
Western Governors University



The Western Governors University Institutional Catalog

Disclaimer: All information in this catalog is provided for information purposes only and does not constitute a legal contract between the University and any person or entity unless otherwise specified. Information in this catalog is subject to change without prior notice. Although every reasonable effort is made to present current and accurate information, Western Governors University makes no guarantees of any kind.

Table of Contents

<i>Introduction to the WGU Catalog</i> -----	v
Western Governors University Overview -----	1
Name and Address of the Institution -----	3
Identifying Data (Catalog Number and Publication Date) -----	5
Electronic Table of Contents -----	7
Institutional Owners and Officers -----	9
Faculty Directory -----	11
Institutional Calendar -----	13
Institutional Enrollment Procedures and Entrance Requirements -----	15
Institutional Attendance Policy -----	21
Policy on Satisfactory Academic Progress; Grading System; Reporting Student Progress -----	23
Policy on Student Conduct; Causes for Dismissal; Conditions for Readmission -----	29
Description of Each Program Offered (Objectives, Costs, Length, and Course Requirements) -----	33
Alumni and Career Services -----	163
Description of the Facilities and Equipment Used for Educational Programs -----	165
Policy for Granting Credit for Previous Education, Training, and Experience -----	167
Refund and Cancellation Policy and Procedures -----	169
Student Grievance and Complaint Procedure -----	171
Transferability of Credit; Credit Transfer Limitations -----	175
Access to Electronic and Hard Copy Catalog -----	177
<i>Catalog Exhibits</i> -----	179
Catalog Exhibit A: WGU Faculty Listing -----	A
Catalog Exhibit B: Sample Program Guide Book -----	B
Catalog Exhibit C: Sample Coaching Report -----	C

Introduction to the WGU Catalog

As a wholly online university, Western Governors University (WGU) maintains information on its public Web site (<http://www.wgu.edu>), which serves as its catalog and provides detailed, up-to-date, and accurate information about the University, including program offerings and degrees, admission requirements, tuition and fees, student services, university accreditation, governance, and other critical information for prospective and enrolled students. While continuing to refer to the public Web site as “the catalog,” we publish a printed version to comply with the regulations of those states that require it.

The catalog information is presented in the following format:

Catalog Topic

WGU description or summary of presented information, providing contextual support; these explanations, presented in a textbox, are offered primarily when the WGU online competency-based model and terminology may need clarification.

The Web site hyperlink, where applicable, e.g., <http://www.wgu.edu>; and

The required catalog information copied and pasted directly from the WGU Web site, Student Handbook, Program Guide Books, or other relevant WGU sources.

Together, these topics and source materials constitute the Western Governors University Catalog.

Western Governors University Overview

<http://www.wgu.edu/>

WGU is a fully accredited online university offering online bachelor's and master's degree programs.



- Respected **online** degrees. Earn a degree employers value.
- **Flexible**, online study. You learn when and where it fits your life.
- **Affordable**, lower tuition. WGU is a non-profit online university.
- Benefit from your experience. **Accelerate** your time to complete your degree online.

An Online University with a Mission

WGU is very mission driven. Created to expand access to higher education through online, competency-based degree programs, WGU's mission has remained one of helping hardworking adults meet their educational goals and improve their career opportunities.

To fulfill the mission, the founding governors also insisted that WGU be affordable, flexible, and student-focused. Hence, WGU strives to serve as many students as possible—including minorities, first-generation college students, those with modest incomes, and others whose lives or geographic locations do not allow them to attend traditional, campus-based colleges.

About Our Students

Today's WGU student body is quite diverse. WGU has students in all 50 states and serves active-duty military personnel and their spouses at overseas military installations. The average age of the WGU student is about 36 with an age range from the 20s to the 60s.

WGU students come from urban, suburban, and rural areas. Most are working full-time or part-time jobs while they are students. Most students who are pursuing a bachelor's degree already have some college experience.

Competency-based Education

Colleges and universities traditionally award credit for classroom hours attended, conferring degrees based on students' completion of a certain set of courses for a given number of credit hours. As an online institution that provides its students the convenience of studying and completing coursework outside the classroom, however, WGU offers a competency-based program for completing its degree and certificate requirements. Competency-based programs allow students to demonstrate through assessments that they have acquired the set of competencies (levels of knowledge, skill, or ability) required for a particular degree or certificate. Adult students have often acquired many of the skills necessary for a degree through their life or previous work experience. WGU's competency-based system enables students to employ such previously learned skills in proving their competency.

A team of faculty and other subject-matter experts have identified the required competencies for each degree offered at WGU. Competencies summarize the critical knowledge and skill levels essential for mastery of a particular field.

WGU students demonstrate mastery of competencies by completing assessments. An assessment may be a traditional "test," a project, an essay, or another practical demonstration of a required skill. Therefore, assessments come in many different forms, including:

- Assignments involving problem-solving in science or information technology;
- Computerized math examinations consisting of 50 multiple-choice, matching, and other question types;
- Projects requiring the student to design a lesson plan about American history;
- Reflection essays about case studies; and
- Research papers on particular topics within the student's field.

Each assessment measures knowledge and skill in a given area through an appropriate means, allowing students to prove their competency in that content area.

Assessments at WGU are developed using a rigorous process that conforms to federal guidelines and professional testing standards. This process yields high-quality exams, reliable scores, and supports valid conclusions about each student's level of competence. Students can be confident that all their assessments, whether computerized exams or performance tasks, align to and demonstrate specific competencies in their individual degree programs.

Nationally and Regionally Accredited

Western Governors University is nationally accredited by the Distance Education and Training Council (DETC). WGU is also regionally accredited by the Northwest Commission on Colleges and Universities, one of the major accrediting commissions recognized by the U.S. Department of Education and the Council for Higher Education Accreditation (CHEA).

NCATE Accredited

The WGU Teachers College was the first exclusively online provider of teacher education to receive accreditation from the National Council for the Accreditation of Teacher Education (NCATE). The NCATE accrediting team extensively reviewed the entire WGU Teachers College curriculum to ensure that "candidates have the knowledge and skills to be effective in helping all students learn." NCATE is the premier specialized accrediting body for teacher preparation and is recognized by the U.S. Department of Education. It accredits colleges of education that produce over two-thirds of the nation's new teacher graduates annually. [Read more about the NCATE accreditation.](#)

CCNE Accredited

WGU's nursing degree programs are now accredited by the Commission for Collegiate Nursing Education (CCNE).

CAHIIM Accredited

WGU's health informatics program is now accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM).

Name and Address of the Institution

http://www.wgu.edu/contact_us

Learn more by contacting WGU

Talk to an Enrollment Counselor about WGU Online Degree Programs:

BY PHONE: toll-free 1-866-225-5948 (1-866-CALL-WGU)

Enrollment Counselors are available at the following times:

Monday through Friday 8 am to 8 pm Mountain Time (Except Holidays)

Saturday 8 am to 4 pm Mountain Time

(You can leave a message at any time; calls are returned the next business day)

ONLINE: [Click here to request more information.](#)

For Technical Support or to Contact Student Services:

WGU's IT Service Desk and the Student Services Office are available:

BY PHONE: toll-free 1-877-435-7948

For Technical Support: Option 2

For Student Services: Option 7, then 2

Monday through Friday 6 am to Midnight Mountain Time

Saturday through Sunday 10 am to 7 pm

General contact information:

Western Governors University

4001 South 700 East, Suite 700

Salt Lake City, UT 84107-2533

Local phone: 801-274-3280

Fax: 801-274-3305

Identifying Data (Catalog Number and Publication Date)

Catalog number and publication dates are not applicable to the WGU electronic catalog, which is updated regularly to maintain ongoing Web site accuracy and relevance.

The volume number and publication date for this printed catalog are:

Volume Number: 1.2

Publication Date: January 31, 2011

Electronic Table of Contents

The Web site tabs, menus, and hyperlinks on the public Web site serve as the electronic catalog “table of contents.”

<http://www.wgu.edu/>

The screenshot displays the Western Governors University (WGU) website. At the top left is the WGU logo with the text "WESTERN GOVERNORS UNIVERSITY" and the tagline "ONLINE. ACCELERATED. AFFORDABLE. ACCREDITED." To the right are two yellow buttons: "REQUEST INFO" and "APPLY NOW". Further right is a phone number: "Or call us at: 1.866.225.5948". Below this is a navigation bar with links: "DEGREES & PROGRAMS", "ADMISSIONS", "TUITION & FINANCIAL AID", "ABOUT WGU", and "THE WGU EXPERIENCE".

The main content area is titled "Degrees & Programs" and features a left-hand navigation menu with the following items: "Degrees & Programs", "Teachers College", "College of Business", "College of Information Technology", "College of Health Professions", "Admissions", "Tuition & Financial Aid", "About WGU", "Why WGU", and "The WGU Experience".

The main content area is divided into three columns. The left column is titled "Online degrees designed for busy adults" and contains a paragraph: "Western Governors University is a non-profit online university offering you a convenient, flexible education online. Founded by the governors of 19 U.S. states, WGU offers nationally and regionally accredited online bachelor's and master's degrees specifically designed for working adults like you. You'll discover that WGU gives you an outstanding quality education under the guidance of dedicated mentors." Below this are two sections: "WGU Online Teachers College" and "Online College of Business".

The "WGU Online Teachers College" section lists "Online Teacher Licensure Degree Programs" with a list of programs: "B.A. Interdisciplinary Studies (K-8)", "B.A. Early Childhood Education", "B.A. Mathematics (5-9 or 5-12)", "B.A. Science (5-9)", "B.A. Science (Chemistry, 5-12)", "B.A. Science (Physics, 5-12)", "B.A. Science (Biological Sciences, 5-12)", "B.A. Science (Geosciences, 5-12)", and "B.A. Special Education (K-12)". Below this is "Online Post-Baccalaureate Teacher Licensure Programs".

The "Online College of Business" section lists programs: "B.S. Business Management", "B.S. Business—Human Resource Management", "B.S. Business—Information Technology Management", "B.S. Sales and Sales Management", "B.S. Marketing Management", "B.S. Accounting", "Master of Business Administration (MBA)", "M.B.A. Information Technology Management", and "M.B.A. Healthcare Management".

The right column features a "Request More Info..." section with a photo of a woman and a "CLICK HERE" button. Below this is a section for "NBC Nightly News Reports on WGU." with a small video player showing a news report.

Institutional Owners and Officers

WGU is governed by a Board of Trustees consisting of educators, industry leaders, and state governors. In addition, WGU continues to draw support (although no state funding) from the Governors of the Member States that were instrumental in the founding of WGU.

The About WGU\University Governance menu on the WGU public Web site provides information about the Board of Trustees, including the chairman and directors.

http://www.wgu.edu/about_WGU/governors_industry

<http://www.wgu.edu/wgu/bot>

Board of Trustees

WGU is governed by a board of trustees made up of educators, industry leaders, and governors. As of March 2010, the trustees are:

The Honorable Jim Geringer, Chairman

Director, Policy & Public Sector, ESRI

Governor of Wyoming, 1995-2003

Frank D. Alvarez

President and CEO, The Hispanic Scholarship Fund

Dr. Therese Crane

President, Crane Associates

The Honorable Mitch Daniels

Governor of Indiana

Dr. Emily S. DeRocco

President, The Manufacturing Institute

Senior Vice President, National Association of Manufacturers

Kate Driscoll

Area Vice President, Government, Education and Healthcare, Sun Microsystems

Robert Evanson

Former President, McGraw-Hill Education

Dr. Robert Mendenhall

President, Western Governors University

David E. Simmons

President, Simmons Media Group

Dr. Samuel H. Smith

President Emeritus, Washington State University

Dr. Blenda Wilson

Former President, California State University, Northridge

Faculty Directory

A listing of WGU faculty, including their credentials is found in Catalog Exhibit A: WGU Faculty Listing. Faculty members are also listed in the Student Portal Web site, which cannot be accessed without a student or faculty username and password. We provide the link to this site just to demonstrate how students would access such a list. An excerpt from the Faculty Directory, shown below, provides an example of how faculty and staff listings, as well as faculty biographical information, can be viewed.

http://web3.wgu.edu/wgu/about/faculty_staff_directory.asp.

Faculty/Staff Directory - Teachers College Faculty

4001 South 700 East, Suite 700

Salt Lake City, UT 84107-2533

Fax: 801-274-3305

Phone: 801-274-3280 (unless otherwise noted)

Key extensions: Dial the main office phone number, then the extension number

3103 Technical Support

3104 Financial Aid

3105 Student Accounts (Bursar)

3107 Enrollment

3108 Student Services

3109 Assessment Scheduling

[Administration & IT](#) | [Alumni Services](#) | [Business Faculty](#) | [EWB Faculty](#) | [Health Professions Faculty](#)

[Information Technology Faculty](#) | [Liberal Arts Faculty](#) | [Marketing/Enrollment](#) | [Student & Academic Services](#) | Teachers College Faculty



Conrad Lotze

Program Coordinator, Mathematics

E-mail: clotze@wgu.edu

[Biography](#)

Conrad Lotze is a graduate of the College of William and Mary, West Virginia University, and American University, where he earned his doctorate. His dissertation was entitled "Online Mathematics and Statistics Tutoring: Effectiveness and Implementation Issues." In other words, his research interest clearly dovetails with what WGU does best: combine academic content

available through the Internet with carefully articulated, program-specific competencies. He has presented a variety of seminars on topics related to the online delivery of mathematics, including demonstrating the vast array of mathematics resources available on the Web. In addition, he received two Mellon Grants, as well as software grants from Matlab, NVivo, and Mathematica.

Most recently, Conrad was on the full-time faculty of Towson University in Maryland. He holds Utah teaching certification, including the Mathematics Level 4 Endorsement, and has been an adjunct professor at Westminster College and Salt Lake Community College. His classroom teaching experience includes teaching advanced placement calculus, algebra I and II, pre-calculus, probability and statistics, and pre-algebra to secondary students in Washington, D.C., and Memphis (including service as an eighth grade football coach). His experience also includes a three-year stint in Switzerland where he served as the mathematics department head at the American School of Institut Montana.

Conrad's main interests are in enhancing math teaching and learning through technology, sports, photography, and travel. He is married to a physician and lives on a large farm in West Virginia.

Institutional Calendar

The traditional academic calendar with limited enrollment periods, holidays, and other significant dates is not applicable. In the WGU continuous-enrollment model, new groups of students start every month. Students can access learning resources, schedule assessments, view grader notes, and complete online performance tasks any time day or night, without regard to holidays and other significant dates.

<http://www.wgu.edu/admissions/requirements>

Programs Begin the First of Every Month

Instead of semesters at which time many students begin (or continue) their programs, WGU starts new students at the beginning of each month, which launches a new "term."

A "term" at WGU is six months in length. The six months that make up your term are based on when you begin your program. (For example, if you begin your program March 1st, your first term lasts from March 1st to August 31st. Your second term would begin September 1st.)

Tuition is billed at a flat rate every term. **You pay for the time, not by credit hour or by course.**

Institutional Enrollment Procedures and Entrance Requirements

<http://www.wgu.edu/admissions/requirements>

Student-Focused Admissions

WGU opens its admissions to as many students as possible who have the capacity and determination to complete a rigorous WGU competency-based degree program. The admissions process is designed to help you and the online university reach an informed decision about your likelihood of success.

For your convenience, **WGU starts new groups of students in most degree programs every month.**

Currently, WGU programs do not require a minimum GPA (grade point average) or a specific score on either the SAT or the ACT.

General Admissions Requirements

Undergraduate Programs

[Apply for admission](#)

- Have earned a high school diploma, GED, or provide equivalent
- Submit official transcripts of all prior academic work completed at community colleges, colleges, or universities you've attended
NOTE: If, for some reason, you are unable or do not wish to send prior transcripts, your Enrollment Counselor or Admissions Counselor can counsel you on available options
- You also may need to submit proof of any specific professional certifications. These may help you clear specific degree requirements
- See the Program-Specific Admissions Requirements below for additional admissions requirements
- Complete an Intake Interview with an [Enrollment Counselor](#)

Graduate Programs

[Apply for admission](#)

- Submit an official transcript verifying receipt of your bachelor's degree from a recognized, accredited institution. See [Transferring](#) for additional information about submission deadlines, etc.
- Submit official transcripts for all prior college academic work completed
- Complete an Intake Interview with an [Enrollment Counselor](#)

Program-Specific Admissions Requirements

Many programs have specific admissions requirements. Click on the one of the links below to learn more about these program-specific admissions requirements:

[Teachers College Admissions Requirements](#)

[College of Business Admissions Requirements](#)

[College of Information Technology Admissions Requirements](#)

[College of Health Professions Admissions Requirements](#)

State-Specific Admissions Requirements

Some states have additional requirements that have to be met by WGU students residing in said states.

[Click here to see if your state has any additional requirements for you.](#)

Admissions to our online teaching programs

http://www.wgu.edu/admissions/tc_requirements



Admissions Requirements and Deadlines for the WGU Teachers College

The [WGU Teachers College](#) is a recognized leader in online teacher education with students all over the country. Below are admissions requirements specific to Teachers College programs that are in addition to WGU's [general admissions requirements](#).

Special requirements for programs leading to initial teacher certification

Students who are seeking initial teacher licensure in a bachelor's, post-baccalaureate, or master's program must also pass a state-specific basic skills test for the state in which they live as a prerequisite to [Demonstration Teaching](#) (student teaching). (Registering and paying for the test is the student's responsibility.) This requirement can be met either prior to admission or before beginning the Foundations of Teaching subject area once you are in your WGU program. Other state specifics include:

- **California, Illinois, Michigan, and Texas** - States where WGU students are required to take a state-specific test. (The passing score is identified for each state according to the state's regulations.)
- **Alabama, Arizona, Florida, Massachusetts, New York, and Washington** - States where WGU students can take either the state-specific basic skills test or the Praxis I. (Washington students also have the option to take California's CBEST test.)
- **All other states, the District of Columbia, U.S. territories, and international students** - WGU students are required to take the Praxis I.

WGU's teacher licensure programs also include Demonstration Teaching (student teaching). The following are requirements to be completed prior to entering the classroom for this component of your program:

- Submit to a [criminal background check](#).
- Take the Haberman Online Star Teacher Pre-screener. Teacher candidates scoring in the lowest quartile will be directed to non-certification programs leading to a bachelor's or master's degree without licensure.

[Click here to learn more about becoming a licensed teacher at WGU.](#)

Special requirements for programs leading to endorsement

If you enroll in a program that also includes a special endorsement (for example, the M.A. in Mathematics Education, with an endorsement to teach 5-12 mathematics) and you plan to eventually apply for the endorsement, the following is required of you:

- A copy of a valid teaching license.
- Official transcripts that demonstrate you have earned a bachelor's degree from a recognized accredited university.

An [Enrollment Counselor](#) will instruct you as to when and how to submit your teaching license prior to or during your program. You do not need to submit a copy of your license if you are not seeking the endorsement.

Additional requirements for entry into the [M.S. Educational Leadership program](#)

Prior to entry into the [M.S. Educational Leadership](#), you will be required to submit an essay and Practicum Site agreement. Click on the link below for more information. [Case study and practicum agreement](#).

Steps and Deadlines for Enrollment into a Teachers College Program

Below is the list of steps and their respective deadlines required for enrollment into an online teaching degree program. [Click here if you'd like a print-friendly version](#).

Admissions to our online health professions degree programs

http://www.wgu.edu/admissions/health_requirements



College of Health Professions emphasize mastery of the skills and knowledge that are essential to success. Below are admissions requirements specific to College of Health Professions programs that are in addition to WGU's [general admissions requirements](#).

Special requirements for WGU's B.S. in Nursing or M.S. Nursing (RN to MSN Option) programs

- Must possess an associate's degree or diploma in nursing.
- Must possess a current, unencumbered registered nurse (RN) license.
- Should be working in a position that requires use of nursing knowledge at time of application and enrollment.

Special requirements for WGU's M.S. in Nursing (Education or Leadership and Management) programs

- Must possess a bachelor of science in nursing degree (BSN).

- Must possess a current, unencumbered registered nurse (RN) license.
- Must be actively working as an RN at the time of application and enrollment.

