

# Great Basin College

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## Alternative Route to Licensure Program 23-24



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## GBC Alternative Route to Licensure (ARL) Program

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

- Hold at least a bachelor's degree from an accredited institution with a minimum, cumulative GPA of 3.0 or a minimum, cumulative GPA of 3.0 from your last 40 credits.
- Pass the Praxis Core Academic Skills for Educators exam, or equivalent, as prescribed by the Nevada Department of Education for initial ARL licenses.
  - 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.
- Apply to Great Basin College and send official transcripts. <https://www.gbcnv.edu/admissions/>
- Complete an ARL program application (included in this document).
- Pass a fingerprint background check by the Nevada Department of Education.
- Successfully complete the admissions interview, with program faculty and staff, which will assess dispositions, basic communication skills, and background knowledge.

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

- Be accepted into the GBC ARL Program and complete the Nevada Department of Education (NDE) application process (OPAL).
- Accept and remit to the GBC Education Department an offer of employment from a Nevada school district.
- Maintain continuous enrollment in your ARL program of study. This will only be applicable to fall and spring semesters. Summer semesters are optional. Failure to be continuously enrolled will result in the revocation of the ARL license.
- Be evaluated using the Nevada Educator Performance Framework (NEPF) as Effective or Highly Effective in at least two of the three years in the program by your school-site administrator.
- ELEMENTARY ONLY: Students must have 6 credits from each of the following areas that were not developmental or remedial courses: Math, Science, and Social Sciences. This can be from the previous degree or taken during your time in the program. These courses will be needed to convert your ARL license to a standard license.

## Mentoring

Participants in the program will be matched with a dedicated mentor by their respective employers. This mentorship will encompass several key components aimed at fostering the participant's growth and development as a new teacher. Primarily, the mentor will engage in classroom observations, providing valuable insights into teaching practices. Additionally, the mentor and participant will convene regularly to engage in thoughtful discussions centered around challenges and experiences related to the participant's teaching assignment. The mentor's role is fundamentally grounded in supporting the participant's journey toward becoming an effective and successful educator.

In instances where participants face challenges or exhibit unsatisfactory progress in their coursework, timely communication with mentors and/or school site supervisors will be initiated. This transparent approach ensures that mentors and supervisors are kept well-informed about any issues that might be impeding the participant's progress. By notifying mentors and supervisors of these situations, a collaborative effort can be initiated to provide the necessary support and resources for the participant to overcome challenges and successfully meet the program's objectives.

## Promotion of Educator Effectiveness

The core objective of this program is to cultivate the fundamental knowledge, skills, and attitudes essential for effective teaching and positive student learning outcomes. To ensure the cultivation of these attributes, all participants in the ARL program will receive comprehensive support from program faculty, mentor teachers, and administrators. A systematic assessment of participants' knowledge, skills, and attitudes will be conducted at various stages - before, during, and after their preparation program. This ongoing evaluation is pivotal in enhancing student learning outcomes.

ARL participants will find ample opportunities within the program to engage in reflective practices, enabling them to scrutinize their decisions, apply theoretical frameworks, and seamlessly integrate their content knowledge and pedagogical skills into their instructional practices. The ARL preparation program serves as a conduit for the exploration of best practices and provides a platform to tap into the wealth of wisdom possessed by seasoned educators.

## Brief Timeline

Students should also collaborate closely with their program advisors to ensure proper enrollment in the required courses. Consistent enrollment is crucial; participants must maintain continuous enrollment and fulfill program and course requisites within the designated two to three-year timeframe. Continuous enrollment necessitates registering for courses every semester, excluding

the summer term. It's essential to note that ARL licenses can be revoked if participants fail to sustain continuous enrollment during the program duration.

## Evaluation of Participants

Collaboratively with the school district, ARL program faculty bear the responsibility of ensuring that program participants meet the specific state requirements. An academic standard of B- or higher must be attained in all coursework throughout the program. Faculty members will closely monitor each participant's progress and provide regular reports to the ARL program supervisors every semester. Participants are also required to submit a copy of their annually signed NEPF (Nevada Educator Performance Framework) evaluation to both the ARL program supervisors and the Nevada Department of Education (NDE). To qualify for their standard license, students must achieve an Effective or Highly Effective rating for a minimum of two out of the possible three years in the program.

