science
INT 359 Integratve Mathematcs Seminar, or
INT 369 Integratve Science Seminar 3
Capstone
EDEL 491 Elementary Educaton Capstone Seminar 3
Total Credits for Secton I, B **6**

II. Program Requirements
(See an advisor regarding these courses)
THTR 221 Oral Interpretaton, or
COM 113 Fundamentals of Speech Communicaton . 3
MATH 122 Number Concepts for Elementary School Teachers 3
MATH 123 Communtty Colleges 3

SUGGESTED 4 YEAR PLAN OF STUDY
Elementary Educa t on—ELAD Endorsement

FALL—1st Semester		Credits
ENG	100 or 101	3
MATH		

SUGGESTED 4 YEAR PLAN OF STUDY
AA-BA
Elementary Educat on—ECE Endorsement and ELAD Endorsement

FALL—1st Semester		Credits
ECE	250	3
ENG	100 or 101	3
FINE ARTS*		3
MATH	120 or MATH 120E **	3
HIST	101	3
TOTAL		**15**

SPRING—2nd Semester		Credits
ECE	251	3
ECE	262	3
ENG	102	3
HIST	102	3
SCIENCE **		4
TOTAL		**16**

FALL—3rd Semester		Credits
ENG	250	3
ECE	200	3
HDFS	202	3
PSY	101*	3
ECE	127	3
TOTAL		**15**

SPRING—4th Semester		Credits
COM	113*	3
ECE	204	3
HDFS	232	3
HDFS	201	3
SCIENCE**		3
TOTAL		**15**

FALL—5th Semester		Credits
EDSP	301	3
EDEL	311	1
EDRL	474	3
EDU	250	3
MATH	122	3
INT	359/369	3
TOTAL		**16**

SPRING—6th Semester		Credits
EDEL	313	1
EDRL	437	3
EDRL	475	3
EDUC	406	3
EDRL	471	3
MATH	123	3
TOTAL		**16**

FALL—7th Semester		Credits
EDEL	315	1
EDUC	470	3
EDEL	443	3
EDEL	453	3
EDSP	453	3
EDSP	485	1
TOTAL		**14**

SPRING—8th Semester		Credits
EDEL	315	2
EDRL	442	3
EDRL	443	3
EDSP	464	3
EDRL	477	3
EDEL	433	3
TOTAL		**17**

Fall—9th Semester		Credits
EDEL	483	8
EDEL	491	3
ECE	493	8
TOTAL		**19**

Minimum Credits: 143

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****Choose with an advisor**

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