Special requirements for WGU's B.S. Nursing (Prelicensure) Pilot Program

NOTICE: For the 2010 programs, there will be limited clinical opportunities available in select hospitals in Southern California and Texas. Because of limited clinical opportunities, this is a highly selective program. Future expansion is planned in both states and in additional states this year and beyond.

WGU is now opening admissions to aspiring nurses in these select areas who have completed all prerequisites as outlined below. Enrollment into this program is conducted in two phases of admissions: Pre-Nursing Curriculum and the Clinical Nursing Program.

To be considered for enrollment into the Pre-Nursing Curriculum, you must meet the following requirements:

- Possess a current CPR certification at the Healthcare Provider Level.
- Submit at least one letter of recommendation from your current healthcare employer.
- Submit official transcripts from all previous institutions that show:
 - You have earned a bachelor's or associate's degree **AND/OR**
 - You have completed the program admissions prerequisites in Liberal Arts and Sciences and Behavioral Sciences
 - You have completed all nursing-related science prerequisites in:
 - Anatomy and Physiology
 - Microbiology
 - Biochemistry

[Click here to see the specific assessment requirements](#)

Note: Preference will be given those individuals with a prior college degree. All prerequisites must be complete before an application for enrollment can be considered.

For enrollment into the Clinical Nursing Program, you must meet the following requirements:

If you meet the requirements above and wish to be considered for admission into the Clinical Nursing Program, you must be prepared to enroll, complete the Pre-Nursing Curriculum requirements, and apply for admission into the program.

Admission into the Clinical Nursing Program is competitive. Enrollment in the Pre-Nursing Curriculum is NOT a guarantee for admission into the Clinical Nursing Program.

Approximately 60 days after enrollment into the Pre-Nursing Curriculum, if you qualify, you must apply for admission into the Clinical Nursing Program. To be considered for admission, the following support documentation must be provided by you as part of the application process:

- Proof of health insurance.
- Proof of student malpractice insurance (usually a modest \$29/year cost).
- Proof of successfully passing of a criminal background check*.
- Proof of successfully passing a urine drug test*.
- Proof of successfully passing a physical exam*.
- Proof of completing the Emotional Intelligence (EQ) Test and demonstrating the attributes of a successful nurse*.
- Proof of a current immunization record and current negative TB test. [Click here to see what immunizations are required of you.](#)
- Proof of meeting the specific physical requirements in accordance with the core performance standards of the nursing profession. [Click here to see examples of physical requirements.](#)
- Proof of passing WGU's foundational nursing skills performance assessment.

- A letter of intent (no more than two pages) describing your prior experiences and reasons for pursuing a career in nursing.
- Participation in an interview with nursing department representatives.

* Note: Starred items are required to be completed *no sooner than 90 days prior* to beginning the clinical portions of this program.

Note: There are no special admissions requirements for entry into the B.S. Health Informatics degree program.

Steps and Deadlines for Enrollment into a Health Profession Program

Below is the list of steps and their respective deadlines required for enrollment into an online healthcare degree program. [Click here if you'd like a print-friendly version.](#)

Apply for admission and pay the application fee

You may [apply for admission](#) at any time once you're ready. The application fee is \$65. You can pay online using a credit card, mailing a check, or calling the Bursar's Office at 1-877-435-7948, ext. 3105. You must pay the application fee for your application to be fully processed.

Admissions to our online business degree programs

http://www.wgu.edu/admissions/business_requirements



Admissions Requirements and Deadlines for the College of Business

Degrees from the [College of Business](#) emphasize mastery of the skills and knowledge that are essential for continued advancement. Below are admissions requirements specific to College of Business programs that are in addition to WGU's [general admissions requirements](#).

Special requirements for WGU's MBA programs

- Submit a transcript verifying receipt of your bachelor's degree from a recognized accredited institution.
- Submit a resume demonstrating at least three years of significant experience in business, industry, or a non-profit organization.

Note: There are no special admissions requirements for entry into a bachelor's level business degree program.

Admissions to our online IT degree programs

http://www.wgu.edu/admissions/it_requirements



Admissions Requirements and Deadlines for the College of Information Technology

Degrees from the [College of Information Technology](#) incorporate up to 10 respected industry certifications. Below are admissions requirements specific to College of Information Technology programs that are in addition to WGU's [general admissions requirements](#).

Special requirements for WGU's IT programs

- Submit verification of any IT certifications received through prior academic and work experience.

Note: There are no other special admissions requirements for entry into an IT degree program. You do not have to possess IT certifications to be admitted.

Institutional Attendance Policy

WGU does not have an institutional attendance policy. Progress is governed, not by classes, but by satisfactory completion of challenging assessments that demonstrate mastery of the required competencies. Students engage in a variety of learning resources to build competency and prepare for the assessments. In most cases, these learning materials are independent learning resources such as textbooks, e-learning modules, study guides, simulations, virtual labs, and tutorials, none of which require attendance. Therefore, interruption for unsatisfactory attendance and readmission conditions is not relevant.

http://www.wgu.edu/about_WGU/WGU_different

We Let You Choose When and Where You Study

Online learning "WGU style" is quite flexible, even compared to other online universities. Your program is personalized to your schedule in several ways, providing you the flexibility you need to be successful in all areas of your life, not just in school.

In fact, many of our graduates have commented on how nice it was to work their education around their jobs and family, not the other way around.

<http://www.wgu.edu/student-experience/life>

How Our Competency-based Approach Works for You

Success in your career is based on what you know and what you can do. With WGU's competency-based approach to education, success in your degree program will be similar.

As a student, you will demonstrate your mastery of the necessary competencies by completing challenging assessments. An assessment may be a traditional "test", a project, an essay, or another practical demonstration of a required skill.

You won't just be competent in your field; you'll also be a well-rounded, competent communicator and problem-solver prepared to take on life's challenges.

Your Advantage in Competency-Based Education Relevant to Your Career

Our approach allows you to leverage the skills and knowledge you've already acquired through job experience and prior college to your benefit. Since we don't ask you to attend class but rather require completion of challenging assessments, as soon as you feel ready, you'll be able to do just that.

The faster you can complete your assessments, the faster you'll graduate. And since you pay for time instead of credits with tuition, the less time it takes you to graduate, the more money you'll save.

Your Personal Academic Action Plan

Your Academic Action Plan (AAP) serves as your blueprint for completion of your degree program requirements. You will develop your AAP in close coordination with your mentor.

How Your AAP Works

For your program, the essential skills and knowledge a highly competent graduate needs to possess for career success have been carefully identified and selected.

Your AAP "maps out" the learning resources and assessments you need in your program based upon the skills you already have and those you need to develop. Here's what your AAP takes into account:

- Your Existing Competencies – The skills and knowledge you already possess coming into your program.
- Learning Resources – The online courses, tutorials, textbooks, and other learning materials you'll use to prepare for WGU assessments.
- WGU Assessments – Tests and assignments that measure your competence.

Your AAP details all of your program requirements, including:

- Details of your term (the amount of time you have to complete a required number of assessments)
- Assessment type, status, and associated learning resources
- Required completion dates (deadlines you set within proper guidelines for completing assessments)

What you'll use to learn

As a WGU student, you'll use a variety of learning resources to acquire the skills and knowledge you need to complete your assessments. These learning resources come in a variety of forms, including:

- Textbooks
- Web-based tutorials
- Simulations
- Online classes

The majority of these learning resources are included in the cost of tuition. (Textbooks are not included.)

WGU Bookstore

WGU operates an online bookstore through EdMap that contains all of the required texts for your assessments. Books are competitively priced and, in some cases, can be purchased in an "eText" form at a significant discount.

Online Learning Resources

WGU also provides online learning resources, such as online courses and web-based tutorials through affiliations with third-party education providers.

Policy on Satisfactory Academic Progress; Grading System; Reporting Student Progress

The electronic catalog and all WGU Program Guide Books, which can be downloaded from the Web site or requested in print copy, describe the University's policy on satisfactory academic progress.

It is important to note that WGU assigns competency units (CUs) to each assessment in order to track academic progress. One CU is the equivalent of one semester hour of learning in the traditional university. This equivalency has been accepted by our national, regional, and professional accreditors; by other universities for credit transfer; and by states for authorization and program approval. Students demonstrate mastery of their program's required knowledge, skills, and performance tasks—and thereby earn CUs—by passing assessments.

Within each program description on the WGU Web site is a link to the Program Guide Book, which, among other information, contains a definition of units of credit. (Refer to Catalog Exhibit B: Sample Program Guide Book.)

http://www.wgu.edu/tuition_financial_aid/sap_policy.

Tuition and financial aid

Satisfactory Academic Progress Policy

Satisfactory academic progress (SAP) is a measure of student progress toward the completion of a degree or certificate program. SAP is a quantitative measure based on the number of competency units a student completed divided by the total number of units for which a student enrolled cumulatively over the student's academic career at WGU. It is an academic success indicator and a financial aid requirement. *Federal regulations require that all students who receive financial aid maintain satisfactory academic progress.*

Students receive a mark of Pass or Not Passed on their permanent academic record for any courses of study for which they enroll in a term, regardless of whether they attempt an assessment. A grade of Pass indicates that the student has demonstrated competency at a grade equivalent of "B" or better. Grades of Not Passed are counted as units that are failed and are counted against satisfactory academic progress.

Maintaining Satisfactory Academic Progress

SAP is evaluated at the end of every term and at the time of a withdrawal from the university. To maintain good standing for SAP, students must achieve an overall minimum cumulative pass rate of 66.67% for all competency units for which they enrolled. Students are prohibited from receiving federal financial aid for more than 150% of the number of competency units required in their current academic program including transferred and all WGU enrolled units. A change in program will not affect a student's SAP standing. Students who are requesting re-entry into the university will return with the SAP status calculated at the time of withdrawal. Students requesting admission into a new degree program after graduation will begin as a first term student with a new SAP history.

Students who fail to maintain SAP are placed on probation and may be suspended from federal financial aid eligibility according to the following criteria:

First Term Students*:

- First term students who complete fewer than three competency units are automatically suspended from federal financial aid.

- First term students who complete at least three competency units but fail to complete the 66.67 percent required for good standing for SAP are placed on probation for the following term and remain eligible for federal financial aid.

*Note: First term students include WGU graduates in the first term of additional degree or certificate programs.

Continuing Students:*

- Continuing students who begin a term in good standing whose cumulative SAP falls below 66.67 percent are placed on probation for the following term however they remain eligible for federal financial aid.
- Students in a probationary term who achieve a cumulative completion rate of at least a 66.67% are returned to good academic standing.
- Students in a probationary term who complete 100 percent of their enrolled units for the term and with a cumulative completion rate below 66.67 percent remain eligible for financial aid and remain on probation.
- Students in a probationary term who complete fewer than 100 percent of their enrolled units for the term with cumulative completion rates below 66.67 percent are *suspended from federal financial aid eligibility*.

*Note: Continuing students are those that are enrolled beyond the first term in or certificate programs.

Students who are suspended from financial aid eligibility may continue their studies at WGU but are required to self-pay and make payment arrangements through the Bursar's office. In the case of extenuating circumstances, students may appeal their suspension status to the Financial Aid Appeals Committee.

Scholarship and Grant Recipients

Most scholarships and grants do not allow for a probationary term. Failure to meet SAP in any given term can result in suspension of scholarship or grant funds. Please refer to your scholarship or grant materials or contact the scholarship department at scholarships@wgu.edu for additional information.

Financial Aid Appeal for SAP

Students who are suspended from financial aid eligibility for not meeting satisfactory academic progress (SAP) and who have extenuating circumstances may appeal to reestablish their eligibility. Students who wish to make an appeal must be current on all financial obligations. Students may not use financial aid to make retroactive tuition and fee(s) payments.

The appeal must be based on extenuating circumstances that prevented a student from meeting the requirements of the satisfactory academic progress policy. Extenuating circumstances must have occurred within the past 12 months of enrollment. Circumstances may include extreme medical issues, a death in the immediate family, employment related hardship, military mobilization, and/or extreme personal problems. As part of the appeal, the student must submit the following:

- [Appeal Form](#)
- Signed Dated Letter (please refer to the form for further instructions)
- Supporting Documentation

Submit appeal documentation to Western Governors University, Financial Aid, 4001 South 700 East, Suite 700, Salt Lake City, UT 84107-2533 email finaid@wgu.edu or FAX to 801-907-7727. The Financial Aid Appeal Committee will evaluate the merits of the appeal by reviewing the documentation submitted as well as the student's previous academic performance at WGU. The committee may request additional information or documentation as needed and will advise the student of the final determination. A student who wishes to appeal the decision made by the Financial Aid Appeal Committee must submit in writing a short summary of the appeal to the Director of Financial Aid within five (5) working days of the

committee's decision. Submit information to the financial aid office Attention: Director of Financial Aid. The decision of the Director of Financial Aid is final.

Financial Aid Reinstatement

Students suspended from financial aid may seek reinstatement once they meet the following eligibility requirements:

- Successfully complete competency units so that cumulative SAP is at least 66.67%.
- Have fulfilled all payment arrangements with the Bursar's office.
- Apply for reinstatement by submitting a request to the Financial Aid Appeals Committee.

The WGU Grading System

Students are introduced to the grading system during their introductory *Education Without Boundaries* course of study, the only "course" taught by WGU faculty. The grading system is also described in the Program Guide Books that are sent to each applicant and student. (Refer to Catalog Exhibit B: Sample Program Guide Book.) The information below is excerpted from the WGU Student Handbook.

www.wgu.edu/sh

WGU supports competency-based education. WGU, as a competency-based university, defines competency as the ability to perform a job/role to defined, established standards in the real world. In other words, a graduate who possesses the knowledge, skills and abilities needed to be successful on the first day at work is deemed competent. Thus, competent graduates are those who are conversant with the content of the domains of knowledge and skill of their particular degree program and are ready to succeed in the working world. Psychometricians at WGU have translated competency into proactive assessment development processes and procedures to ensure passing scores are consistent with our intended interpretation. With "C" being a minimal level, and thus one not assuring competency, WGU equates competency with the grade level of -B."

We set passing standards (cut scores) for our competency exams using the Modified Angoff approach. We use the Modified Angoff approach because it is a standardized method for setting passing standards that meets all applicable national testing standards for fairness, is consistent with the type of scoring interpretations we use at WGU, and meets legal defensibility requirements. In this method, we organize workshops of Subject Matter Experts (SME) who know about the content of the exam and are familiar with first-day-on-the-job practitioners in the given field(s). During the workshop these SME judges determine the difficulty of each test item, i.e., the proportion of competent graduates who would correctly answer each test item. Standard setting judges are taught to visualize a group of competent graduates— analogous to those with a B average. By way of comparison, we contrast this group with a "minimally qualified" person who may (or may not) succeed on their first day at work (a C student) and an experienced or expert worker (an A student). In this way, our competency exam passing standards (cut scores) can be interpreted as the score that would be achieved by competent graduates—those who would likely finish a traditional program with a "B" average.

We set standards for Performance Task, laboratory, observation, clinical, and portfolio assessments using the -B" grade analogy above. Passing for these assessments is always set such that candidates must score at the level of -3" on a four-point scale, or the equivalent.

Transcripts include four possible marks:

Pass: Certifies successful completion of a course of study. The student has demonstrated the required competencies by passing the final assessment with a grade equivalent of B or better or 3.00 grade points on a 4.00 scale.

Not Passed: Indicates that a student failed to complete a course of study in the time allotted. To meet program requirements, the student generally re-enrolls for the course of study in a subsequent term.

Transfer: Signifies that the student has completed equivalent work at another regionally or nationally accredited institution.

Withdrawn: Represents that the student was withdrawn from the university or course before term completion.

The University does not calculate a grade point average (GPA).

One competency unit is the equivalent of one semester hour credit of learning in traditional grading systems.

Grades are transcribed upon completion of a course of study, but courses of study in progress will not show on the transcript until the end of a term.

Progress Reporting

Two key components of progress reporting at WGU are (1) the personalized Academic Action Plan (AAP), and (2) the coaching report. Additionally, WGU's mentoring approach is a powerful component of both the WGU educational experience and student progress management. Each newly enrolled student is assigned a mentor who will partner with the student throughout his/her education. The mentor serves as an academic advisor, coach, and a friendly supporter of the student's ultimate success. The student and mentor interact closely on a regular basis via phone, email, and web conferencing. Together, they develop a personalized AAP that's consistent with the student's academic background and career experience, comfort with independent learning, and the amount of time available commit to studies. The AAP becomes the student's "road map" to success. The mentor uses the AAP to determine the most appropriate learning resources based on the student's background, strengths, and weaknesses, help the student stay on track, and determine when s/he is ready for the required assessments.

The second component—the Coaching Report—provides feedback on objective tests to students and their mentors. Its purpose is twofold: to help students identify areas of strength and areas for development; and to provide useful information for mentor use in supporting student progress.

Immediately below is Web site information with a sample AAP, as well as an explanation of Academic Activity Verification (AAV) and Required Completion Dates (RCD). Following that is an excerpt from an announcement of recent enhancements to the coaching report. (Refer to Catalog Exhibit C: Sample Coaching Report.)

Your Personal Academic Action Plan

Your Academic Action Plan (AAP) serves as your blueprint for your degree completion requirements. You access your AAP through the WGU Student Portal.

How Your AAP Works

For your program, the essential skills and knowledge that a highly competent graduate needs to possess for career success have been carefully identified and selected.

Your AAP "maps out" the [learning resources](#) and [assessments](#) you need in your program based upon the skills you already have and those you need to develop. Here's what your AAP takes into account:

- Your Existing Competencies – The skills and knowledge you already possess coming into your program.
- [Learning Resources](#) – The online courses, study guides, textbooks, and other learning materials you'll use to complete WGU assessments.
- WGU Assessments – Tests and assignments that measure your competence.

[Click here to see an image example of a list of competencies covered in an assessment.](#)

Your AAP details all of your program requirements, including:

- Details of your term
- Assessment type, status, and associated [learning resources](#)
- Access to pre-assessments (described in more detail in [Completing Your Assessments](#))
- Required completion dates (explained below)
- All of these will be described in detail by [your mentor](#) and established during the first few weeks of your program.

Sample AAP

Emma Test Student				Competency Units			
Student ID	000067826	Program Start Date	09/01/2009	Enrolled	Completed	%	
Current Term	1 (09/01/2009 - 02/28/2010)	Projected Graduation Date	June 2012	Current Term SAP	13	6	46.15
Program	Bachelor of Science, Business Management			Cumulative SAP	13	6	46.15
Mentor	Test Mentor testmentor@wgu.edu (877) 435-7948 xXXXX						

Course Details									
Term	Course Code	Course Details	Competency Units	Assessment Preparation	Course of Study	Assessment Type	Assessment Status	Assessment Scheduled Date	Required Completion Date
1	LAC1	Language and Communication: Foundations	2	Pre-Assessment	View	Objective Assessment	Not Attempted	SCHEDULE NOW →	10/09/2009
1	LAE1	Language and Communication: Essay	2		View	Performance Assessment	Not Attempted	SCHEDULE NOW →	10/30/2009
1	LUT1	Language and Communication Presentation	2		View	Performance Assessment	Not Attempted	SCHEDULE NOW →	12/04/2009

Academic Activity Verification (AAV)

Academic Activity Verification (AAV) is the process of verifying that you are enrolled for the term of study. During AAV, you and [your mentor](#) will map out which assessments you will complete and the timeframe in which you will do so by established required completion dates (explained below). Terms are six months in length. Your mentor will schedule at least the minimum number of competency units required for full-time enrollment (12 units for undergraduate students; 8 units for graduate students). Your Satisfactory Academic Progress is based on how you "set AAV" each term.

Required Completion Dates (RCDs)

Required Completion Date (RCD) is the date that you and [your mentor](#) determine during AAV to be the date by which you intend to successfully [complete a particular assessment](#). It is a target date that cannot be adjusted later. Many students choose to complete assessments before the RCD. The goal of RCDs is to keep you on track for successful completion of your degree program. [Your mentor](#) will describe the policy in further detail during your introductory calls.