## Completion of the Program

During the final semester, students must submit a graduation application to GBC's Admissions and Records department for transcript processing. After supplying copies of their NEPF evaluations, successfully completing coursework with a grade of B- or higher, and passing all Praxis exams, students will receive a letter of program completion. This letter can then be submitted to the state for the conversion of their ARL provisional license to a standard license.

**ELEMENTARY ONLY: Completion of Area-Specific Credits** For students pursuing elementary education, a requirement exists to accumulate 6 credits in each of the following areas: Math, Science, and Social Sciences. These credits should not originate from developmental or remedial courses and can either be attained in a previous degree or earned during the program's duration. These courses are essential for the conversion of your ARL license into a standard license.

## Exams for Licensure

**Prior to** a candidate's official admittance to the ARL program, they must show passing scores for the following Praxis exams:

### All Candidates

Praxis Core Academic Skills for Educators: Reading, Writing, and Math

### Additional Exams for Secondary Candidates

Prior to applying for the ARL program: Praxis Content Knowledge

During the program and before the standard license: Principles of Learning and Teaching (PLT) Grades 7-12

### Additional Exams for Elementary Candidates

Praxis Multiple Subjects: Math, Reading & Language Arts, Science, and Social Studies.

## Additional Exams for Early Childhood Candidates

Early Childhood Education

Education of Young Children

## Additional Exams for Special Education, Generalist K-12

Core Knowledge and Applications

Professional Learning and Teaching (PLT) Grades K-6 or Grades 7-12

Be sure to consult with your adviser as to which tests are needed for your particular ARL license. For information on exam registration and scheduling, go to [ets.org/praxis/nv](https://ets.org/praxis/nv).

## GBC ARL Application

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

### Area of Licensure

\_\_\_\_\_ Elementary

\_\_\_\_\_ Secondary. Choose one of the endorsements below.

\_\_\_\_\_ English (ELA)

\_\_\_\_\_ Math

\_\_\_\_\_ Biology

\_\_\_\_\_ Physical Science

\_\_\_\_\_ Social Studies

\_\_\_\_\_ Physical Education

\_\_\_\_\_ Art\*

\_\_\_\_\_ Music\*

\_\_\_\_\_ Foreign Language:\* French, German, & Spanish

\*Students choosing these endorsements will need to find a methods course from another institution and transfer it into GBC.

\_\_\_\_\_ Early Childhood

\_\_\_\_\_ Special Education

### Degrees

1. Institution: \_\_\_\_\_ Date conferred: \_\_\_\_\_

Major: \_\_\_\_\_ GPA \_\_\_\_\_ 3.0 minimum required

2. Institution: \_\_\_\_\_ Date conferred: \_\_\_\_\_

Major: \_\_\_\_\_ GPA \_\_\_\_\_ 3.0 minimum required

## Competency Exam Scores

Praxis Core: Reading \_\_\_\_\_ Writing \_\_\_\_\_ Math \_\_\_\_\_

Alternate Praxis Scores: CBEST \_\_\_\_\_

Secondary ONLY: Praxis Content Exam \_\_\_\_\_

Do you currently hold a teaching license? Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, in what area(s) \_\_\_\_\_

Is it from another state? If yes, from which state \_\_\_\_\_

Do you have an offer of employment? Yes \_\_\_\_\_ attach to this application No\* \_\_\_\_\_

If yes, from which NV school district and school site? \_\_\_\_\_

\*If no, this application cannot be accepted and processed until you have one. You can however, be considered for the post-baccalaureate program until you have an offer of employment. This will allow you to start on coursework until you have an offer of employment.

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

- Why do you want to be a teacher?
- Do you have experience working with children, teens, or young adults? Explain.
- Why are you interested in the ARL program?

