



Online Teacher Education Programs and Competency- Based Learning (CBL)

Bachelor of Arts in Elementary Education



**120 Credits (60 cr. from
Associates)**



**Kindergarten through
8th Grade**



**3-5 Practicum
Placements and a paid
student teaching
internship.**



**Meets all NV licensing
requirements.**



Bachelor of Arts in Secondary Education



120 Credits in biology, English, social studies, or business (60 cr. from Associates)



7th Grade through 12th Grade



3 Practicum Placements and a paid student teaching internship.



Meets all NV licensing requirements.



AA degrees in Fall 2026



Alternative Route to Licensure (ARL) Routes



Elementary



Special Education Generalist



Early Childhood



Secondary



Art



**Biological & Physical
Science**



English



Math



Music



Physical Education



Social Studies



World Language



Endorsements Available



ECE – Birth to Grade 2



ELAD – English Language Acquisition & Development



SPED - Special Education (Generalist K-12)



SEAD – Social Emotional Academic Development



GT – Gifted and Talented



Coming Soon! Trauma-Informed Teaching in partnership with NDE and SB165



Clinical Practice Integration

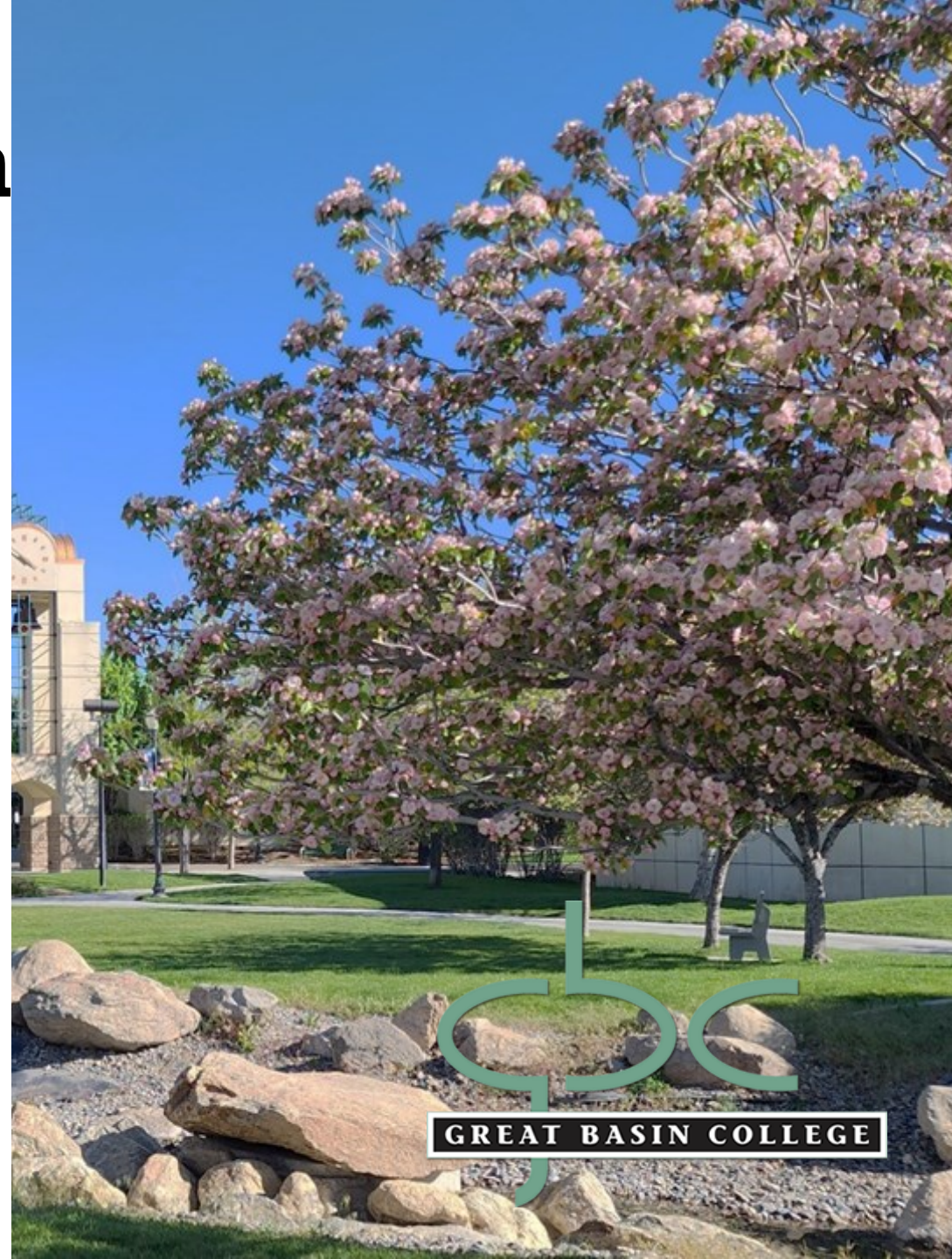
 **Field Experiences I, II, III:**

 **Demonstrate specific competencies outlined in the InTASC standards.**

 **Rubric**

 **Mentor feedback**

 **Simulation use
(SchoolSims)**



Student Teaching Internships



16-week Experiences



**Traditional or Long-term
Subbing**



Residency Model



**Action Research
Capstone Project**



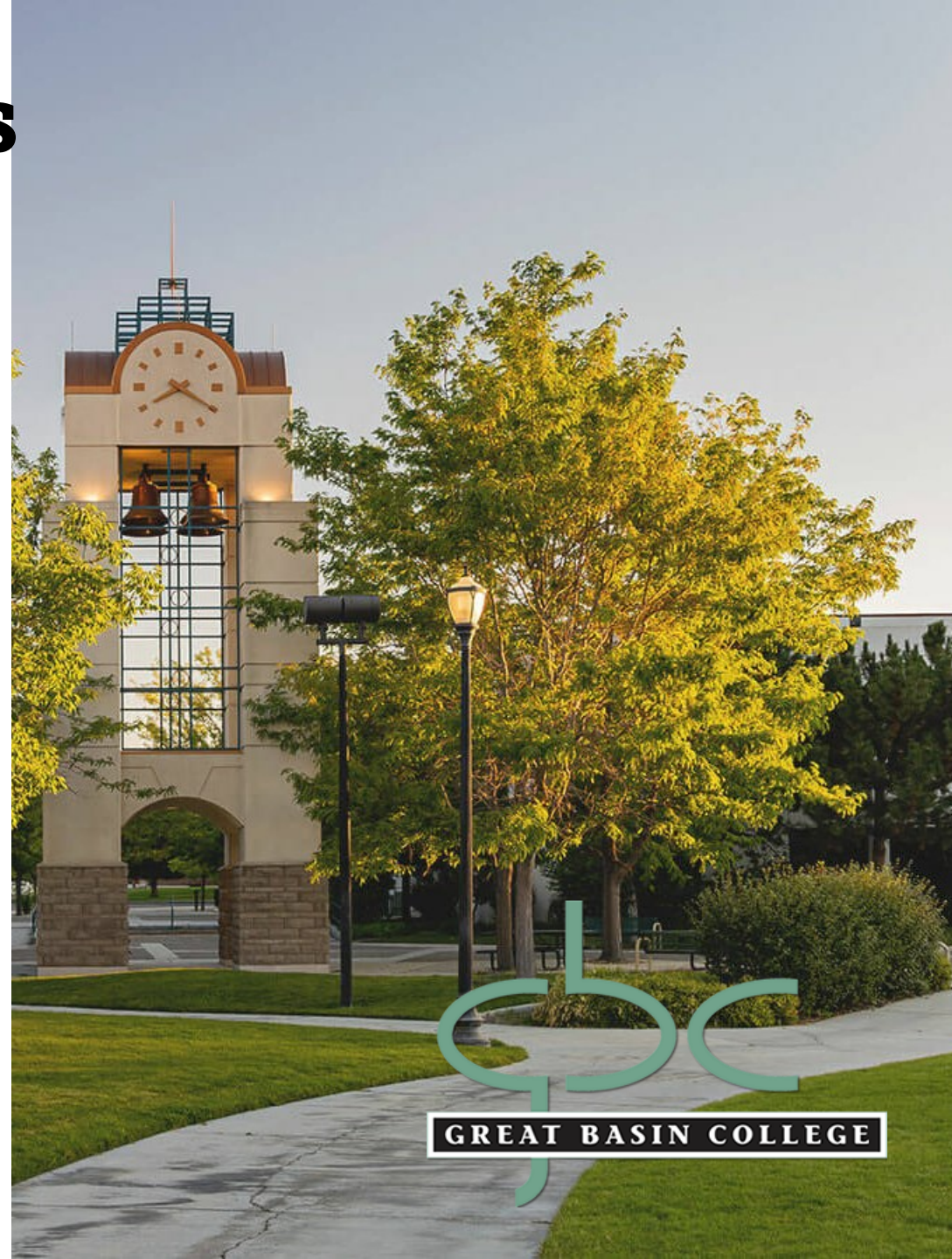
IPT stipend of \$9600



**Midterm and Summative
Assessment**



InTASC rubric



Data systems



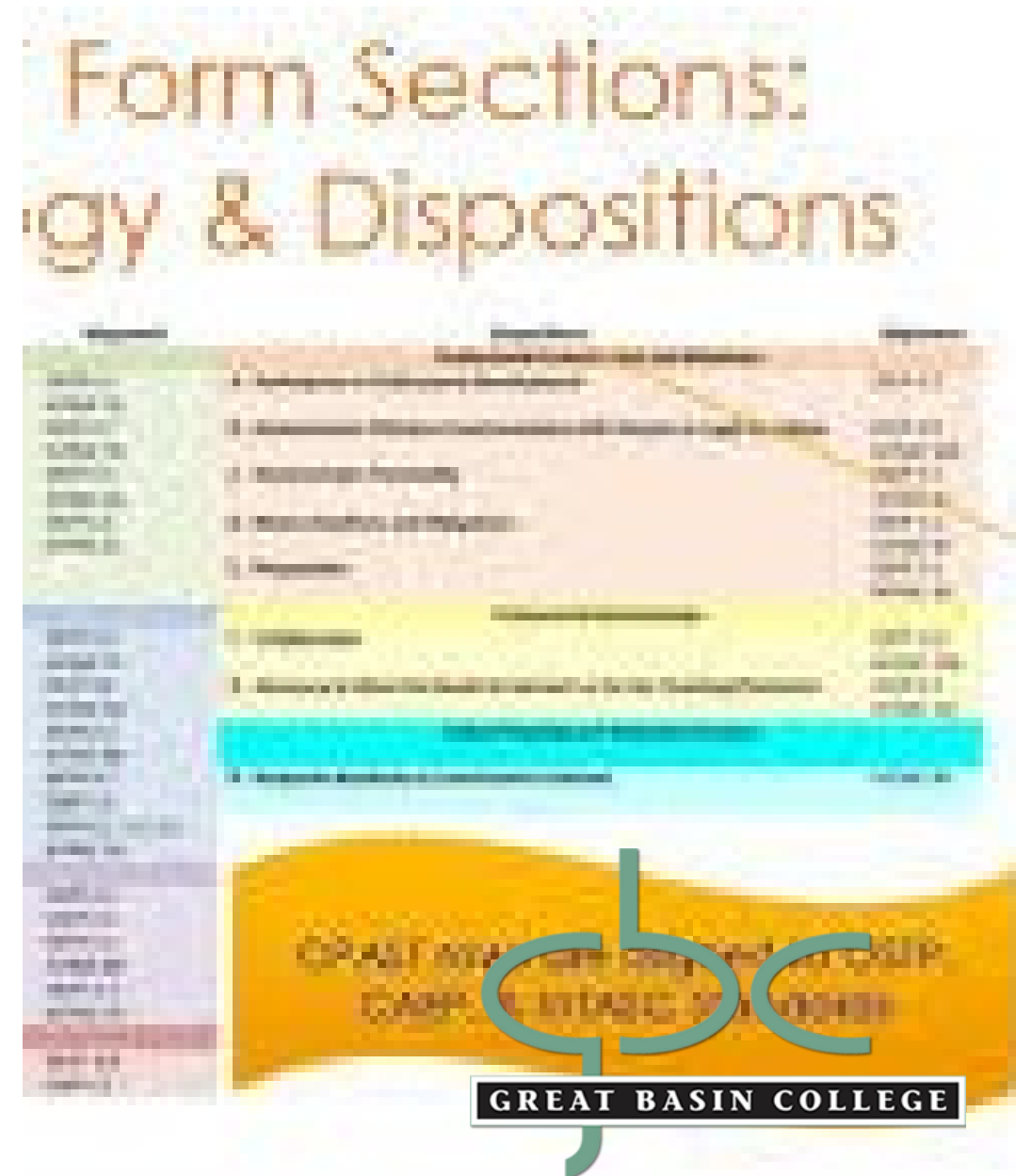
Canvas LMS progress tracking using InTASC standards



Digital Portfolios for Action Research



Ohio State's CFAST program transition



Each row includes detailed descriptors of observable, measurable behaviors to guide scoring decisions

Scale is

0-3



Discernable levels of performance are

italicized



Bold is the row topic



Item	Exceeds Expectations (3 points)	Meets Expectations (2 points)	Emerging (1 point)	Does not meet Expectation (0 points)
J. Data-Guided Instruction InTASC 3d	Uses <u>data-informed decisions</u> (<i>trends and patterns</i>) to set short and long term goals for future instruction and assessment AND Uses <u>contemporary tools</u> for learner data record-keeping and <u>analysis</u>	Uses <i>data-informed decisions</i> to design instruction and assessment AND Uses contemporary tools for learner data record-keeping	Uses <i>minimal data</i> to design instruction and assessment	Does not use data to design instruction and assessment

AAQEP Accreditation, Spring 2028



Continuous Improvement.



Evidence-Based Decisions.



**Review cycles with GBC,
NDE, and NSHE.**



**Collaboration with NSHE
prep programs.**



**Partnership and Impact
Measures.**



**Portrait of a Learner,
Districts and State**





For More Information Contact:

Program Supervisors



Denise Padilla, Elementary

- denise.padilla@gbcnv.edu



Brian Zeiszler, Secondary

- brian.zeiszler@gbcnv.edu