From the Coaching Report announcement to students:

All WGU-owned pre-assessments will be delivered in a new delivery system called WebAssessor, which will be fully integrated into student AAPs. Students will access the pre-assessments directly from their AAP, the pre-assessments will be timed, and the number of attempts on pre-assessments will be limited to three or until passed. Students will be required to refer for each attempt on a pre-assessment. New Coaching Reports will be available for all pre-assessments and competency exams taken after the launch date. Results from exams taken prior to the launch date will remain in the older format. The new Coaching Reports will be available to both students and mentors, and will be aligned directly to the course of study for that assessment.

Policy on Student Conduct; Causes for Dismissal; Conditions for Readmission

The University publishes its policy on student conduct and conditions of dismissal in the online student handbook under Rights and Responsibilities. (Refer to the Rights and Responsibilities Table of Contents below.)

A link to the Student Handbook, which is also available to students via the password-secured WGU Student Portal, is provided below, along with links to each major topic in the Handbook. An excerpt from one of the key elements of student conduct and conditions for dismissal—Academic Authenticity—follows the Rights and Responsibilities Table of Contents.

Student Handbook

www.wgu.edu/sh

[WGU Student Services](#)

-  [About WGU](#)
-  [Academic Requirements](#)
-  [Admission](#)
-  [Alumni Services](#)
-  [Assessment](#)
-  [Career Services](#)
-  [Communication](#)
-  [Financial Services](#)
-  [Information Technology \(IT\)](#)
-  [Learning Resources](#)
-  [Records and Transcripts](#)
-  [Registration and Withdrawal](#)
-  [Rights and Responsibilities](#)
-  [FAQs](#)
-  [TC Licensure & Certification](#)
-  [TC Field Experiences \(PCE & DT\)](#)
-  [TC Supervision Teacher Candidates](#)
-  [TC Mentor Questions and Answers](#)
-  [Nursing Student Handbook](#)

Rights and Responsibilities

[Article](#)

[Academic Authenticity](#)

[Code of Student Conduct](#)

[Disclaimer Notice](#)

[Family Educational Rights and Privacy Act \(FERPA\)](#)

[Grievance and Complaint Procedure](#)

[Military Mobilization](#)

[Notice of Nondiscrimination/Equal Opportunity Statement](#)

[Opportunities for Student Input and Feedback](#)

[Students with Disabilities Policies and Procedures](#)

[Substance Abuse Prevention](#)

Academic Authenticity

1. WGU holds, as a core value, that the respect for ideas and intellectual property rights is a critical value in academic communities. All members of the University community share responsibility in ensuring that the authentic expression of those ideas is observed.

2. The expression of authentic ideas is observed when (a) a person credits or documents the use of the unique ideas or words of another (in speech or in writing), and (b) a person refuses to submit or assist someone else in submitting work prepared by another.

3. WGU Student Commitment: WGU students will indicate their commitment to Academic Authenticity when taking assessments or submitting documents for assessment, as established by the Director of Assessment, by signing their names to the following statement during Education Without Boundaries:

—THIS SUBMISSION IS THE RESULT OF MY OWN PREPARATION AND COMPLETION AND NOT ANOTHER’S.”

4. All assignments submitted and all assessments taken by a student shall be solely performed by the student, except where assessment protocol indicates that the student may work with another or others.

5. Students may not submit work that is plagiarized (representing the work of another as one’s own) or that otherwise violates the copyright laws of the United States of America.

6. Cheating is also a violation of this policy. Cheating is defined as taking unfair advantage for the purpose of completing assignments, assessments, or related activities.

7. Alleged violations of the University’s policy on Academic Authenticity are reviewed and initially adjudicated by Assessment Staff. The following guidelines are employed:

- When it appears that plagiarism was due to a "lack of skill" (30-50% plagiarized, citations inconsistent), an email is sent to the mentor asking them to make sure the student understands all the rules that apply to plagiarism.
- A caution is given at a first offense when there is less than 75% quoted material, and citations are present but not consistent, or three minor offenses have been received from that student.
- A warning is given at a first offense when there is greater than 75%, or none of the quoted material is cited. It is also given after a second offense.
- A probation notice is given after a warning has been given.
- The case is referred to the Academic Standards Committee if there is another occurrence.

8. The Academic Standards Committee may choose to continue the student on probation or suspend the student. Suspension must be for a minimum of six months and requires application for readmission. Any subsequent violation of Academic Authenticity for students previously on suspension results in permanent dismissal from the University. The Committee may make other reasonable requirements of the student such as participating in a writing course or a plagiarism remediation program. The judgments of the Academic Standards Committee may be appealed to the Provost, whose decisions are final in these matters.

9. The Academic Standards Committee consists of an experienced mentor from each academic area (Business, Health Professions, Information Technology, and Teachers College). The members select a chair from among their members. Members are appointed by the appropriate Director/Dean and serve open ended terms. The Director of Assessment and the Director of Student Success serve as ex officio members of the Committee.

Description of Each Program Offered (Objectives, Costs, Length, and Course Requirements)

This section contains the following information:

1. The **URL** for the WGU public Web site listing of online degree programs. WGU's public Web site provides access to a description of every degree program offered by the University, and each description includes the requirements to be met for satisfactory completion.
2. **Individual program offerings** listed by college; each listing includes a hyperlink to the program description on the Web site, an overview of the program, and the program's standard path. The standard path outlines degree requirements (assessments and associated courses of study), the order in which requirements should be completed, and the associated competency units (credits) by term.
3. **Tuition and fees information for all programs.** WGU charges tuition at a flat rate every term. Special fees apply to select programs.
4. **Courses of Study.** A WGU Course of Study (COS) is an organized learning resource, comparable to a traditional course syllabus, and containing a week-by-week pacing component with a focus on helping students navigate independent learning resources in an efficient way. Each assessment in the standard path has a related COS to guide students in acquiring the skills, knowledge, and abilities needed to pass the assessment.

Information provided for each COS includes: the Assessment/Course of Study Code; the Course of Study Name; and the competency unit(s) earned when the assessment is passed. Example: **BAC1 – Foundations of College Mathematics (2)**. Refer to the standard path codes for any program of interest to determine which Courses of Study apply to that program.

WGU public Web site link to all programs

http://www.wgu.edu/degrees_and_programs

Program Offerings by College

WGU Online Teachers College

Online Teacher Licensure Degree Programs

[B.A. Interdisciplinary Studies \(K-8\)](#)

Bachelor of Arts in Interdisciplinary Studies for Prospective K–8 Teachers

The Bachelor of Arts in Interdisciplinary Studies (K–8) is a competency-based program that enables teacher candidates to earn a Bachelor of Arts degree and a K–8 teaching certificate online (except for the in-classroom component demonstration teaching, and options for in-classroom field experiences prior to demonstration teaching). This program consists of four balanced areas of study (domains), competency-based assessments, and the creation of a professional portfolio. This program includes a supervised teaching practicum in a real classroom and thus prepares students for initial teacher licensure.

STANDARD PATH FOR BACHELOR OF ARTS IN INTERDISCIPLINARY STUDIES

Code	Assessment	CU	Term
EWB2	Education Without Boundaries	2	1
BAC1	Foundations of College Mathematics	2	1
BBC1	Communications Foundations	2	1
LAE1	Language and Communication: Essay	2	1
LAT1	Language and Communication: Research	2	1
LUT1	Language and Communication: Presentation	2	1
BCC1	Health, Fitness and Wellness	4	2
SSC1	General Education Social Science	1	2
SST1	General Education Social Science: Analysis and Applications	2	2
INC1	Integrated Natural Sciences	4	2
INT1	Integrated Natural Sciences Applications	4	2
IWC1	Literature, Arts and the Humanities	2	3
IWT1	Literature, Arts and the Humanities: Analysis and Interpretation	2	3
AZC1	United States Constitution	1	3
GKE1	Themes in U.S. and World History	1	3
GKT1	Applications in U.S. and World History	1	3
QLC1	Quantitative Literacy: College Algebra, Measurement and Geometry	3	3
QMC1	Quantitative Literacy: Statistics, Probability and Problem Solving	3	3
QLT1	Quantitative Literacy: Quantitative Problem Solving and Applications	3	4
LCC1	Survey of Literature	3	4
LCT1	Survey of Literature: Analysis and Interpretation	3	4
CLC1	Reasoning and Problem Solving	3	4
FST4	Schools and Society	3	5

Code	Assessment	CU	Term
FHT4	Human Development and Learning	3	5
FDT4	Diversity and Inclusion	3	5
FCT4	Classroom Management	3	5
FTT4	Testing	3	6
FTC4	Foundations of Teaching Practice Integration	6	6
EIT4	Instructional Planning and Strategies	3	6
ETT4	Instructional Presentation and Follow-Up	6	7
EIO4	Instructional Planning, Strategies and Presentation Integration	3	7
EAT1	Literacy and Elementary Reading	3	7
ELT1	Literacy and Elementary Language Arts and Handwriting	2	8
EFT4	Specific Teaching Practices: Math and Science	3	8
EHT4	Specific Teaching Practices: Health, VPA and Social Studies	3	8
ELO4	Specific Teaching Practices: Elementary Education Integration	3	8
DCS4	Cohort Seminar	3	8
STT1	Supervised Teaching Practicum, Observations 1 and 2	3	9
SUT1	Supervised Teaching Practicum, Observation 3 and Midterm	3	9
SVT1	Supervised Teaching Practicum, Observations 4 and 5	3	9
SWT1	Supervised Teaching Practicum, Observation 6 and Final	3	9
POP4	Professional Portfolio	6	10

[B.A. Early Childhood Education](#)

Bachelor of Arts in Early Childhood Education for Prospective Teachers, Administrators, and Caretakers Working with Young Children from Birth to Third Grade

The Bachelor of Arts in Early Childhood Education (Birth–Grade 3) is a competency-based program that enables teacher candidates to earn a Bachelor of Arts degree and an Early Childhood teaching certificate online (except for the in-classroom component Demonstration Teaching, and options for in-classroom field experiences prior to Demonstration Teaching). This program consists of five balanced areas of study (domains), competency-based assessments, and a cohort seminar. It includes a supervised teaching practicum in a real classroom and thus prepares students for initial teacher licensure.

STANDARD PATH FOR BACHELOR OF ARTS IN EARLY CHILDHOOD EDUCATION

Code	Assessment	CU	Term
EWB2	Education Without Boundaries	2	1
BAC1	Foundations of College Mathematics	2	1
BBC1	Communications Foundations	2	1
LAE1	Language and Communication: Essay	2	1
LAT1	Language and Communication: Research	2	1

Code	Assessment	CU	Term
LUT1	Language and Communication: Presentation	2	1
BCC1	Health, Fitness and Wellness	4	2
SSC1	General Education Social Science	1	2
SST1	General Education Social Science: Analysis and Applications	2	2
INC1	Integrated Natural Sciences	4	2
INT1	Integrated Natural Sciences Applications	4	3
IWC1	Literature, Arts and the Humanities	2	3
IWT1	Literature, Arts and the Humanities: Analysis and Interpretation	2	3
AZC1	United States Constitution	1	3
GKE1	Themes in U.S. and World History	1	3
GKT1	Applications in U.S. and World History	1	3
QLC1	Quantitative Literacy: College Algebra, Measurement and Geometry	3	3
QMC1	Quantitative Literacy: Statistics, Probability and Problem Solving	3	4
QLT1	Quantitative Literacy: Quantitative Problem Solving and Applications	3	4
LCC1	Survey of Literature	3	4
LCT1	Survey of Literature: Analysis and Interpretation	3	4
CLC1	Reasoning and Problem Solving	3	5
EEC1	Promoting Development and Learning in Early Childhood Education	2	5
EET1	Promoting Development and Learning in Early Childhood Application	3	5
EMC1	Professional Practice in Early Childhood Education Integration	3	5
EMT1	Professional Practice in Early Childhood Education Application	2	5
EKC1	Observation and Assessment Integration	3	6
HJT1	Observation and Assessment Application	2	6
AHC1	Contexts of Learning Integration	4	6
AHT1	Contexts of Learning Application	4	6
EIO4	Instructional Planning, Strategies and Presentation Integration	3	7
EIT4	Instructional Planning and Strategies	3	7
ETT4	Instructional Presentation and Follow-Up	6	7
AUC1	Teaching and Learning: Literacy Integration	4	8
AUT1	Teaching and Learning: Literacy Application	3	8
AVC1	Teaching and Learning: Early Childhood Math and Science Integration	2	8
AVT1	Teaching and Learning: Early Childhood Math and Science Application	2	8
AXC1	Teaching and Learning: ECE: The Arts, Movement, Health and Social Science Integration	2	8
AXT1	Teaching and Learning: ECE: The Arts, Movement, Health and Social Science Application	2	9
AIA1	Pre-clinical Experiences	3	9
FVA1	Supervised Teaching Practicum, Observations 1 and 2	3	9
FVA3	Supervised Teaching Practicum, Observation 3 and Midterm	3	9
FVA5	Supervised Teaching Practicum, Observations 4 and 5	3	9
FVA7	Supervised Teaching Practicum, Observation 6 and Final	3	10
FVT1	Cohort Seminar in Early Childhood Education	3	10

Bachelor of Arts in Mathematics For Prospective 5–9 Teachers

The Bachelor of Arts in Mathematics (5–9) is a competency-based program that prepares students to be licensed as mathematics teachers in grades 5–9. All work in this degree program is online with the exception of the Demonstration Teaching and in-classroom field experience components. This program consists of work in the Liberal Arts, the Foundations of Teaching, Effective Teaching Practices, Mathematics, and Demonstration Teaching.

STANDARD PATH FOR BACHELOR OF ARTS IN MATHEMATICS (5-9)

Code	Assessment	CU	Term
EWB2	Education Without Boundaries	2	1
BAC1	Foundations of College Mathematics	2	1
BBC1	Communications Foundations	2	1
GAC1	Finite Mathematics	2	1
HHT1	Finite Mathematics Applications	2	1
LAE1	Language and Communication: Essay	2	1
LAT1	Language and Communication: Research	2	2
LUT1	Language and Communication: Presentation	2	2
GBC1	College Algebra	3	2
GBT1	College Algebra Applications	1	2
INC1	Integrated Natural Sciences	4	2
INT1	Integrated Natural Sciences Applications	4	3
GEC1	Probability and Statistics I	1	3
GET1	Probability and Statistics I Applications	2	3
IWC1	Literature, Arts and the Humanities	2	3
IWT1	Literature, Arts and the Humanities: Analysis and Interpretation	2	3
SSC1	General Education Social Science	2	3
SST1	General Education Social Science: Analysis and Applications	1	4
GCC1	Pre-Calculus	2	4
GCT1	Pre-Calculus Applications	1	4
AZC1	United States Constitution	1	4
GKE1	Themes in U.S. and World History	1	4
GKT1	Applications in U.S. and World History	1	4
LCC1	Survey of Literature	3	4
LCT1	Survey of Literature: Analysis and Interpretation	3	4
GFC1	Calculus I	2	5
GFT1	Calculus I Applications	2	5
CLC1	Reasoning and Problem Solving	3	5
FST4	Schools and Society	3	5
FHT4	Human Development and Learning	3	5
FDT4	Diversity and Inclusion	3	6

Code	Assessment	CU	Term
FCT4	Classroom Management	3	6
GDC1	College Geometry	1	6
GDT1	College Geometry Applications	2	6
FTT4	Testing	3	6
FTC4	Foundations of Teaching Practice Integration	6	7
EIT4	Instructional Planning and Strategies	3	7
ETT4	Instructional Presentation and Follow-Up	6	7
EIO4	Instructional Planning, Strategies and Presentation Integration	3	8
DOT1	Specific Teaching Practices: Mathematics Teaching Topics	1	8
DMT1	Specific Teaching Practices: Mathematics History and Contributions	2	8
DGT1	Specific Teaching Practices: Mathematics Technology	2	8
AYC1	Specific Teaching Practices: Mathematics Pedagogy	1	8
EXT1	Cohort Seminar in Mathematics	3	8
EXA1	Supervised Teaching Practicum Mathematics, Observations 1 and 2	3	9
EXA3	Supervised Teaching Practicum Mathematics, Observation 3 and Midterm	3	9
EXA5	Supervised Teaching Practicum Mathematics, Observations 4 and 5	3	9
EXA7	Supervised Teaching Practicum Mathematics, Observation 6 and Final	3	9
EWT1	Professional Portfolio in Mathematics	6	10

Bachelor of Arts in Mathematics for Prospective 5–12 Teachers

The Bachelor of Arts in Mathematics (5–12) is a competency-based degree program that prepares students to be licensed as mathematics teachers in grades 5–12. All work in this degree program is online with the exception of the Demonstration Teaching and in-classroom field experience components. The program consists of work in the Liberal Arts, the Foundations of Teaching, Effective Teaching Practices, Mathematics, and Demonstration Teaching.

STANDARD PATH FOR BACHELOR OF ARTS IN MATHEMATICS (5-12)

Code	Assessment	CU	Term
EWB2	Education Without Boundaries	2	1
BAC1	Foundations of College Mathematics	2	1
BBC1	Communications Foundations	2	1
GCC1	Pre-Calculus	2	1
GCT1	Pre-Calculus Applications	1	1
LAE1	Language and Communication: Essay	2	1
LAT1	Language and Communication: Research	2	1
LUT1	Language and Communication: Presentation	2	2
GEC1	Probability and Statistics I	1	2
GET1	Probability and Statistics I Applications	2	2
INC1	Integrated Natural Sciences	4	2
INT1	Integrated Natural Sciences Applications	4	2
GFC1	Calculus I	2	3

Code	Assessment	CU	Term
GFT1	Calculus I Applications	2	3
IWC1	Literature, Arts and the Humanities	2	3
IWT1	Literature, Arts and the Humanities: Analysis and Interpretation	2	3
SSC1	General Education Social Science	2	3
SST1	General Education Social Science: Analysis and Applications	1	3
AZC1	United States Constitution	1	3
GKE1	Themes in U.S. and World History	1	4
GKT1	Applications in U.S. and World History	1	4
FST4	Schools and Society	3	4
GGC1	Calculus II	2	4
GGT1	Calculus II Applications	2	4
FHT4	Human Development and Learning	3	4
FDT4	Diversity and Inclusion	3	5
FCT4	Classroom Management	3	5
HWC1	Calculus III and Analysis	2	5
HWT1	Calculus III and Analysis Applications	2	5
FTT4	Testing	3	5
FTC4	Foundations of Teaching Practice Integration	6	6
GHC1	Linear Algebra	2	6
GHT1	Linear Algebra Applications	2	6
EIT4	Instructional Planning and Strategies	3	6
ETT4	Instructional Presentation and Follow-Up	6	7
EIO4	Instructional Planning, Strategies and Presentation Integration	3	7
GDC1	College Geometry	1	7
GDT1	College Geometry Applications	2	7
HXC1	Probability and Statistics II	2	8
HXT1	Probability and Statistics II Applications	2	8
DOT1	Specific Teaching Practices: Mathematics Teaching Topics	1	8
DMT1	Specific Teaching Practices: Mathematics History and Contributions	2	8
DGT1	Specific Teaching Practices: Mathematics Technology	2	8
AYC1	Specific Teaching Practices: Mathematics Pedagogy	1	8
HYC1	Abstract Algebra	2	8
HYT1	Abstract Algebra Applications	2	9
HZT1	Mathematical Modeling and Connections	4	9
EYT1	Cohort Seminar in Mathematics	3	9
EYA1	Supervised Teaching Practicum Mathematics, Observations 1 and 2	3	9
EYA3	Supervised Teaching Practicum Mathematics, Observation 3 and Midterm	3	10
EYA5	Supervised Teaching Practicum Mathematics, Observations 4 and 5	3	10
EYA7	Supervised Teaching Practicum Mathematics, Observation 6 and Final	3	10
EZT1	Professional Portfolio in Mathematics	6	10

Bachelor of Arts in Science for Prospective Teachers **Grades 5-9**

The Bachelor of Arts in Science (5–9) is a competency-based degree program that prepares students to be licensed as science teachers in grades 5–9. All work in this degree program is online with the exception of the Demonstration Teaching and in-classroom field experience components. The program consists of work in the Liberal Arts, the Foundations of Teaching, Effective Teaching Practices, General Science, and Demonstration Teaching.