RETURN to the TEACHER EDUCATION DEPARTMENT in person, mail, or email. Emails are below for program supervisors. Please DO NOT FAX.

## Contact Information

- **Elementary, Special Education, and Early Childhood ARL:** Denise Padilla, [denise.padilla@gbcnv.edu](mailto:denise.padilla@gbcnv.edu) 775-327-2135
- **Secondary:** Brian Zeiszler, [brian.zeiszler@gbcnv.edu](mailto:brian.zeiszler@gbcnv.edu) 775-327-2134

Once your application is submitted, the GBC Teacher Education Department will review it and then contact you to. Successful applicants will be given a letter of eligibility to remit to the Nevada Department of Education for the ARL license.



## ARL Program of Study: Elementary Education (K-8)

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

### **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.

### **EDUC 470 Multicultural Education for a Diverse Society, 3 semester credits.**

This course explores identity, culture, and multiculturalism for educators. Special emphasis is placed upon the understanding of race and ethnicity and the interconnectedness of race and ethnicity with other aspects of diversity, including, but not limited to, geographic origin, residency status, language, socioeconomic status, sex, gender identity or expression, sexual orientation, religion, spirituality, age, physical appearance and disability. Students will review cognitive theory for culturally responsive teaching, examine culturally responsive instructional materials, design curricula, and explore effective assessments. Approved by the Nevada Department of Education to meet the Multicultural Pedagogy requirement for re-licensure.

### **EDSP 453 Behavior Management and Social-Emotional Learning in the Classroom 3 semester 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.



### **EDSP 464 Intensification of Instruction through Multi-tiered Systems of Support, 3 semester 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.

### **HDFS 201 Lifespan Human Development 3 semester credits.**

Individual development, roles, and interrelationships within the family system through the lifespan.

### **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](mailto:denise.padilla@gbcnv.edu) Office: 775-327-2135



## ARL Program of Study: Secondary Education (7-12)

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

### **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.

### **EDUC 470 Multicultural Education for a Diverse Society, 3 semester credits.**

This course explores identity, culture, and multiculturalism for educators. Special emphasis is placed upon the understanding of race and ethnicity and the interconnectedness of race and ethnicity with other aspects of diversity, including, but not limited to, geographic origin, residency status, language, socioeconomic status, sex, gender identity or expression, sexual orientation, religion, spirituality, age, physical appearance and disability. Students will review cognitive theory for culturally responsive teaching, examine culturally responsive instructional materials, design curricula, and explore effective assessments. Approved by the Nevada Department of Education to meet the Multicultural Pedagogy requirement for re-licensure.

### **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 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.

### **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, A Foreign Language, Music, and Physical Education will be developed as needed or taken from a partnering, regionally accredited institution

Secondary Program Supervisor - Brian Zeiszler

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## ARL Program of Study: Early Childhood Education (PreK-2)

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

### **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 127 Role of Play for Infants and Toddlers, 3 semester credits.**

Study of the role of play as it affects the social, emotional, and physical and intellectual growth and development of infants and toddlers.

### **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 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.

### **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 210 Observation, Documentation, & Assessment of Young Children, 3 semester credits.**

This course focuses on how to observe, document, and assess the growth and development of young children in early care and education settings. Students learn and practice a variety of appropriate observation techniques, documentation methods, and assessment strategies and tools. Students are introduced to the goals, benefits, and uses of assessment for young

children. Confidentiality and assessment partnerships with families and other professionals are also explored. Prerequisite: Must have completed ECE 200, ECE 204, ECE 250, and ECE 251.

### **HDFS 201 Lifespan Human Development 3 semester credits.**

Individual development, roles, and interrelationships within the family system through the lifespan.

### **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 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.

**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](mailto:denise.padilla@gbcnv.edu) Office: 775-327-2135





## ARL Program of Study: Special Education Generalist (K-12)

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

### **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.

### **EDSP 464 Intensification of Instruction through Multi-tiered Systems of Support, 3 semester 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.

Elementary Program Supervisor - Denise Padilla

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