STANDARD PATH FOR BACHELOR OF ARTS IN SCIENCE (5-9)

Code	Assessment	CU	Term
EWB2	Education Without Boundaries	2	1
BAC1	Foundations of College Mathematics	2	1
BBC1	Communications Foundations	2	1
LAE1	Language and Communication : Essay	2	1
LAT1	Language and Communication: Research	2	1
LUT1	Language and Communication : Presentation	2	1
GBC1	College Algebra	3	2
SSC1	General Education Social Sciences	1	2
SST1	General Education Social Sciences: Analysis and Applications	2	2
BQC1	Chemistry Theories and Concepts	4	2
BQT1	Chemistry Lab	4	2
IWC1	Literature, Arts and the Humanities	2	3
IWT1	Literature, Arts and the Humanities: Analysis and Interpretation	2	3
BTC1	Life Science Theories and Concepts	4	3
BTT1	Life Science Lab	4	3
AZC1	United States Constitution	1	4
GKE1	Themes in U.S. and World History	1	4
GKT1	Applications in U.S. and World History	1	4
BRC1	Earth and Space Science Theories and Concepts	4	4
BRT1	Earth and Space Science Lab	4	4
CLC1	Reasoning and Problem Solving	3	4
BUC1	Physics Theories and Concepts	4	5
BUT1	Physics Lab	5	5
FST4	Schools and Society	3	5
FHT4	Human Development and Learning	3	6
FDT4	Diversity and Inclusion	3	6
FCT4	Classroom Management	3	6
FTT4	Testing	3	6
FTC4	Foundations of Teaching Practice Integration	6	7
EIT4	Instructional Planning and Strategies	3	7
ETT4	Instructional Presentation and Follow-Up	6	7

Code	Assessment	CU	Term
EIO4	Instructional Planning, Strategies and Presentation Integration	3	8
DEC1	Specific Teaching Practices: Science Pedagogy	2	8
DET1	Specific Teaching Practices: Science	4	8
DQT1	Cohort Seminar in Science	3	8
DQA1	Supervised Teaching Practicum Science, Observations 1 and 2	3	9
DQA3	Supervised Teaching Practicum Science, Observation 3 and Midterm	3	9
DQA5	Supervised Teaching Practicum Science, Observations 4 and 5	3	9
DQA7	Supervised Teaching Practicum Science, Observation 6 and Final	3	9
DRT1	Professional Portfolio in Science	6	9

[B.A. Science \(Chemistry, 5-12\)](#)

Bachelor of Arts in Science for Prospective Chemistry Teachers Grade 5–12

The Bachelor of Arts in Science (5–12, Chemistry) is a competency-based degree program that prepares students to be licensed as chemistry teachers in grades 5–12. All work in this degree program is online with the exception of the Demonstration Teaching and in-classroom field experience components. The program consists of work in the Liberal Arts, the Foundations of Teaching, Effective Teaching Practices, Natural Science, Mathematics, General Chemistry, Advanced Chemistry, and Demonstration Teaching.

STANDARD PATH FOR BACHELOR OF ARTS IN SCIENCE, 5-12 (CHEMISTRY)

Code	Assessment	CU	Term
EWB2	Education Without Boundaries	2	1
BBC1	Communications Foundations	2	1
GCC1	Pre-Calculus	2	1
INC1	Integrated Natural Sciences	4	1
INT1	Integrated Natural Sciences Applications	4	1
LAE1	Language and Communication : Essay	2	2
LAT1	Language and Communication: Research	2	2
LUT1	Language and Communication : Presentation	2	2
SSC1	General Education Social Sciences	1	2
SST1	General Education Social Sciences: Analysis and Applications	2	2
GFC1	Calculus I	2	2
GFT1	Calculus I Applications	2	2
IWC1	Literature, Arts and the Humanities	2	3
IWT1	Literature, Arts and the Humanities: Analysis and Interpretation	2	3
BQC1	Chemistry Theories and Concepts	4	3
BQT1	Chemistry Lab	4	3
AZC1	United States Constitution	1	4
GKE1	Themes in U.S. and World History	1	4

Code	Assessment	CU	Term
GKT1	Applications in U.S. and World History	1	4
CLC1	Reasoning and Problem Solving	3	4
BVT1	Physical Chemistry	3	4
BWT1	Inorganic Chemistry	3	4
AIT1	Organic Chemistry	3	5
AIC1	Organic and Integrated Chemistry	4	5
GRT1	Biochemistry	3	5
GST1	Geochemistry	2	5
FST4	Schools and Society	3	6
FHT4	Human Development and Learning	3	6
FDT4	Diversity and Inclusion	3	6
FCT4	Classroom Management	3	6
FTT4	Testing	3	7
FTC4	Foundations of Teaching Practice Integration	6	7
EIT4	Instructional Planning and Strategies	3	7
ETT4	Instructional Presentation and Follow-Up	6	8
EIO4	Instructional Planning, Strategies and Presentation Integration	3	8
DEC1	Specific Teaching Practices: Science Pedagogy	2	8
DET1	Specific Teaching Practices: Science	4	8
DUT1	Cohort Seminar in Science	3	9
DUA1	Supervised Teaching Practicum Science, Observations 1 and 2	3	9
DUA3	Supervised Teaching Practicum Science, Observation 3 and Midterm	3	9
DUA5	Supervised Teaching Practicum Science, Observations 4 and 5	3	9
DUA7	Supervised Teaching Practicum Science, Observation 6 and Final	3	10
DVT1	Professional Portfolio in Science	6	10

[B.A. Science \(Physics, 5-12\)](#)

Bachelor of Arts in Science for Prospective Physics Teachers Grade 5–12

The Bachelor of Arts in Science (5–12, Physics) is a competency-based degree program that prepares students to be licensed as physics teachers in grades 5–12. All work in this degree program is online with the exception of the Demonstration Teaching and in-classroom field experience components. The program consists of work in the Liberal Arts, the Foundations of Teaching, Effective Teaching Practices, Natural Science, Mathematics, General Chemistry, Physics, and Demonstration Teaching.

STANDARD PATH FOR BACHELOR OF ARTS IN SCIENCE, 5-12 (PHYSICS)

Code	Assessment	CU	Term
EWB2	Education Without Boundaries	2	1
BBC1	Communications Foundations	2	1
GCC1	Pre-Calculus	2	1

Code	Assessment	CU	Term
INC1	Integrated Natural Sciences	4	1
INT1	Integrated Natural Sciences Applications	4	1
LAE1	Language and Communication: Essay	2	2
LAT1	Language and Communication: Research	2	2
LUT1	Language and Communication : Presentation	2	2
SSC1	General Education Social Sciences	1	2
SST1	General Education Social Sciences: Analysis and Applications	2	2
GFC1	Calculus I	2	2
GFT1	Calculus I Applications	2	2
IWC1	Literature, Arts and the Humanities	2	3
IWT1	Literature, Arts and the Humanities: Analysis and Interpretation	2	3
BQC1	Chemistry Theories and Concepts	4	3
BQT1	Chemistry Lab	4	3
AZC1	United States Constitution	1	4
GKE1	Themes in U.S. and World History	1	4
GKT1	Applications in U.S. and World History	1	4
CLC1	Reasoning and Problem Solving	3	4
BYT1	Physics: Mechanics	3	4
BZT1	Physics: Waves and Optics	3	4
DPT1	Physics: Electricity and Magnetism	3	5
FWT1	Modern Physics	3	5
PNC1	Integrated Physics	5	5
FST4	Schools and Society	3	5
FHT4	Human Development and Learning	3	6
FDT4	Diversity and Inclusion	3	6
FCT4	Classroom Management	3	6
FTT4	Testing	3	6
FTC4	Foundations of Teaching Practice Integration	6	7
EIT4	Instructional Planning and Strategies	3	7
ETT4	Instructional Presentation and Follow-Up	6	7
EIO4	Instructional Planning, Strategies and Presentation Integration	3	8
DEC1	Specific Teaching Practices: Science Pedagogy	2	8
DET1	Specific Teaching Practices: Science	4	8
DZT1	Cohort Seminar in Science	3	8
DZA1	Supervised Teaching Practicum Science, Observations 1 and 2	3	9
DZA3	Supervised Teaching Practicum Science, Observation 3 and Midterm	3	9
DZA5	Supervised Teaching Practicum Science, Observations 4 and 5	3	9
DZA7	Supervised Teaching Practicum Science, Observation 6 and Final	3	9
ECT1	Professional Portfolio in Science	6	9

Bachelor of Arts in Science for Prospective Biology Teachers Grade 5–12

The Bachelor of Arts in Science (5–12, Biological Science) is a competency-based degree program that prepares students to be licensed as biology teachers in grades 5–12. All work in this degree program is online with the exception of the Demonstration Teaching and in-classroom field experience components. The program consists of work in the Liberal Arts, the Foundations of Teaching, Effective Teaching Practices, Natural Science, Mathematics, Life Science, General Chemistry, Advanced Biology, and Demonstration Teaching.

STANDARD PATH FOR BACHELOR OF ARTS IN SCIENCE, 5-12 (BIOLOGY)

Code	Assessment	CU	Term
EWB2	Education Without Boundaries	2	1
BAC1	Foundations of College Mathematics	2	1
BBC1	Communications Foundations	2	1
INC1	Integrated Natural Sciences	4	1
INT1	Integrated Natural Sciences Applications	4	1
LAE1	Language and Communication: Essay	2	2
LAT1	Language and Communication: Research	2	2
LUT1	Language and Communication: Presentation	2	2
GBC1	College Algebra	3	2
SSC1	General Education Social Sciences	1	2
SST1	General Education Social Sciences: Analysis and Applications	2	2
IWC1	Literature, Arts and the Humanities	2	3
IWT1	Literature, Arts and the Humanities: Analysis and Interpretation	2	3
BQC1	Chemistry Theories and Concepts	4	3
BQT1	Chemistry Lab	4	3
AZC1	United States Constitution	1	4
GKE1	Themes in U.S. and World History	1	4
GKT1	Applications in U.S. and World History	1	4
BTC1	Life Science Theories and Concepts	4	4
BTT1	Life Science Lab	4	4
CLC1	Reasoning and Problem Solving	3	4
BPC1	Interdisciplinary Biological Science Theories and Concepts	4	5
BPT1	Interdisciplinary Biological Science Lab	5	5
FST4	Schools and Society	3	5
FHT4	Human Development and Learning	3	6
FDT4	Diversity and Inclusion	3	6
FCT4	Classroom Management	3	6
FTT4	Testing	3	6
FTC4	Foundations of Teaching Practice Integration	6	7
EIT4	Instructional Planning and Strategies	3	7

Code	Assessment	CU	Term
ETT4	Instructional Presentation and Follow-Up	6	7
EIO4	Instructional Planning, Strategies and Presentation Integration	3	8
DEC1	Specific Teaching Practices: Science Pedagogy	2	8
DET1	Specific Teaching Practices: Science	4	8
DST1	Cohort Seminar in Science	3	8
DSA1	Supervised Teaching Practicum Science, Observations 1 and 2	3	9
DSA3	Supervised Teaching Practicum Science, Observation 3 and Midterm	3	9
DSA5	Supervised Teaching Practicum Science, Observations 4 and 5	3	9
DSA7	Supervised Teaching Practicum Science, Observation 6 and Final	3	9
DTT1	Professional Portfolio in Science	6	9

[B.A. Science \(Geosciences, 5-12\)](#)

Bachelor of Arts in Science for Prospective Geosciences Teachers Grade 5–12

The Bachelor of Arts in Science (5–12, Geosciences) is a competency-based degree program that prepares students to be licensed as earth and space science teachers in grades 5–12. All work in this degree program is online with the exception of the Demonstration Teaching and in-classroom field experience components. The program consists of work in the Liberal Arts, the Foundations of Teaching, Effective Teaching Practices, General Science, Geosciences, and Demonstration Teaching.

STANDARD PATH FOR BACHELOR OF ARTS IN SCIENCE, 5-12 (GEOSCIENCES)

Code	Assessment	CU	Term
EWB2	Education Without Boundaries	2	1
BAC1	Foundations of College Mathematics	2	1
BBC1	Communications Foundations	2	1
INC1	Integrated Natural Sciences	4	1
INT1	Integrated Natural Sciences Applications	4	1
LAE1	Language and Communication: Essay	2	2
LAT1	Language and Communication: Research	2	2
LUT1	Language and Communication: Presentation	2	2
GBC1	College Algebra	3	2
SSC1	General Education Social Sciences	1	2
SST1	General Education Social Sciences: Analysis and Applications	2	2
IWC1	Literature, Arts and the Humanities	2	3
IWT1	Literature, Arts and the Humanities: Analysis and Interpretation	2	3
BQC1	Chemistry Theories and Concepts	4	3
BQT1	Chemistry Lab	4	3
AZC1	United States Constitution	1	4
GKE1	Themes in U.S. and World History	1	4
GKT1	Applications in U.S. and World History	1	4

Code	Assessment	CU	Term
BRC1	Earth and Space Science Theories and Concepts	4	4
BRT1	Earth and Space Science Lab	4	4
CLC1	Reasoning and Problem Solving	3	4
BSC1	Interdisciplinary Geosciences Science Theories and Concepts	4	5
BST1	Interdisciplinary Geosciences Science Lab	5	5
FST4	Schools and Society	3	5
FHT4	Human Development and Learning	3	6
FDT4	Diversity and Inclusion	3	6
FCT4	Classroom Management	3	6
FTT4	Testing	3	6
FTC4	Foundations of Teaching Practice Integration	6	7
EIT4	Instructional Planning and Strategies	3	7
ETT4	Instructional Presentation and Follow-Up	6	7
EIO4	Instructional Planning, Strategies and Presentation Integration	3	8
DEC1	Specific Teaching Practices: Science Pedagogy	2	8
DET1	Specific Teaching Practices: Science	4	8
DWT1	Cohort Seminar in Science	3	8
DWA1	Supervised Teaching Practicum Science, Observations 1 and 2	3	9
DWA3	Supervised Teaching Practicum Science, Observation 3 and Midterm	3	9
DWA5	Supervised Teaching Practicum Science, Observations 4 and 5	3	9
DWA7	Supervised Teaching Practicum Science, Observation 6 and Final	3	9
DYT1	Professional Portfolio in Science	6	9

[B.A. Special Education \(K-12\)](#)

Bachelor of Arts in Special Education

The Bachelor of Arts in Special Education (K–12), Cross-Categorical Model, is a competency-based program that enables teacher candidates to earn a Bachelor of Arts in Special Education (BASP) degree and leads to an initial dual licensure in Special Education (K–12) and Elementary Education (K–8) teaching certificate online (except for the in-classroom component Demonstration Teaching and options for in-classroom field experiences prior to Demonstration Teaching). This program consists of four balanced areas of study (domains), competency-based assessments, and the creation of a professional portfolio. It includes a supervised teaching practicum that consists of two placements, one in an elementary classroom and one in a middle or secondary level classroom. Both placements should support the academic needs of students with mild-to-moderate disabilities.

The Special Education Cross-Categorical Model is a specifically designed program for the education and training of prospective teachers to work with students with mild/moderate disabilities in a variety of school settings, including inclusionary K–12 classrooms, resource rooms or self-contained classrooms; serve as teacher of record K–8, as well as teach all basic school subjects in the elementary education classroom.

With the successful completion of required assessments in the major area of teaching, the student can receive institutional recommendation for certification in special education and in elementary education. During the required major or sequence of the standard path, students

gain knowledge, skills, and competencies essential to effective teaching while being involved in field-based experiences.

STANDARD PATH FOR BACHELOR OF ARTS IN SPECIAL EDUCATION

Code	Assessment	CU	Term
EWB2	Education Without Boundaries	2	1
BAC1	Foundations of College Mathematics	2	1
BBC1	Communications Foundations	2	1
LAE1	Language and Communication: Essay	2	1
LAT1	Language and Communication: Research	2	1
LUT1	Language and Communication: Presentation	2	1
SSC1	General Education Social Science	1	2
SST1	General Education Social Science: Analysis and Applications	2	2
INC1	Integrated Natural Sciences	4	2
INT1	Integrated Natural Sciences Applications	4	2
IWC1	Literature, Arts and the Humanities	2	2
IWT1	Literature, Arts and the Humanities: Analysis and Interpretation	2	3
QLC1	Quantitative Literacy: College Algebra, Measurement and Geometry	3	3
QMC1	Quantitative Literacy: Statistics, Probability and Problem Solving	3	3
QLT1	Quantitative Literacy: Quantitative Problem Solving and Applications	3	3
AZC1	United States Constitution	1	3
GKE1	Themes in U.S. and World History	1	4
GKT1	Applications in U.S. and World History	1	4
LCC1	Survey of Literature	3	4
LCT1	Survey of Literature: Analysis and Interpretation	3	4
BCC1	Health, Fitness and Wellness	4	4
CLC1	Reasoning and Problem Solving	3	5
FST4	Schools and Society	3	5
FDT4	Diversity and Inclusion	3	5
PX53	Introduction to Special Education, Law and Legal Issues	7	5
FHT4	Human Development and Learning	3	6
FCT4	Classroom Management	3	6
FTT4	Testing	3	6
PX52	Psychoeducational Assessment Practices and IEP Development/Implementation	7	6
FTC4	Foundations of Teaching Practice Integration	6	7
PX7X	Behavioral Management and Collaboration	4	7
EAT1	Literacy and Elementary Reading	3	7
ELT1	Literacy and Elementary Language Arts and Handwriting	2	8
EFT4	Specific Teaching Practices: Math and Science	3	8
EHT4	Specific Teaching Practices: Health, VPA and Social Studies	3	8
ELO4	Specific Teaching Practices: Elem Ed Integration	3	8
PX42	Instructional Models and Design, Supervision and Culturally Response Teaching	7	8
FKT1	Cohort Seminar in Special Education	3	9

Code	Assessment	CU	Term
FKA1	Supervised Teaching Practicum, Elementary, Observations 1 and 2	3	9
FKA3	Supervised Teaching Practicum, Elementary, Observations 3 and Midterm	3	9
FKA5	Supervised Teaching Practicum, Special Education Observations 4 and 5	3	9
FKA7	Supervised Teaching Practicum, Special Education Observations 6 and Final	3	10
FLT1	Professional Portfolio in Elementary and Special Education	7	10

Online Post-Baccalaureate Teacher Licensure Programs

[Post-Baccalaureate Teacher Preparation Program \(K-8\)](#)

Post-Baccalaureate Teacher Preparation, Elementary (K-8)

The Post-Baccalaureate Teacher Preparation Elementary (K-8) program is a competency-based program that enables teacher candidates to earn a K–8 teaching certificate online (except for the in-classroom component demonstration teaching, and in-classroom field experiences prior to demonstration teaching). This program consists of three balanced areas of study (domains), performance- and competency-based assessments, and the creation of a professional portfolio. The program also includes an early field experience and a supervised teaching practicum in a real classroom and thus prepares students for initial teacher licensure.

IMPORTANT NOTE: Applicants with baccalaureate degrees but without sufficient study in specific elementary education content subjects required for teacher certification may begin by completing a preparatory program in Interdisciplinary Studies. (Please see the addendum to this guide for a detailed description of the preparatory program.)

STANDARD PATH FOR POST-BACCALAUREATE TEACHER PREPARATION, ELEMENTARY (K-8)

Code	Assessment	CU	Term
EWOB	Education Without Boundaries	1	1
FTC5	Foundations of Teaching Practice Integration	4	1
EIT5	Instructional Planning and Strategies	2	1
ETT5	Instructional Presentation and Follow-Up	4	1
EIO5	Instructional Planning, Strategies and Presentation Integration	2	2
EAT2	Literacy and Elementary Reading	2	2
ELT2	Literacy and Elementary Language Arts and Handwriting	2	2
EFT5	Specific Teaching Practices: Math and Science	2	2
EHT5	Specific Teaching Practices: Health, VPA and Social Studies	2	3
ELO5	Specific Teaching Practices: Elementary Education Integration	2	3
FFA2	Supervised Teaching Practicum Elementary Education, Observations 1, 2 and 3	3	3
FFA4	Supervised Teaching Practicum Elementary Education, Midterm, Observations 4 and 5	3	3
FFA6	Supervised Teaching Practicum Elementary Education, Observation 6 and Cohort Seminar	3	4

Code	Assessment	CU	Term
FFT2	Supervised Teaching Practicum Elementary Education, Final and Professional Portfolio	3	4

[Post-Baccalaureate Teacher Preparation Program, Mathematics](#)

Post-Baccalaureate Teacher Preparation in Mathematics for Grade 5–9 Teachers

The Post-baccalaureate Teacher Preparation Program—Mathematics (5–9) is a competency-based program of study that prepares students who have earned a baccalaureate degree to be licensed to teach mathematics in grades 5–9. All work in this degree program is online with the exception of the Demonstration Teaching and in-classroom field experience components. Students enter this program with a substantial background in mathematics and proceed through study in the Foundations of Teaching, Effective Teaching Practices, and Demonstration Teaching.

STANDARD PATH FOR POST-BACCALAUREATE TEACHER PREPARATION, MATHEMATICS (5-9)

Code	Assessment	CU	Term
EWOB	Education Without Boundaries	1	1
FTC5	Foundations of Teaching Practice Integration	4	1
EIT5	Instructional Planning and Strategies	2	1
ETT5	Instructional Presentation and Follow-Up	4	1
EIO5	Instructional Planning, Strategies and Presentation Integration	2	2
DOT2	Specific Teaching Practices: Mathematics Teaching Topics	1	2
DMT2	Specific Teaching Practices: Mathematics History and Contributions	1	2
DGT2	Specific Teaching Practices: Mathematics Technology	1	2
AYC2	Specific Teaching Practices: Mathematics Pedagogy	1	2
EXA2	Supervised Teaching Practicum Mathematics, Observations 1, 2 and 3	3	2
EXA4	Supervised Teaching Practicum Mathematics, Midterm, Observations 4 and 5	3	3
EXA6	Supervised Teaching Practicum Mathematics, Observation 6 and Cohort Seminar	3	3
EWT2	Supervised Teaching Practicum Mathematics, Final and Professional Portfolio	3	3

[Post-Baccalaureate Teacher Preparation Program, Mathematics](#)

Post-Baccalaureate Teacher Preparation in Mathematics for Grade 5–12 Teachers

The Post-baccalaureate Teacher Preparation Program—Mathematics (5–12) is a competency-based program of study that prepares students who have earned a baccalaureate degree to be licensed to teach mathematics in grades 5–12. All work in this degree program is online with the exception of the Demonstration Teaching and in classroom field experience components. Students enter this program with a substantial

background in mathematics and proceed through study in the Foundations of Teaching, Effective Teaching Practices, and Demonstration Teaching.

**STANDARD PATH FOR POST-BACCALAUREATE
TEACHER PREPARATION, MATHEMATICS (5-12)**

Code	Assessment	CU	Term
EWOB	Education Without Boundaries	1	1
FTC5	Foundations of Teaching Practice Integration	4	1
EIT5	Instructional Planning and Strategies	2	1
ETT5	Instructional Presentation and Follow-Up	4	1
EIO5	Instructional Planning, Strategies and Presentation Integration	2	2
DOT2	Specific Teaching Practices: Mathematics Teaching Topics	1	2
DMT2	Specific Teaching Practices: Mathematics History and Contributions	1	2
DGT2	Specific Teaching Practices: Mathematics Technology	1	2
AYC2	Specific Teaching Practices: Mathematics Pedagogy	1	2
EYA2	Supervised Teaching Practicum Mathematics, Observations 1, 2 and 3	3	2
EYA4	Supervised Teaching Practicum Mathematics, Midterm, Observations 4 and 5	3	3
EYA6	Supervised Teaching Practicum Mathematics, Observation 6 and Cohort Seminar	3	3
EZT2	Supervised Teaching Practicum Mathematics, Final and Professional Portfolio	3	3

[Post-Baccalaureate Teacher Preparation Program, Science](#)

Post-Baccalaureate Teacher Preparation, **Science for Teachers Grade 5–9**

The Post-Baccalaureate Teacher Preparation Program, Science (5–9) is a competency-based program of study that prepares students who have earned a baccalaureate degree to be licensed to teach science in grades 5–9. All work in this degree program is online with the exception of the Demonstration Teaching and in-classroom field experience components. Students enter this program with a substantial background in science and proceed through study in the Foundations of Teaching, Effective Teaching Practices, and Demonstration Teaching.

**STANDARD PATH FOR POST-BACCALAUREATE
TEACHER PREPARATION, SCIENCE (5-9)**

Code	Assessment	CU	Term
EWOB	Education Without Boundaries	1	1
FTC5	Foundations of Teaching Practice Integration	4	1
EIT5	Instructional Planning and Strategies	2	1
ETT5	Instructional Presentation and Follow-Up	4	1
EIO5	Instructional Planning, Strategies and Presentation Integration	2	2
DEC2	Specific Teaching Practices: Science Pedagogy	1	2
DET2	Specific Teaching Practices: Science	3	2
DQA2	Supervised Teaching Practicum Science, Observations 1, 2 and 3	3	2
DQA4	Supervised Teaching Practicum Science, Midterm, Observations 4 and 5	3	3

DQA6	Supervised Teaching Practicum Science, Observation 6 and Cohort Seminar	3	3
DRT2	Supervised Teaching Practicum Science, Final and Professional Portfolio	3	3

Post-Baccalaureate Teacher Preparation, **Science for Teachers Grade 5–12**

The Post-Baccalaureate Teacher Preparation Program, Science (5–12) is a competency-based program of study that prepares students who have earned a baccalaureate degree to be licensed to teach science in grades 5–12. All work in this degree program is online with the exception of the Demonstration Teaching and in-classroom field experience components. Students enter this program with a substantial background in science and proceed through study in the Foundations of Teaching, Effective Teaching Practices, and Demonstration Teaching.

STANDARD PATH FOR POST-BACCALAUREATE TEACHER PREPARATION, SCIENCE (5-12)

Code	Assessment	CU	Term
EWOB	Education Without Boundaries	1	1
FTC5	Foundations of Teaching Practice Integration	4	1
EIT5	Instructional Planning and Strategies	2	1
ETT5	Instructional Presentation and Follow-Up	4	1
EIO5	Instructional Planning, Strategies and Presentation Integration	2	2
DEC2	Specific Teaching Practices: Science Pedagogy	1	2
DET2	Specific Teaching Practices: Science	3	2
DGA2	Supervised Teaching Practicum Science, Observations 1, 2 and 3	3	2
DGA4	Supervised Teaching Practicum Science, Midterm, Observations 4 and 5	3	3
DGA6	Supervised Teaching Practicum Science, Observation 6 and Cohort Seminar	3	3
EJT2	Supervised Teaching Practicum Science, Final and Professional Portfolio	3	3

[Post-Baccalaureate Teacher Preparation Program, Social Science](#)

Post-Baccalaureate Teacher Preparation in **Social Science for Grade 5–12 Teachers**

The Post-Baccalaureate in Teacher Preparation, Social Science (5–12) is a competency-based program of study that prepares students who have earned a baccalaureate degree to be licensed to teach social science in grades 5–12. All work in this degree program is online with the exception of the Demonstration Teaching and in-classroom field experience components. Students enter this program with a substantial background in social science and proceed through study in the Foundations of Teaching, Effective Teaching Practices, and Demonstration Teaching.

**STANDARD PATH FOR POST-BACCALAUREATE
TEACHER PREPARATION, SOCIAL SCIENCE (5-12)**

Code	Assessment	CU	Term
EWOB	Education Without Boundaries	1	1
FTC5	Foundations of Teaching Practice Integration	4	1
EIT5	Instructional Planning and Strategies	2	1
ETT5	Instructional Presentation and Follow-Up	4	1
EIO5	Instructional Planning, Strategies and Presentation Integration	2	2
SPA2	Social Science Pedagogy	2	2
FJA2	Supervised Teaching Practicum Social Science, Observations 1, 2 and 3	3	2
FJA4	Supervised Teaching Practicum Social Science, Midterm, Observations 4 and 5	3	2
FJA6	Supervised Teaching Practicum Social Science, Observation 6 and Cohort Seminar	3	3
FJT2	Supervised Teaching Practicum Social Science, Final and Professional Portfolio	3	3

Online Master in Education with Teacher Licensure Programs

[M.A. Teaching \(K-8\)](#)

Master of Arts in Teaching, Elementary (K-8)

The Master of Arts in Teaching (K-8) is a competency-based degree program that prepares students at the graduate level both to be licensed to teach in grades K-8 and to develop significant skills in curriculum development, design, and evaluation. All work in this degree program is online with the exception of the demonstration teaching and in-classroom field experience components. Students enter this program with a significant background in education and then proceed through study in Foundations of Teaching, Effective Teaching Practices, Demonstration Teaching, Research Fundamentals, and Instructional Planning. The program includes a supervised teaching practicum in a real classroom and thus prepares students for initial teacher licensure.

**STANDARD PATH FOR MASTER OF ARTS IN TEACHING,
ELEMENTARY (K-8)**

Code	Assessment	CU	Term
EWOB	Education Without Boundaries	1	1
FTC5	Foundations of Teaching Practice Integration	4	1
EIT5	Instructional Planning and Strategies	2	1
ETT5	Instructional Presentation and Follow-Up	4	1
EIO5	Instructional Planning, Strategies and Presentation Integration	2	2
EAT2	Literacy and Elementary Reading	2	2
ELT2	Literacy and Elementary Language Arts and Handwriting	2	2
EFT5	Specific Teaching Practices: Math and Science	2	2
EHT5	Specific Teaching Practices: Health, VPA and Social Studies	2	3
ELO5	Specific Teaching Practices: Elementary Education Integration	2	3
FFA2	Supervised Teaching Practicum Elementary Education, Observations 1, 2 and 3	3	3

FFA4	Supervised Teaching Practicum Elementary Education, Midterm, Observations 4 and 5	3	3
	Supervised Teaching Practicum Elementary Education, Observation 6 and Cohort		
FFA6	Seminar	3	4
FFT2	Supervised Teaching Practicum Elementary Education, Final and Professional Portfolio	3	4
RFC1	Foundations of Research	2	4
JUT2	Literature Reviews for Educational Research	2	4
JVT2	Research Proposal	2	5
JTT2	Issues in Educational Research	2	5
FET2	MAT Elementary Education (K-8) Portfolio Defense	3	5

[M.A. Teaching, Mathematics](#)

Master of Arts in Teaching— **Mathematics for Grade 5–9 Teachers**

The Master of Arts in Teaching—Mathematics (5–9) is a competency-based degree program that prepares students at the graduate level both to be licensed to teach mathematics in grades 5–9 and to develop significant skills in mathematics curriculum development, design, and evaluation. All work in this degree program is online with the exception of the Demonstration Teaching and in-classroom field experience components. Students enter this program with a significant background in mathematics and then proceed through study in the Foundations of Teaching, Effective Teaching Practices, Demonstration Teaching, Research Fundamentals, and Instructional Design.

STANDARD PATH FOR MASTER OF ARTS IN TEACHING, MATHEMATICS (5-9)

Code	Assessment	CU	Term
EWOB	Education Without Boundaries	1	1
FTC5	Foundations of Teaching Practice Integration	4	1
EIT5	Instructional Planning and Strategies	2	1
ETT5	Instructional Presentation and Follow-Up	4	1
EIO5	Instructional Planning, Strategies and Presentation Integration	2	2
DOT2	Specific Teaching Practices: Mathematics Teaching Topics	1	2
DMT2	Specific Teaching Practices: Mathematics History and Contributions	1	2
DGT2	Specific Teaching Practices: Mathematics Technology	1	2
AYC2	Specific Teaching Practices: Mathematics Pedagogy	1	2
EXA2	Supervised Teaching Practicum Mathematics, Observations 1, 2 and 3	3	2
EXA4	Supervised Teaching Practicum Mathematics, Midterm, Observations 4 and 5	3	3
EXA6	Supervised Teaching Practicum Mathematics, Observation 6 and Cohort Seminar	3	3
EWT2	Supervised Teaching Practicum Mathematics, Final and Professional Portfolio	3	3
ERT2	MAT Math 5-9 Portfolio Defense	3	4
RFC1	Foundations of Research	2	4
JUT2	Literature Reviews for Educational Research	2	4
JVT2	Research Proposal	2	4
JTT2	Issues in Educational Research	2	4

Master of Arts in Teaching— **Mathematics for Grade 5–12 Teachers**

The Master of Arts in Teaching- Mathematics (5–12) is a competency-based degree program that prepares students at the graduate level both to be licensed to teach mathematics in grades 5–12 and to develop significant skills in mathematics curriculum development, design, and evaluation. All work in this degree program is online with the exception of the Demonstration Teaching and in-classroom field experience components. Students enter this program with a significant background in mathematics and then proceed through study in the Foundations of Teaching, Effective Teaching Practices, Demonstration Teaching, Research Fundamentals, and Instructional Design.

STANDARD PATH FOR MASTER OF ARTS IN TEACHING, Mathematics (5-12)

Code	Assessment	CU	Term
EWOB	Education Without Boundaries	1	1
FTC5	Foundations of Teaching Practice Integration	4	1
EIT5	Instructional Planning and Strategies	2	1
ETT5	Instructional Presentation and Follow-Up	4	1
EIO5	Instructional Planning, Strategies and Presentation Integration	2	2
DOT2	Specific Teaching Practices: Mathematics Teaching Topics	1	2
DMT2	Specific Teaching Practices: Mathematics History and Contributions	1	2
DGT2	Specific Teaching Practices: Mathematics Technology	1	2
AYC2	Specific Teaching Practices: Mathematics Pedagogy	1	2
EYA2	Supervised Teaching Practicum Mathematics, Observations 1, 2 and 3	3	2
EYA4	Supervised Teaching Practicum Mathematics, Midterm, Observations 4 and 5	3	3
EYA6	Supervised Teaching Practicum Mathematics, Observation 6 and Cohort Seminar	3	3
EZT2	Supervised Teaching Practicum Mathematics, Final and Professional Portfolio	3	3
FBT2	MAT Mathematics (5-12) Portfolio Defense	3	4
RFC1	Foundations of Research	2	4
JUT2	Literature Reviews for Educational Research	2	4
JVT2	Research Proposal	2	4
JTT2	Issues in Educational Research	2	4

Master of Arts in Teaching, **Science for Teachers Grade 5–9**

The Master of Arts in Teaching, Science (5–9) is a competency-based degree program that prepares students at the graduate level both to be licensed to teach science in grades 5–9 and to develop significant skills in science curriculum development, design, and evaluation. All work

in this degree program is online with the exception of the Demonstration Teaching and in-classroom field experience components. Students enter this program with a significant background in science and then proceed through study in the Foundations of Teaching, Effective Teaching Practices, Demonstration Teaching, Research Fundamentals, and Instructional Design.

**STANDARD PATH FOR MASTER OF ARTS IN TEACHING,
SCIENCE (5-9)**

Code	Assessment	CU	Term
EWOB	Education Without Boundaries	1	1
FTC5	Foundations of Teaching Practice Integration	4	1
EIT5	Instructional Planning and Strategies	2	1
ETT5	Instructional Presentation and Follow-Up	4	1
EIO5	Instructional Planning, Strategies and Presentation Integration	2	2
DEC2	Specific Teaching Practices: Science Pedagogy	1	2
DET2	Specific Teaching Practices: Science	3	2
DQA2	Supervised Teaching Practicum Science, Observations 1, 2 and 3	3	2
DQA4	Supervised Teaching Practicum Science, Midterm, Observations 4 and 5	3	3
DQA6	Supervised Teaching Practicum Science, Observation 6 and Cohort Seminar	3	3
DRT2	Supervised Teaching Practicum Science, Final and Professional Portfolio	3	3
ENT2	MAT Science (5-9) Portfolio Defense	3	4
RFC1	Foundations of Research	2	4
JUT2	Literature Reviews for Educational Research	2	4
JVT2	Research Proposal	2	4
JTT2	Issues in Educational Research	2	4

[M.A. Teaching, Science](#)

Master of Arts in Teaching,
Science for Teachers Grade 5–12

The Master of Arts in Teaching, Science (5–12) is a competency-based degree program that prepares students at the graduate level both to be licensed to teach science in grades 5–12 and to develop significant skills in science curriculum development, design, and evaluation. All work in this degree program is online with the exception of the Demonstration Teaching and in-classroom field experience components. Students enter this program with a significant background in science and then proceed through study in the Foundations of Teaching, Effective Teaching Practices, Demonstration Teaching, Research Fundamentals, and Instructional Design.

**STANDARD PATH FOR MASTER OF ARTS IN TEACHING,
SCIENCE (5-12)**

Code	Assessment	CU	Term
EWOB	Education Without Boundaries	1	1
FTC5	Foundations of Teaching Practice Integration	4	1

EIT5	Instructional Planning and Strategies	2	1
ETT5	Instructional Presentation and Follow-Up	4	1
EIO5	Instructional Planning, Strategies and Presentation Integration	2	2
DEC2	Specific Teaching Practices: Science Pedagogy	1	2
DET2	Specific Teaching Practices: Science	3	2
DGA2	Supervised Teaching Practicum Science, Observations 1, 2 and 3	3	2
DGA4	Supervised Teaching Practicum Science, Midterm, Observations 4 and 5	3	3
DGA6	Supervised Teaching Practicum Science, Observation 6 and Cohort Seminar	3	3
EJT2	Supervised Teaching Practicum Science, Final and Professional Portfolio	3	3
EQT2	MAT Science (5-12) Portfolio Defense	3	4
RFC1	Foundations of Research	2	4
JUT2	Literature Reviews for Educational Research	2	4
JVT2	Research Proposal	2	4
JTT2	Issues in Educational Research	2	4

[M.A. Teaching, Social Science](#)

Master of Arts in Teaching, **Social Science for Grade 5–12 Teachers**

The Master of Arts in Teaching, Social Science (5–12) is a competency-based degree program that prepares students at the graduate level both to be licensed to teach social science in grades 5–12 and to develop significant skills in social science curriculum development, design, and evaluation. All work in this degree program is online with the exception of the Demonstration Teaching and in-classroom field experience components. Students enter this program with a significant background in social science and then proceed through study in the Foundations of Teaching, Effective Teaching Practices, Demonstration Teaching, Research Fundamentals and Instructional Design.

STANDARD PATH FOR MASTER OF ARTS IN SOCIAL SCIENCE (5-12)

Code	Assessment	CU	Term
EWOB	Education Without Boundaries	1	1
FTC5	Foundations of Teaching Practice Integration	4	1
EIT5	Instructional Planning and Strategies	2	1
ETT5	Instructional Presentation and Follow-Up	4	1
EIO5	Instructional Planning, Strategies and Presentation Integration	2	2
SPA2	Social Science Pedagogy	2	2
FJA2	Supervised Teaching Practicum Social Science, Observations 1, 2 and 3	3	2
FJA4	Supervised Teaching Practicum Social Science, Midterm, Observations 4 and 5	3	2
FJA6	Supervised Teaching Practicum Social Science, Observation 6 and Cohort Seminar	3	3
FJT2	Supervised Teaching Practicum Social Science, Final and Professional Portfolio	3	3
FIT2	MAT Social Science Portfolio Defense	3	3
RFC1	Foundations of Research	2	4

JUT2	Literature Reviews for Educational Research	2	4
JVT2	Research Proposal	2	4
JTT2	Issues in Educational Research	2	4

Online Graduate Programs for Licensed Teachers

[M.S. Special Education \(K-12\)](#)

Master of Science in Special Education

The Master of Science in Special Education is a competency-based program that enables students to earn a Master of Science in Special Education degree online. The M.S. in Special Education includes content knowledge related to teaching special education K–12 as well as research, instructional design, and advanced educational psychology competencies. It does not include a supervised teaching practicum in a real classroom but extends the work of those who already have a baccalaureate degree and certification to teach in grades K–12 and gives them the necessary knowledge and skills to be certified to teach in special education settings and be licensed to teach in special education settings in those states offering such licensure. The most important aspect of this program is that it provides an avenue for professionals currently engaged in a teaching career, whose content and pedagogy backgrounds are significant, to serve in our country’s elementary, middle, and high schools by teaching in special education settings in grades K–12. In order to matriculate into the MSSPED degree, students must have a valid teaching certification and be highly qualified as defined by the “Highly Qualified Teachers” component of the No Child Left Behind (NCLB) Act. All students complete a Teacher Work Sample and practicum.

STANDARD PATH FOR MASTER OF SCIENCE IN SPECIAL EDUCATION

Code	Assessment	CU	Term
EWOB	Education Without Boundaries	1	1
X353	Introduction to Special Education, Law and Legal Issues	5	1
JUT2	Literature Reviews for Educational Research	2	1
X352	Psychoeducational Assessment Practices and IEP Development/Implementation	5	2
X371	Behavioral Management and Intervention	3	2
X542	Instructional Models and Design, Supervision and Culturally Responsive Teaching	5	3
IDC1	Foundations of Instructional Design	2	3
JNT2	Instructional Design Analysis	2	3
JOT2	Issues in Instructional Design	2	4
JPT2	Instructional Design Production	2	4
RFC1	Foundations of Research	2	4
JVT2	Research Proposal	2	4
JTT2	Issues in Educational Research	2	5
FPT2	MS SPED Teacher Work Sample Written Project/Practicum I	3	5
FRT2	MS SPED Teacher Work Sample Oral Defense/Practicum II	3	5

Master of Science in Educational Leadership

The Master of Science in Educational Leadership is a competency-based degree program that prepares students at the graduate level to become licensed as school principals. The program's philosophy is based on that of the school principal as the school's instructional team leader. Work in this degree program takes place in a case study format and utilizes a case study school site or district. Students also complete a six month practicum working closely with a school administrator in a practicum school site. Practicum activities take place at both the elementary (K–6) and secondary (7–12) levels and occur during the concluding term of the program. All students complete a capstone project in which they design and implement data-driven school improvement initiatives based on the results of their case studies and practicum.

STANDARD PATH FOR MASTER OF SCIENCE, EDUCATIONAL LEADERSHIP

Code	Assessment	CU	Term
EWOB	Education Without Boundaries	1	1
LPT1	Performance Excellence Criteria for Educational Leaders	4	1
LGT1	Governance, Finance, Law, and Leadership for Principals	5	1
LST1	Strategic Planning for Educational Leaders	2	2
LFT1	Student, Stakeholder, and Market Focus for Educational Leaders	5	2
LMT1	Measurement, Analysis, and Knowledge Management for Educational Leaders	4	2
LWT1	Workforce Focus for Educational Leaders	4	3
LNT1	Process Management for Educational Leaders	3	3
LEC1	Comprehensive Educational Leadership Integration	2	3
LRT1	Practicum in Educational Leadership	7	4
CWEL	Capstone Written Project in Educational Leadership	3	4

Master of Arts in English Language Learning for Grade PreK–12 Teachers

The Master of Arts in English Language Learning (PreK–12) is a competency-based degree program that prepares already licensed teachers both to be licensed to teach in English Language Learning (ELL) settings and to develop significant skills in ELL curriculum development, design, and evaluation. All work in this degree program is online and includes ELL Content and Methodology, Research Fundamentals, and Instructional Design. All students complete a capstone project.

**STANDARD PATH FOR MASTER OF ARTS,
ENGLISH LANGUAGE LEARNING (PRE-K-12)**

Code	Assessment	CU	Term
EWOB	Education Without Boundaries	1	1
CUA1	Culture	3	1
LPA1	Language Production, Theory and Acquisition	4	1
SLO1	Theories of Second Language Learning Acquisition and Grammar	3	2
NNA1	Planning, Implementing, Managing Instruction	4	2
FEA1	Field Experience for ELL	3	2
ASA1	Assessment Theory and Practice	3	3
NMA1	The Professional Role of the ELL Teacher	2	3
ELO1	Subject Specific Pedagogy: ELL	3	3
RFC1	Foundations of Research	2	4
JUT2	Literature Reviews for Educational Research	2	4
JVT2	Research Proposal	2	4
JTT2	Issues in Educational Research	2	4
IOT2	MA, English Language Learning (PreK-12) Capstone Written Project	3	5
IXT2	MA, English Language Learning (PreK-12) Capstone Oral Defense	3	5

[M.A. Mathematics Education \(K-6, 5-9, or 5-12\)](#)

Master of Arts in

Mathematics Education for Grade K-6 Teachers

The Master of Arts in Mathematics Education (K-6) is a competency-based degree program that prepares already licensed teachers both to teach mathematics in grades K - 6 and to develop significant skills in mathematics curriculum development, design, and evaluation. All work in this degree program is online, and includes Elementary Mathematics Education, Research Fundamentals, and Instructional Design. All students complete a Capstone Project..

**STANDARD PATH FOR MASTER OF ARTS IN
MATHEMATICS EDUCATION, (K-6)**

Code	Assessment	CU	Term
EWOB	Education Without Boundaries	1	1
MYES	Mathematics Content (K-6)	18	1
RFC1	Foundations of Research	2	2
JUT2	Literature Reviews for Educational Research	2	2
JVT2	Research Proposal	2	2
JTT2	Issues in Educational Research	2	2
BXT2	MA, Mathematics Education (K-6) Capstone Written Project	3	3
IVT2	MA, Mathematics Education (K-6) Capstone Oral Defense	3	3

Master of Arts in **Mathematics Education for Grade 5–9 Teachers**

The Master of Arts in Mathematics Education (5–9) is a competency-based degree program that prepares already licensed teachers both to be licensed to teach mathematics in grades 5–9 and to develop significant skills in mathematics curriculum development, design, and evaluation. All work in this degree program is online and includes Mathematics, Mathematics Education, Instructional Design, and Research Fundamentals. All students complete a culminating Teacher Work Sample.

STANDARD PATH FOR MASTER OF ARTS IN MATHEMATICS EDUCATION (5-9)

Code	Assessment	CU	Term
EWOB	Education Without Boundaries	1	1
GAC2	Finite Mathematics	1	1
GAT2	Finite Mathematics Applications	1	1
GBC2	College Algebra	2	1
GBT2	College Algebra Applications	1	1
DNT2	Specific Teaching Practices: Mathematics Teaching Topics	1	1
DFT2	Specific Teaching Practices: Mathematics Technology	1	1
GCC2	Pre-Calculus	1	2
GCT2	Pre-Calculus Applications	1	2
GEC2	Probability and Statistics I	1	2
GET2	Probability and Statistics I Applications	1	2
GDC2	College Geometry	1	2
GDT2	College Geometry Applications	1	2
DLT2	Specific Teaching Practices: Mathematics History and Contributions	1	2
AYC2	Specific Teaching Practices: Mathematics Pedagogy	1	2
GFC2	Calculus I	2	3
GFT2	Calculus I Applications	2	3
RFC1	Foundations of Research	2	3
JUT2	Literature Reviews for Educational Research	2	3
JVT2	Research Proposal	2	4
JTT2	Issues in Educational Research	2	4
IRT2	MA, Mathematics Education (5-9) Teacher Work Sample Written Project	3	4
IST2	MA, Mathematics Education (5-9) Teacher Work Sample Oral Defense	3	4

Master of Arts in **Mathematics Education for Grade 5–12 Teachers**

The Master of Arts in Mathematics Education (5–12) is a competency-based degree program that prepares already licensed teachers both to be licensed to teach mathematics in grades 5–12 and to develop significant skills in mathematics curriculum development, design, and evaluation. All work in this degree program is online and includes Mathematics, and Mathematics Education. All students complete a culminating Teacher Work Sample.

**STANDARD PATH FOR MASTER OF ARTS IN
MATHEMATICS EDUCATION (5-12)**

Code	Assessment	CU	Term
EWOB	Education Without Boundaries	1	1
GCC2	Pre-Calculus	1	1
GCT2	Pre-Calculus Applications	1	1
GEC2	Probability and Statistics I	1	1
GET2	Probability and Statistics I Applications	1	1
DNT2	Specific Teaching Practices: Mathematics Teaching Topics	1	1
DFT2	Specific Teaching Practices: Mathematics Technology	1	1
DLT2	Specific Teaching Practices: Mathematics History and Contributions	1	1
AYC2	Specific Teaching Practices: Mathematics Pedagogy	1	2
GFC2	Calculus I	2	2
GFT2	Calculus I Applications	2	2
GGC2	Calculus II	2	2
AAT2	Calculus II Applications	1	2
GDC2	College Geometry	1	3
GDT2	College Geometry Applications	1	3
GHC2	Linear Algebra	2	3
GHT2	Linear Algebra Applications	1	3
HWC2	Calculus III and Analysis	1	3
HWT2	Calculus III and Analysis Applications	2	3
HXC2	Probability and Statistics II	1	4
HXT2	Probability and Statistics II Applications	2	4
HYC2	Abstract Algebra	2	4
HYT2	Abstract Algebra Applications	1	4
HZT2	Mathematical Modeling and Connections	3	4
ITT2	MA, Mathematics Education (5-12) Teacher Work Sample Written Project	3	5
IUT2	MA, Mathematics Education (5-12) Teacher Work Sample Oral Defense	3	5

[M.A. Science Education \(5-9\)](#)

Master of Arts in **Science Education for Grade 5–9 Teachers**

The Master of Arts in Science Education (5–9) is a competency-based degree program that prepares already licensed teachers both to be licensed to teach science in grades 5–9 and to develop significant skills in science curriculum development, design, and evaluation. All work in this degree program is online and includes General Science, and Science Education. All students complete a culminating Teacher Work Sample.

**STANDARD PATH FOR MASTER OF ARTS IN
SCIENCE EDUCATION (5-9)**

Code	Assessment	CU	Term
EWOB	Education Without Boundaries	1	1
GBC2	College Algebra	2	1
BQC2	Chemistry Theories and Concepts	3	1
BQT2	Chemistry Lab	3	1
BTC2	Life Science Theories and Concepts	3	2
BTT2	Life Science Lab	3	2
BRC2	Earth and Space Science Theories and Concepts	3	2
BRT2	Earth and Space Science Lab	3	3
BUC2	Physics Theories and Concepts	3	3
BUT2	Physics Lab	4	3
DEC2	Specific Teaching Practices: Science Pedagogy	1	4
HMT2	Specific Teaching Practices: Science	3	4
IBT2	MA, Science Education (5-9) Teacher Work Sample Written Project	3	4
ICT2	MA, Science Education (5-9) Teacher Work Sample Oral Defense	3	4

[M.A. Science Education \(Chemistry, 5-12\)](#)

Master of Arts in **Science Education for Chemistry Teachers** **Grade 5–12**

The Master of Arts in Science Education (5–12 Chemistry) is a competency-based degree program that prepares already licensed teachers both to be licensed to teach chemistry in grades 5–12 and to develop significant skills in science curriculum development, design, and evaluation. All work in this degree program is online and includes Natural Science, Mathematics, General Chemistry, Advanced Chemistry, and Science Education. All students complete a culminating Teacher Work Sample.

**STANDARD PATH FOR MASTER OF ARTS,
SCIENCE EDUCATION (5-12, CHEMISTRY)**

Code	Assessment	CU	Term
EWOB	Education Without Boundaries	1	1
GNC2	Integrated Natural Sciences	3	1
INT2	Integrated Natural Science Applications	3	1
BOC2	Precalculus and Calculus	1	1
BOT2	Problems in Precalculus and Calculus	1	2
BQC2	Chemistry Theories and Concepts	3	2
BQT2	Chemistry Lab	3	2
BVT2	Physical Chemistry	2	2
BWT2	Inorganic Chemistry	2	3
AIT2	Organic Chemistry	2	3

Code	Assessment	CU	Term
AIC2	Organic and Integrated Chemistry	3	3
GRT2	Biochemistry	2	3
CGT2	Geochemistry	2	4
DEC2	Specific Teaching Practices: Science Pedagogy	1	4
HMT2	Specific Teaching Practices: Science	3	4
IGT2	MA, Science Education (5-12, Chemistry) Teacher Work Sample Written Project	3	4
IHT2	MA, Science Education (5-12, Chemistry) Teacher Work Sample Oral Defense	3	4

[M.A. Science Education \(Physics, 5-12\)](#)

Master of Arts in **Science Education for Physics Teachers** **Grade 5–12**

The Master of Arts in Science Education (5–12, Physics) is a competency-based degree program that prepares already licensed teachers both to be licensed to teach physics in grades 5–12 and to develop significant skills in science curriculum development, design, and evaluation. All work in this degree program is online and includes Natural Science, Mathematics, General Chemistry, Physics, and Science Education. All students complete a culminating Teacher Work Sample.

STANDARD PATH FOR MASTER OF ARTS SCIENCE EDUCATION (5-12, PHYSICS)

Code	Assessment	CU	Term
EWOB	Education Without Boundaries	1	1
GNC2	Integrated Natural Sciences	3	1
INT2	Integrated Natural Science Applications	3	1
BOC2	Precalculus and Calculus	1	1
BOT2	Problems in Precalculus and Calculus	1	2
BQC2	Chemistry Theories and Concepts	3	2
BQT2	Chemistry Lab	3	2
BYT2	Physics: Mechanics	2	2
BZT2	Physics: Waves and Optics	2	3
DPT2	Physics: Electricity and Magnetism	2	3
PHT2	Modern Physics	3	3
PNC2	Integrated Physics	4	3
DEC2	Specific Teaching Practices: Science Pedagogy	1	4
HMT2	Specific Teaching Practices: Science	3	4
IKT2	MA, Science Education (5-12, Physics) Teacher Work Sample Written Project	3	4
ILT2	MA, Science Education (5-12, Physics) Teacher Work Sample Oral Defense	3	4

Master of Arts in **Science Education for Biology Teachers** **Grade 5–12**

The Master of Arts in Science Education (5–12, Biological Science) is a competency-based degree program that prepares already licensed teachers both to be licensed to teach biology in grades 5–12 and to develop significant skills in science curriculum development, design, and evaluation. All work in this degree program is online and includes Natural Science, Mathematics, Life Science, General Chemistry, Advanced Biology, and Science Education. All students complete a culminating Teacher Work Sample.

STANDARD PATH FOR MASTER OF ARTS, SCIENCE EDUCATION (5-12, BIOLOGY)

Code	Assessment	CU	Term
EWOB	Education Without Boundaries	1	1
GNC2	Integrated Natural Sciences	3	1
INT2	Integrated Natural Science Applications	3	1
GBC2	College Algebra	2	1
BQC2	Chemistry Theories and Concepts	3	2
BQT2	Chemistry Lab	3	2
BTC2	Life Science Theories and Concepts	3	2
BTT2	Life Science Lab	3	3
BPC2	Interdisciplinary Biological Science Theories and Concepts	3	3
BPT2	Interdisciplinary Biological Science Lab	4	3
DEC2	Specific Teaching Practices: Science Pedagogy	1	4
HMT2	Specific Teaching Practices: Science	3	4
IDT2	MA, Science Education (5-12, Bio) Teacher Work Sample Written Project	3	4
IFT2	MA, Science Education (5-12, Bio) Teacher Work Sample Oral Defense	3	4

Master of Arts in **Science Education for Geosciences Teachers** **Grade 5–12**

The Master of Arts in Science Education (5–12, Geosciences) is a competency-based degree program that prepares already licensed teachers both to be licensed to teach earth and space science in grades 5–12 and to develop significant skills in science curriculum development, design, and evaluation. All work in this degree program is online and includes General Science, Geosciences, and Science Education. All students complete a culminating Teacher Work Sample.

**STANDARD PATH FOR MASTER OF ARTS,
SCIENCE EDUCATION (5-12, GEOSCIENCES)**

Code	Assessment	CU	Term
EWOB	Education Without Boundaries	1	1
GNC2	Integrated Natural Sciences	3	1
INT2	Integrated Natural Science Applications	3	1
GBC2	College Algebra	2	1
BQC2	Chemistry Theories and Concepts	3	2
BQT2	Chemistry Lab	3	2
BRC2	Earth and Space Science Theories and Concepts	3	2
BRT2	Earth and Space Science Lab	3	3
BSC2	Interdisciplinary Geosciences Science Theories and Concepts	3	3
BST2	Interdisciplinary Geosciences Science Lab	4	3
DEC2	Specific Teaching Practices: Science Pedagogy	1	4
HMT2	Specific Teaching Practices: Science	3	4
IIT2	MA, Science Education (5-12, Geo) Teacher Work Sample Written Project	3	4
IJT2	MA, Science Education (5-12, Geo) Teacher Work Sample Oral Defense	3	4

[M.Ed. Instructional Design](#)

Master of Education, Instructional Design

The Master of Education degree is a competency-based program that prepares individuals to improve education and training results by effectively using technology to support teaching, learning, and performance improvement endeavors. The principal competencies of this program area focus on knowledge, skills, and abilities in instructional design, technology integration, measurement and evaluation, and research fundamentals.

**STANDARD PATH FOR MASTER OF EDUCATION,
INSTRUCTIONAL DESIGN**

Code	Assessment	CU	Term
EWOB	Education Without Boundaries	1	1
IDC1	Foundations of Instructional Design	2	1
JUT2	Literature Reviews for Educational Research	2	1
JNT2	Instructional Design Analysis	2	1
JOT2	Issues in Instructional Design	2	1
JPT2	Instructional Design Production	2	2
RFC1	Foundations of Research	2	2
JVT2	Research Proposal	2	2
JTT2	Issues in Educational Research	2	2
MEC1	Foundations of Measurement and Evaluation	2	3
JRT2	Evaluation Methodology and Instrumentation	2	3
JST2	Evaluation Process and Recommendation	2	3
JQT2	Issues in Measurement and Evaluation	2	3
JLT2	MED, Instructional Design Capstone Written Project	3	4

[M.Ed. Learning and Technology](#)

Master of Education, Learning Technology

The Master of Education degree is a competency-based program that prepares individuals to improve education and training results by effectively using technology to support teaching, learning, and performance improvement endeavors. The principal competencies of this program area focus on knowledge, skills, and abilities in instructional design, technology integration, measurement and evaluation, and research fundamentals.

STANDARD PATH FOR MASTER OF EDUCATION, LEARNING TECHNOLOGY

Code	Assessment	CU	Term
EWOB	Education Without Boundaries	1	1
IDC1	Foundations of Instructional Design	2	1
JUT2	Literature Reviews for Educational Research	2	1
JNT2	Instructional Design Analysis	2	1
JOT2	Issues in Instructional Design	2	1
JPT2	Instructional Design Production	2	2
RFC1	Foundations of Research	2	2
JVT2	Research Proposal	2	2
JTT2	Issues in Educational Research	2	2
MEC1	Foundations of Measurement and Evaluation	2	3
JRT2	Evaluation Methodology and Instrumentation	2	3
JST2	Evaluation Process and Recommendation	2	3
JQT2	Issues in Measurement and Evaluation	2	3
HPT2	MED, Learning and Technology Capstone Written Project	3	4
IQT2	MED, Learning and Technology Capstone Oral Defense	3	4

[M.S. Curriculum and Instruction](#)

Master of Science, Curriculum and Instruction

The Master of Science degree is a competency-based program and represents a path for educators wishing to advance their knowledge and skills in the application of sound, empirically-based principles of education to their instructional setting: curriculum content and pedagogy. Intended to be practical, real-world, and application-based, the program revolves around four primary themes: Design, Evaluation, Problem-solving, and Instructional Leadership. These four pillars are the foundations of a sound, empirically based education that meet the needs of K-12 educational leaders in the 21st century. The principal competencies of this program area focus on knowledge, skills, and abilities in curriculum, instruction, and research fundamentals.

**STANDARD PATH FOR MASTER OF SCIENCE
CURRICULUM AND INSTRUCTION**

Code	Assessment	CU	Term
EWOB	Education Without Boundaries	1	1
IYT2	Introduction to Curriculum Theory	2	1
IZT2	Learning Theories	2	1
JWT2	Instructional Theory	2	1
JXT2	Educational Psychology	2	1
JYT2	Curriculum Design	2	2
JZT2	Curriculum Evaluation	2	2
KAT2	Assessment for Student Learning	2	2
KBT2	Differentiated Instruction	2	2
RFC1	Foundations of Research	2	3
JUT2	Literature Reviews for Educational Research	2	3
JVT2	Research Proposal	2	3
JTT2	Issues in Educational Research	2	3
KCT2	MS, Curriculum and Instruction Capstone Written Project	3	4
KDT2	MS, Curriculum and Instruction Capstone Oral Defense	3	4

[Endorsement Preparation Program in English Language Learning \(ELL/ESL\) \(PK-12\)](#)

Endorsement Preparation,
English Language Learning (PK-12)

The English Language Learning (ELL) Endorsement Preparation Program is a competency-based program that prepares already licensed teachers to be licensed to teach in English Language Learning (ELL) settings. All work in this degree program is online and includes ELL content and methodology.

**STANDARD PATH FOR ENDORSEMENT PREPARATION,
ENGLISH LANGUAGE LEARNING (PK-12)**

Code	Assessment	CU	Term
EWOB	Education Without Boundaries	1	1
LPA1	Language Production, Theory and Acquisition	4	1
CUA1	Culture	3	1
SLO1	Theories of Second Language Learning Acquisition and Grammar	3	2
NNA1	Planning, Implementing, Managing Instruction	4	2
FEA1	Field Experience for ELL	3	2
ASA1	Assessment Theory and Practice	3	3
NMA1	The Professional Role of the ELL Teacher	2	3
ELO1	Subject Specific Pedagogy: ELL	3	3

Post-Graduate Endorsement in Educational Leadership

The Post-Graduate Endorsement in Educational Leadership is a competency-based degree program that prepares students at the graduate level to become licensed as school principals. The program's philosophy is based on that of the school principal as the school's instructional team leader. Work in this endorsement program takes place in a case study format and utilizes a case study school site or district. Students also complete a six month practicum working closely with a school administrator in a practicum school site. Practicum activities take place at both the elementary (K–6) and secondary (7–12) levels, and occur during the concluding term of the program.

STANDARD PATH FOR POST-GRADUATE ENDORSEMENT IN EDUCATIONAL LEADERSHIP

Code	Assessment	CU	Term
EWOB	Education Without Boundaries	1	1
LPT1	Performance Excellence Criteria for Educational Leaders	4	1
LGT1	Governance, Finance, Law, and Leadership for Principals	5	1
LNT1	Process Management for Educational Leaders	3	1
LFT1	Student, Stakeholder, and Market Focus for Educational Leaders	5	2
LMT1	Measurement, Analysis, and Knowledge Management for Educational Leaders	4	2
LWT1	Workforce Focus for Educational Leaders	4	2
LST1	Strategic Planning for Educational Leaders	2	3
LEC1	Comprehensive Educational Leadership Integration	2	3
LRT1	Practicum in Educational Leadership	7	3

Online College of Business

[B.S. Business Management](#)

Bachelor of Science in Business Management

The Bachelor of Science in Business Management is a competency-based program that enables leaders and managers in organizations to earn a Bachelor of Science degree. The B.S. in Business Management is great preparation for a variety of careers in the business field. This program consists of twelve balanced areas of study, development of a comprehensive portfolio, WGU competency-based assessments, and a capstone project.

STANDARD PATH FOR BACHELOR OF SCIENCE, BUSINESS MANAGEMENT

Code	Assessment	CU	Term
EWB2	Education Without Boundaries	2	1
BAC1	Foundations of College Mathematics	2	1
BBC1	Communications Foundations	2	1

Code	Assessment	CU	Term
LAE1	Language and Communication: Essay	2	1
LAT1	Language and Communication: Research	2	1
LUT1	Language and Communication: Presentation	2	1
LWC1	Fundamentals of Business Law and Ethics	6	2
LIT1	Legal Issues for Business Organizations	3	2
EST1	Ethical Situations in Business	3	2
INC1	Integrated Natural Sciences	4	3
INT1	Integrated Natural Sciences Applications	4	3
MGC1	Principles of Management	4	3
QLC1	Quantitative Literacy: College Algebra, Measurement and Geometry	3	4
QMC1	Quantitative Literacy: Statistics, Probability and Problem Solving	3	4
QLT1	Quantitative Literacy: Quantitative Problem Solving and Applications	3	4
ORC1	Fundamentals of Organizational Behavior and Leadership	4	4
LET1	Leadership Concepts and Applications	4	5
SSC1	General Education Social Science	1	5
SST1	General Education Social Science: Analysis and Applications	2	5
QAT1	Quantitative Analysis for Business	6	5
EGC1	Fundamentals of Economics, Global Business and Quantitative Analysis	4	6
EGT1	Economics and Global Business Applications	4	6
IWC1	Literature, Arts and the Humanities	2	6
IWT1	Literature, Arts and the Humanities: Analysis and Interpretation	2	6
MKC1	Fundamentals of Marketing and Business Communication	6	7
MKT1	Marketing Principles and Applications	2	7
RWT1	Business Research and Writing	2	7
CLC1	Reasoning and Problem Solving	3	7
FNC1	Fundamentals of Finance, Accounting and Information Technology	6	8
FNT1	Business Applications for Finance, Accounting and Information Technology	6	8
OBC1	Strategy, Change and Organizational Behavior	7	9
QDC1	Quality, Operations and Decision Science Concepts	8	9
BMA1	Business Management Tasks	9	10
CWBM	Business Management Capstone Project	9	10

[B.S. Business—Human Resource Management](#)

Bachelor of Science in Business—Human Resource Management

The Bachelor of Science in Business—Human Resource Management is a competency-based program that enables human resource professionals to earn a Bachelor of Science degree. The Business—Human Resource Management degree is great preparation for a career as a human resource manager or personnel director. This program consists of twelve balanced areas of study, development of a comprehensive portfolio, WGU competency-based assessments, and a capstone project. Students who complete this program will also earn an industry-recognized designation commensurate with their professional HR work experience: either the Assurance of

Learning Achievement from the Society of Human Resource Management (SHRM) or the PHR Certification from the Human Resource Certification Institute (HRCI).

**STANDARD PATH FOR BACHELOR OF SCIENCE,
HUMAN RESOURCE MANAGEMENT**

Code	Assessment	CU	Term
EWB2	Education Without Boundaries	2	1
BAC1	Foundations of College Mathematics	2	1
BBC1	Communications Foundations	2	1
LAE1	Language and Communication: Essay	2	1
LAT1	Language and Communication: Research	2	1
LUT1	Language and Communication: Presentation	2	1
LWC1	Fundamentals of Business Law and Ethics	6	2
LIT1	Legal Issues for Business Organizations	3	2
EST1	Ethical Situations in Business	3	2
INC1	Integrated Natural Sciences	4	3
INT1	Integrated Natural Sciences Applications	4	3
MGC1	Principles of Management	4	3
QLC1	Quantitative Literacy: College Algebra, Measurement and Geometry	3	4
QMC1	Quantitative Literacy: Statistics, Probability and Problem Solving	3	4
QLT1	Quantitative Literacy: Quantitative Problem Solving and Applications	3	4
ORC1	Fundamentals of Organizational Behavior and Leadership	4	4
LET1	Leadership Concepts and Applications	4	5
SSC1	General Education Social Science	1	5
SST1	General Education Social Science: Analysis and Applications	2	5
QAT1	Quantitative Analysis for Business	6	5
EGC1	Fundamentals of Economics, Global Business and Quantitative Analysis	4	6
EGT1	Economics and Global Business Applications	4	6
IWC1	Literature, Arts and the Humanities	2	6
IWT1	Literature, Arts and the Humanities: Analysis and Interpretation	2	6
MKC1	Fundamentals of Marketing and Business Communication	6	7
MKT1	Marketing Principles and Applications	2	7
RWT1	Business Research and Writing	2	7
CLC1	Reasoning and Problem Solving	3	7
FNC1	Fundamentals of Finance, Accounting and Information Technology	6	8
FNT1	Business Applications for Finance, Accounting and Information Technology	6	8
CHV1			
or			
BNV1	Human Resource Management Concepts	9	9
CWHM	Business HR Management Capstone Project	9	9
PFHM	Business HR Management Portfolio Requirement	3	10

Bachelor of Science in Business—Information Technology Management

The Bachelor of Science in Business—Information Technology Management is a competency-based program that enables information technology professionals to earn a Bachelor of Science degree. The Bachelor of Science in Business—Information Technology Management degree is great preparation for a career as an IT project manager, director of customer service, data center manager, or equivalent position. This program consists of eight balanced areas of study, development of a comprehensive portfolio, WGU competency-based assessments, and a capstone project.

STANDARD PATH FOR BACHELOR OF SCIENCE, BUSINESS - IT MANAGEMENT

Code	Assessment	CU	Term
EWB2	Education Without Boundaries	2	1
BAC1	Foundations of College Mathematics	2	1
BBC1	Communications Foundations	2	1
LAE1	Language and Communication: Essay	2	1
LAT1	Language and Communication: Research	2	1
LUT1	Language and Communication: Presentation	2	1
LWC1	Fundamentals of Business Law and Ethics	6	2
LIT1	Legal Issues for Business Organizations	3	2
EST1	Ethical Situations in Business	3	2
INC1	Integrated Natural Sciences	4	3
INT1	Integrated Natural Sciences Applications	4	3
MGC1	Principles of Management	4	3
QLC1	Quantitative Literacy: College Algebra, Measurement and Geometry	3	4
QMC1	Quantitative Literacy: Statistics, Probability and Problem Solving	3	4
QLT1	Quantitative Literacy: Quantitative Problem Solving and Applications	3	4
ORC1	Fundamentals of Organizational Behavior and Leadership	4	4
LET1	Leadership Concepts and Applications	4	5
SSC1	General Education Social Science	1	5
SST1	General Education Social Science: Analysis and Applications	2	5
QAT1	Quantitative Analysis for Business	6	5
EGC1	Fundamentals of Economics, Global Business and Quantitative Analysis	4	6
EGT1	Economics and Global Business Applications	4	6
IWC1	Literature, Arts and the Humanities	2	6
IWT1	Literature, Arts and the Humanities: Analysis and Interpretation	2	6
MKC1	Fundamentals of Marketing and Business Communication	6	7
MKT1	Marketing Principles and Applications	2	7
RWT1	Business Research and Writing	2	7
CLC1	Reasoning and Problem Solving	3	7
FNC1	Fundamentals of Finance, Accounting and Information Technology	6	8

Code	Assessment	CU	Term
FNT1	Business Applications for Finance, Accounting and Information Technology	6	8
BDC1	IT Management Concepts	9	9
CWIT	Business IT Management Capstone Project	9	9
PFIT	Business IT Management Portfolio Requirement	3	10

[B.S. Sales and Sales Management](#)

Bachelor of Science, Sales and Sales Management

The Bachelor of Science in Sales and Sales Management is a competency-based program that enables sales personnel in organizations to earn a Bachelor of Science degree. The B.S. in Sales and Sales Management is solid preparation of a career in sales or sales management. This program consists of twelve balanced areas of study, development of a comprehensive portfolio, WGU competency-based assessments, and a capstone project.

STANDARD PATH FOR BACHELOR OF SCIENCE IN SALES *and* SALES MANAGEMENT

Code	Assessment	CU	Term
EWB2	Education Without Boundaries	2	1
BAC1	Foundations of College Mathematics	2	1
BBC1	Foundations of Language and Communication	2	1
LAE1	Language and Communication: Essay	2	1
LAT1	Language and Communication: Research	2	1
LUT1	Language and Communication: Presentation	2	1
LWC1	Fundamentals of Business Law and Ethics	6	2
LIT1	Legal Issues for Business Organizations	3	2
EST1	Ethical Situations in Business	3	2
INC1	Integrated Natural Sciences	4	3
INT1	Integrated Natural Sciences Applications	4	3
MGC1	Principles of Management	4	3
QLC1	Quantitative Literacy: College Algebra, Measurement and Geometry	3	4
QMC1	Quantitative Literacy: Statistics, Probability and Problem Solving	3	4
QLT1	Quantitative Literacy: Quantitative Problem Solving and Applications	3	4
ORC1	Fundamentals of Organizational Behavior and Leadership	4	4
SSC1	General Education Social Science	1	5
SST1	General Education Social Science: Analysis and Applications	2	5
QAT1	Quantitative Analysis for Business	6	5
LET1	Leadership Concepts and Applications	4	5
EGC1	Fundamentals of Economics, Global Business and Quantitative Analysis	4	6
EGT1	Economics and Global Business Applications	4	6
IWC1	Literature, Arts and the Humanities	2	6
IWT1	Literature, Arts and the Humanities: Analysis and Interpretation	2	6
MKC1	Fundamentals of Marketing and Business Communication	6	7
MKT1	Marketing Principles and Applications	2	7

Code	Assessment	CU	Term
MAP1	Cases in Marketing Management	3	7
RWT1	Business Research and Writing	2	7
CLC1	Reasoning and Problem Solving	3	8
FNC1	Fundamentals of Finance, Accounting and Information Technology	6	8
FNT1	Business Applications for Finance, Accounting and Information Technology	6	8
AYV1	Personal Selling: Fundamental Concepts	3	9
AZV1	Sales Management: Concepts	4	9
CASM	Sales and Sales Management Capstone Written Project	9	9
PTSM	Sales and Sales Management Portfolio	3	9

[B.S. Marketing Management](#)

Bachelor of Science in Marketing Management

The Bachelor of Science in Marketing Management is a competency-based program that enables marketing and sales professionals to earn a Bachelor of Science degree. The B.S. in Marketing Management is great preparation for a variety of careers in marketing, promotion, and sales management. This program consists of twelve balanced areas of study (domains), development of a comprehensive portfolio, WGU competency-based assessments, and a capstone project.

STANDARD PATH FOR BACHELOR OF SCIENCE, MARKETING MANAGEMENT CODE ASSESSMEN

Code	Assessment	CU	Term
EWB2	Education Without Boundaries	2	1
BAC1	Foundations of College Mathematics	2	1
BBC1	Communications Foundations	2	1
LAE1	Language and Communication: Essay	2	1
LAT1	Language and Communication: Research	2	1
LUT1	Language and Communication: Presentation	2	1
LWC1	Fundamentals of Business Law and Ethics	6	2
LIT1	Legal Issues for Business Organizations	3	2
EST1	Ethical Situations in Business	3	2
INC1	Integrated Natural Sciences	4	3
INT1	Integrated Natural Sciences Applications	4	3
MGC1	Principles of Management	4	3
QLC1	Quantitative Literacy: College Algebra, Measurement, and Geometry	3	4
QMC1	Quantitative Literacy: Statistics, Probability and Problem Solving	3	4
QLT1	Quantitative Literacy: Quantitative Problem Solving and Applications	3	4
ORC1	Fundamentals of Organizational Behavior and Leadership	4	4
LET1	Leadership Concepts and Applications	4	5
SSC1	General Education Social Science	1	5
SST1	General Education Social Science: Analysis and Applications	2	5
QAT1	Quantitative Analysis for Business	6	5

Code	Assessment	CU	Term
EGC1	Fundamentals of Economics, Global Business and Quantitative Analysis	4	6
EGT1	Economics and Global Business Applications	4	6
IWC1	Literature, Arts and the Humanities	2	6
IWT1	Literature, Arts and the Humanities: Analysis and Interpretation	2	6
MKC1	Fundamentals of Marketing and Business Communication	6	7
MKT1	Marketing Principles and Applications	2	7
RWT1	Business Research and Writing	2	7
CLC1	Reasoning and Problem Solving	3	7
FNC1	Fundamentals of Finance, Accounting and Information Technology	6	8
FNT1	Business Applications for Finance, Accounting and Information Technology	6	8
ASC1	Marketing Management Concepts	12	9
AST1	Marketing Management Tasks	6	10
CWMM	Business Marketing Capstone Project	9	10

[B.S. Accounting](#)

Bachelor of Science in Accounting

The Bachelor of Science in Accounting is a competency-based program that enables professionals in accounting to earn a Bachelor of Science degree. The Accounting degree is great preparation for a career in accounting in a public company, non-profit entity, or other organization. This program consists of twelve balanced areas of study, WGU competency-based assessments, and a capstone project.

STANDARD PATH FOR BACHELOR OF SCIENCE, ACCOUNTING

Code	Assessment	CU	Term
EWB2	Education Without Boundaries	2	1
BAC1	Foundations of College Mathematics	2	1
BBC1	Communications Foundations	2	1
LAE1	Language and Communication: Essay	2	1
LAT1	Language and Communication: Research	2	1
LUT1	Language and Communication: Presentation	2	1
LWC1	Fundamentals of Business Law and Ethics	6	2
LIT1	Legal Issues for Business Organizations	3	2
CLC1	Reasoning and Problem Solving	3	2
INC1	Integrated Natural Sciences	4	3
INT1	Integrated Natural Sciences Applications	4	3
MGC1	Principles of Management	4	3
QLC1	Quantitative Literacy: College Algebra, Measurement and Geometry	3	4
QMC1	Quantitative Literacy: Statistics, Probability and Problem Solving	3	4
QLT1	Quantitative Literacy: Quantitative Problem Solving and Applications	3	4
ORC1	Fundamentals of Organizational Behavior and Leadership	4	4
LET1	Leadership Concepts and Applications	4	5
SSC1	General Education Social Science	1	5

Code	Assessment	CU	Term
SST1	General Education Social Science: Analysis and Applications	2	5
QAT1	Quantitative Analysis for Business	6	5
EGC1	Fundamentals of Economics, Global Business and Quantitative Analysis	4	6
EGT1	Economics and Global Business Applications	4	6
RWT1	Business Research and Writing	2	6
IWC1	Literature, Arts and the Humanities	2	6
IWT1	Literature, Arts and the Humanities: Analysis and Interpretation	2	7
FNC1	Fundamentals of Finance, Accounting and Information Technology	6	7
FNT1	Business Applications for Finance, Accounting and Information Technology	6	7
ATO	Concepts in Cost/Managerial Accounting	8	8
AUO1	Concepts in Auditing and Information	4	8
ACA1	Problems in Accounting	6	9
CMO1	Concepts in Cost/Managerial Accounting	6	9
BGA1	Problems in Budgeting and Financial Statements	6	10
CPN1	Accounting Capstone Project	9	10

[Master of Business Administration \(MBA\)](#)

Master of Business Administration

The Master of Business Administration is specifically designed for experienced business professionals and managers seeking upward career mobility. The program prepares you for a mid-level to upper-level management position in business, industry, and non-profit organizations.

STANDARD PATH FOR MASTER OF BUSINESS ADMINISTRATION

Code	Assessment	CU	Term
EWOB	Education Without Boundaries	1	1
JAT2	Leadership	2	1
JBT2	E-Business	2	1
JCT2	Supply Chain	3	1
JDT2	Human Resources	2	2
JET2	Financial Analysis	4	2
JFT2	Organizational Management	2	2
JGT2	Decision Analysis	4	3
JHT2	Strategic Management	2	3
JIT2	Risk Management	2	3
JJT2	Social Responsibility	2	4
JKT2	MBA, Management and Strategy Capstone Written Project	6	4

Master of Business Administration **Information Technology Management Emphasis**

The Master of Business Administration—Information Technology Management is specifically designed for experienced business professionals and managers seeking upward career mobility in the information technology arena. The program prepares you for a mid-level to upper-level information technology management position in business, industry, and non-profit organizations. The Master of Business Administration is specifically designed for experienced business professionals and managers seeking upward career mobility. The program prepares you for a mid-level to upper-level management position in business, industry, and non-profit organizations.

STANDARD PATH FOR MASTER OF BUSINESS ADMINISTRATION, IT MANAGEMENT EMPHASIS

Code	Assessment	CU	Term
EWOB	Education Without Boundaries	1	1
JAT2	Leadership	2	1
JBT2	E-Business	2	1
ITO1	Advanced IT Management Concepts	6	1
JDT2	Human Resources	2	2
JET2	Financial Analysis	4	2
JFT2	Organizational Management	2	2
JGT2	Decision Analysis	4	3
ITP1	Cases in Advanced IT Management	3	3
JIT2	Risk Management	2	3
JJT2	Social Responsibility	2	4
JKT2	MBA Information Technology Capstone Written Project	6	4

Master of Business Administration **Healthcare Management**

The Master of Business Administration Healthcare Management is specifically designed for those in an array of leadership roles as well as those transitioning into healthcare from a different industry to develop strong health care leaders by strengthening your analytical and critical thinking skills. The program prepares you for a mid-level to upper-level management position in private and public sectors of the healthcare industry including hospitals, health system management, consulting, physician practices, and government and non-government agencies.

**STANDARD PATH FOR MASTER OF BUSINESS ADMINISTRATION,
HEALTHCARE MANAGEMENT EMPHASIS**

Code	Assessment	CU	Term
EWOB	Education Without Boundaries	1	1
JAT2	Leadership	2	1
JBT2	E-Business	2	1
AFT1	Accreditation Audit	4	1
JDT2	Human Resources	2	2
JET2	Financial Analysis	4	2
JFT2	Organizational Management	2	2
JGT2	Decision Analysis	4	3
AMT2	Service Line Development	4	3
JIT2	Risk Management	2	4
JJT2	Social Responsibility	2	4
ART2	MBA Healthcare Capstone Written Project	6	4

Online College of Information Technology

[B.S. Information Technology](#)

Bachelor of Science in Information Technology

The WGU Bachelor of Science in Information Technology (IT) program provides a solid foundation in computer information systems and technologies, including programming, web systems, project management, networks, operating systems, databases, and security. In addition to the IT content, the degree program includes a broad collegiate-level education. The program is primarily designed for those who have some technical knowledge and are ready to move on to increased levels of expertise and responsibility in the information technology field. The IT component of the Bachelor of Science program consists of four domains of study: IT fundamentals, software, networks, and IT project management. There are 13 areas of study that students master, including IT fundamentals, operating systems, software, networks, database, web systems, security, and project management. At the end of the program, students complete a capstone project. Students who are seeking a specialization in one of the subdomains of software, networks, database, or security can complete the basic IT degree program and pass additional assessments to earn one of these designated emphases.

**STANDARD PATH FOR BACHELOR OF SCIENCE,
INFORMATION TECHNOLOGY**

Code	Assessment	CU	Term
EWB2	Education Without Boundaries	2	1
BAC1	Foundations of College Mathematics	2	1
BBC1	Communications Foundations	2	1
CLC1	Reasoning and Problem Solving	3	1
WV1	IT Fundamentals I	3	1
LAE1	Language and Communication: Essay	2	2
INC1	Integrated Natural Sciences	4	2

Code	Assessment	CU	Term
LAT1	Language and Communication: Research	2	2
AXV1	IT Fundamentals II	4	2
TTV1	IT Fundamentals III	3	3
WSV1	Web Technologies	6	3
INT1	Integrated Natural Sciences Applications	4	3
LUT1	Language and Communication: Presentation	2	4
GAC1	Finite Mathematics	2	4
SSC1	General Education Social Science	1	4
SST1	General Education Social Science: Analysis and Applications	2	4
TNV1	Networks I	6	4
HHT1	Finite Mathematics Applications	2	5
QLT1	Quantitative Literacy: Quantitative Problem Solving and Applications	3	5
TSV1	Security I	6	5
BOV1	Web Programming	4	5
LET1	Leadership Concepts and Applications	4	6
ORC1	Fundamentals of Organizational Behavior and Leadership	4	6
IWC1	Literature, Arts and the Humanities	2	6
IWT1	Literature, Arts and the Humanities: Analysis and Interpretation	2	6
KET1	Introduction to Programming	4	7
MGC1	Principles of Management	4	7
WDV1	Database I	6	7
TPV1	Project Management	6	8
KFT1	Object Oriented Design and Development	4	8
ABV1	Operating Systems	6	8
TWA1	Technical Writing	4	9
CPW1	IT Capstone Project	9	9

[B.S. Information Technology—Networks Administration](#)

Bachelor of Science in Information Technology, Networks Administration Emphasis

The WGU Bachelor of Science in Information Technology (IT) program provides a solid foundation in computer information systems and technologies, including programming, web systems, project management, networks, operating systems, databases, and security. In addition to the IT content, the degree program includes a broad collegiate-level education. The program is primarily designed for those who have some technical knowledge and are ready to move to increased levels of expertise and responsibility in the information technology field. The IT component of the Bachelor of Science program consists of four domains of study: IT fundamentals, software, networks, and IT project management. There are eight areas of study (subdomains) that students master, including IT fundamentals, operating systems, software, networks, database, web systems, security, and project management. At the end of the program, students develop a capstone project. Students who are seeking a specialization in one of the subdomains of software, networks, database, or security can complete the basic IT degree program and pass additional assessments to earn one of these designated emphases.

Students seeking the BS IT—Networks Administration Emphasis demonstrate additional competencies in this area by taking and passing specific industry certification exams, which lead to the Microsoft Certified IT Professional on Windows Server 2008. Students who possess a current (less than five years old) MCITP on Windows Server 2008 will have these assessments waived. The domain cannot be cleared through previous college work or professional experience.

**STANDARD PATH FOR BACHELOR OF SCIENCE, INFORMATION
TECHNOLOGY—NETWORKS ADMINISTRATION**

Code	Assessment	CU	Term
EWB2	Education Without Boundaries	2	1
BAC1	Foundations of College Mathematics	2	1
BBC1	Communications Foundations	2	1
CLC1	Reasoning and Problem Solving	3	1
WV1	IT Fundamentals I	3	1
LAE1	Language and Communication: Essay	2	2
INC1	Integrated Natural Sciences	4	2
LAT1	Language and Communication: Research	2	2
AXV1	IT Fundamentals II	4	2
TTV1	IT Fundamentals III	3	3
LUT1	Language and Communication: Presentation	2	3
INT1	Integrated Natural Sciences Applications	4	3
GAC1	Finite Mathematics	2	4
SSC1	General Education Social Science	1	4
SST1	General Education Social Science: Analysis and Applications	2	4
TNV1	Networks I	6	4
HHT1	Finite Mathematics Applications	2	4
BRV1	Introduction to Networking	3	4
QLT1	Quantitative Literacy: Quantitative Problem Solving and Applications	3	5
TSV1	Security I	6	5
BOV1	Web Programming	4	5
IWC1	Literature, Arts and the Humanities	2	6
LET1	Leadership Concepts and Applications	4	6
ORC1	Fundamentals of Organizational Behavior and Leadership	4	6
IWT1	Literature, Arts and the Humanities: Analysis and Interpretation	2	6
TPV1	Project Management	6	7
ABV1	Operating Systems	6	7
MGC1	Principles of Management	4	8
TWA1	Technical Writing	4	8
AHV1	Directory Services	6	8
AIV1	Network Design and Management	6	9
AJV1	Server Administration	6	9
CPW2	IT-Network Administration Capstone Project	9	10

Bachelor of Science in Information Technology, Networks Design and Management Emphasis

The WGU Bachelor of Science in Information Technology (IT) program provides a solid foundation in computer information systems and technologies, including programming, web systems, project management, networks, operating systems, databases, and security. In addition to the IT content, the degree program includes a broad collegiate-level education. The program is primarily designed for those who have some technical knowledge and are ready to move to increased levels of expertise and responsibility in the information technology field. The IT component of the Bachelor of Science program consists of four domains of study: IT fundamentals, software, networks, and IT project management. There are eight areas of study (subdomains) that students master, including IT fundamentals, operating systems, software, networks, database, web systems, security, and project management. At the end of the program, students develop a capstone project. Students who are seeking a specialization in one of the subdomains of software, networks, database or security can complete the basic IT degree program and pass additional assessments to earn one of these designated emphases. Students seeking the BS IT—Network Design and Management Emphasis demonstrates additional competencies in this area by taking and passing specific industry certification exams: (MCSE) Microsoft Exam 70-620: TS: Windows Vista, Configuring; Microsoft 70-290: Managing and Maintaining a Windows Server 2003 Environment; Microsoft 70-291: Implementing, Managing, and Maintaining a Windows Server 2003 Network Infrastructure; Microsoft 70-293: Planning and Maintaining a Windows Server 2003 Network Infrastructure; Microsoft 70-294: Planning, Implementing, and Maintaining a Windows Server 2003 Active Directory Infrastructure; and Microsoft 70-297: Designing a Windows Server 2003 Active Directory and Network Infrastructure. Students who have passed these exams prior to enrollment will have the requirement waived.

STANDARD PATH FOR BACHELOR OF SCIENCE, INFORMATION TECHNOLOGY - NETWORKS DESIGN AND MANAGEMENT EMPHASIS

Code	Assessment	CU	Term
EWB2	Education Without Boundaries	2	1
BAC1	Foundations of College Mathematics	2	1
BBC1	Communications Foundations	2	1
CLC1	Reasoning and Problem Solving	3	1
WV1	IT Fundamentals I	3	1
LAE1	Language and Communication: Essay	2	2
INC1	Integrated Natural Sciences	4	2
LAT1	Language and Communication: Research	2	2
AXV1	IT Fundamentals II	4	2
TTV1	IT Fundamentals III	3	3
LUT1	Language and Communication: Presentation	2	3
INT1	Integrated Natural Sciences Applications	4	3
GAC1	Finite Mathematics	2	4
SSC1	General Education Social Science	1	4
SST1	General Education Social Science: Analysis and Applications	2	4

Code	Assessment	CU	Term
TNV1	Networks I	6	4
HHT1	Finite Mathematics Applications	2	5
QLT1	Quantitative Literacy: Quantitative Problem Solving and Applications	3	5
TSV1	Security I	6	5
BOV1	Web Programming	4	5
IWC1	Literature, Arts and the Humanities	2	6
LET1	Leadership Concepts and Applications	4	6
ORC1	Fundamentals of Organizational Behavior and Leadership	4	6
IWT1	Literature, Arts and the Humanities: Analysis and Interpretation	2	6
MGC1	Principles of Management	4	7
TPV1	Project Management	6	7
TWA1	Technical Writing	4	7
ABV1	Operating Systems	6	8
AHV1	Directory Services	6	8
AIV1	Network Design and Management	6	9
BHV1	Configuring Applications Infrastructure	6	9
BIVI	Enterprise Administration	6	10
CPW3	IT-Network Design and Management Capstone Project	9	10

[B.S. Information Technology—Databases](#)

Bachelor of Science in Information Technology, **Databases Emphasis**

The WGU Bachelor of Science in Information Technology (IT) program provides a solid foundation in computer information systems and technologies, including programming, web systems, project management, networks, operating systems, databases, and security. In addition to the IT content, the degree program includes a broad, collegiate-level education. The program is primarily designed for those who have some technical knowledge and are ready to move to increased levels of expertise and responsibility in the information technology field. The IT component of the Bachelor of Science program consists of four domains of study: IT fundamentals, software, networks, and IT project management. There are eight areas of study (subdomains) that students master, including IT fundamentals, operating systems, software, networks, database, web systems, security, and project management. At the end of the program, students develop a complete capstone project. Students who are seeking a specialization in one of the subdomains of software, networks, database or security can complete the basic IT degree program and pass additional assessments to earn one of these designated emphases. Students seeking the BS IT—Databases Emphasis demonstrates additional competencies in this area by taking and passing specific industry certification exams Oracle SQL Expert (1Z0-047) exam and Oracle 10g: Administration I (1Z0-042). Students who have passed these exams prior to enrollment will have the requirement waived.

**STANDARD PATH FOR BACHELOR OF SCIENCE,
INFORMATION TECHNOLOGY—DATABASES EMPHASIS**

Code	Assessment	CU	Term
EWB2	Education Without Boundaries	2	1
BAC1	Foundations of College Mathematics	2	1
BBC1	Communications Foundations	2	1
CLC1	Reasoning and Problem Solving	3	1
WV1	IT Fundamentals I	3	1
LAE1	Language and Communication: Essay	2	2
INC1	Integrated Natural Sciences	4	2
LAT1	Language and Communication: Research	2	2
AXV1	IT Fundamentals II	4	2
TTV1	IT Fundamentals III	3	3
WSV1	Web Technologies	6	3
INT1	Integrated Natural Sciences Applications	4	3
LUT1	Language and Communication: Presentation	2	4
GAC1	Finite Mathematics	2	4
BOV1	Web Programming	4	4
QLT1	Quantitative Literacy: Quantitative Problem Solving and Applications	3	4
SST1	General Education Social Science: Analysis and Applications	2	4
TSV1	Security I	6	5
SSC1	General Education Social Science	1	5
HHT1	Finite Mathematics Applications	2	5
IWC1	Literature, Arts and the Humanities	2	5
KET1	Introduction to Programming	4	5
ORC1	Fundamentals of Organizational Behavior and Leadership	4	6
IWT1	Literature, Arts and the Humanities: Analysis and Interpretation	2	6
KFT1	Object Oriented Design and Development	4	6
MGC1	Principles of Management	4	6
WDV1	Database I	6	7
TPV1	Project Management	6	7
LET1	Leadership Concepts and Applications	4	8
TWA1	Technical Writing	4	8
BPV1	Database II	6	8
BQV1	Database Design	6	9
CPW6	IT-Databases Capstone Project	9	9

[B.S. Information Technology—Security](#)

Bachelor of Science in Information Technology, Security Emphasis

The Bachelor of Science in Information Technology (IT) provides a solid foundation in computer information systems and technologies, including programming, web systems, project

management, networks, operating systems, databases, and security. In addition to the IT content, the degree program includes a broad, collegiate-level education. The program is primarily designed for those who have some technical knowledge and are ready to move to increased levels of expertise and responsibility in the information technology field. The IT component of the Bachelor of Science program consists of four domains of study: IT fundamentals, software, networks and IT project management. There are eight areas of study (sub-domains) that students master including IT fundamentals, operating systems, software, networks, database, web systems, security, and project management. At the end of the program, students develop a comprehensive capstone project. Students who are seeking a specialization in one of the sub-domains of software, networks, database or security can complete the basic IT degree program and pass additional assessments to earn one of these designated emphases.

Students seeking the BS IT-Security Emphasis demonstrate additional competencies in this area by taking and passing specific industry certification exams: the CISCO Certified Network Associate (CCNA – 640-802) and the CISCO CCNA Security Certification (640-553 IINS). Students who have passed these exams prior to enrollment will have the requirements waived.

STANDARD PATH FOR BACHELOR OF SCIENCE, INFORMATION TECHNOLOGY—SECURITY

Code	Assessment	CU	Term
EWB2	Education Without Boundaries	2	1
BAC1	Foundations of College Mathematics	2	1
BBC1	Communications Foundations	2	1
CLC1	Reasoning and Problem Solving	3	1
LAE1	Language and Communication: Essay	2	1
INC1	Integrated Natural Sciences	4	1
LAT1	Language and Communication: Research	2	2
AXV1	IT Fundamentals II	4	2
TTV1	IT Fundamentals III	3	2
LUT1	Language and Communication: Presentation	2	2
WSV1	Web Technologies	6	2
INT1	Integrated Natural Sciences Applications	4	3
GAC1	Finite Mathematics	2	3
SSC1	General Education Social Science	1	3
SST1	General Education Social Science: Analysis and Applications	2	3
BRV1	Introduction to Networking	3	3
BSV1	Network Fundamentals	3	4
HHT1	Finite Mathematics Applications	2	4
QLT1	Quantitative Literacy: Quantitative Problem Solving and Applications	3	4
TSV1	Security I	6	4
BOV1	Web Programming	4	5
LET1	Leadership Concepts and Applications	4	5
ORC1	Fundamentals of Organizational Behavior and Leadership	4	5
IWT1	Literature, Arts and the Humanities: Analysis and Interpretation	2	6
IWC1	Literature, Arts and the Humanities	2	6

Code	Assessment	CU	Term
KET1	Introduction to Programming	4	6
MGC1	Principles of Management	4	6
WDV1	Database I	6	7
TPV1	Project Management	6	7
KFT1	Object Oriented Design and Development	4	8
ABV1	Operating Systems	6	8
TWA1	Technical Writing	4	8
BLV1	Designing Customized Security	6	9
CPW4	IT-Security Capstone Project	9	9

[B.S. Information Technology—Software](#)

Bachelor of Science in **Information Technology, Software Emphasis**

The Bachelor of Science in Information Technology (IT) provides a solid foundation in computer information systems and technologies, including programming, web systems, project management, networks, operating systems, databases, and security. In addition to the IT content, the degree program includes a broad, collegiate-level education. The program is primarily designed for those who have some technical knowledge and are ready to move to increased levels of expertise and responsibility in the information technology field. The IT component of the Bachelor of Science program consists of four domains of study: IT fundamentals, software, networks and IT project management. There are eight areas of study (sub-domains) that students master including IT fundamentals, operating systems, software, networks, database, web systems, security, and project management. At the end of the program, students develop a capstone project. Students who are seeking a specialization in one of the sub-domains of software, networks, database or security can complete the basic IT degree program and pass additional assessments to earn one of these designated emphases. Students seeking the BS IT—Software Emphasis demonstrate additional competencies in this area by obtaining the Oracle Certified Professional Java SE 6 Programmer certification and the CIW Perl Specialist certification. Students who have passed these prior to enrollment will have the requirement cleared.

STANDARD PATH FOR BACHELOR OF SCIENCE, INFORMATION TECHNOLOGY—SOFTWARE EMPHASIS

Code	Assessment	CU	Term
EWB2	Education Without Boundaries	2	1
BAC1	Foundations of College Mathematics	2	1
BBC1	Communications Foundations	2	1
CLC1	Reasoning and Problem Solving	3	1
LAE1	Language and Communication: Essay	2	1
INC1	Integrated Natural Sciences	4	1
LAT1	Language and Communication: Research	2	2
AXV1	IT Fundamentals II	4	2
TTV1	IT Fundamentals III	3	2

Code	Assessment	CU	Term
WSV1	Web Technologies	6	2
INT1	Integrated Natural Sciences Applications	4	3
LUT1	Language and Communication: Presentation	2	3
GAC1	Finite Mathematics	2	3
SSC1	General Education Social Science	1	3
TSV1	Security I	6	3
HHT1	Finite Mathematics Applications	2	4
QLT1	Quantitative Literacy: Quantitative Problem Solving and Applications	3	4
SST1	General Education Social Science: Analysis and Applications	2	4
BOV1	Web Programming	4	4
IWC1	Literature, Arts and the Humanities	2	4
LET1	Leadership Concepts and Applications	4	5
ORC1	Fundamentals of Organizational Behavior and Leadership	4	5
KET1	Introduction to Programming	4	5
IWT1	Literature, Arts and the Humanities: Analysis and Interpretation	2	6
MGC1	Principles of Management	4	6
WDV1	Database I	6	6
TPV1	Project Management	6	7
KFT1	Object Oriented Design and Development	4	7
TWA1	Technical Writing	4	7
ABV1	Operating Systems	6	8
ANV1	Software I	6	8
WPV1	Software II	3	9
CPW5	IT-Software Capstone Project	9	9

[B.S. Health Informatics](#)

Bachelor of Science in Health Informatics

The Bachelor of Science in Health Informatics provides a solid foundation in computer information systems and technologies for healthcare organizations including healthcare regulation, project management of health systems, databases, and security. In addition to the health informatics content, the degree program includes a broad collegiate education. The program is designed for those who have some technical or clinical knowledge in a health care environment and are ready to move to increased levels of expertise and knowledge in the health informatics field. The health informatics component of the Bachelor of Science program consists of four domains of study: Biomedical Sciences for Health Informatics, Health Informatics Fundamentals, Health Information Technology and Systems, and Health Information and Information Management.

There are a number of areas of study (subdomains) that students master including Medical Terminology, Pathophysiology, Pharmacology, Healthcare Ecosystems, Health Data Management, Legal and Ethical Considerations in Health Care, Clinical Classification Systems, Finance Management and Reimbursement Methodologies, Coding Management, Healthcare Compliance, Healthcare Systems Design and Management, Healthcare Informatics, Project Management, Quality Improvement, and Performance Management. There are two professional

practice experiences required with a portfolio project in each. At the end of the program students complete a capstone project.

STANDARD PATH FOR BACHELOR OF SCIENCE IN HEALTH INFORMATICS

Code	Assessment	CU	Term
EWB2	Education Without Boundaries	2	1
BAC1	Foundations of College Mathematics	2	1
BBC1	Communications Foundations	2	1
LAE1	Language and Communication: Essay	2	1
LAT1	Language and Communication: Research	2	1
LUT1	Language and Communication: Presentation	2	1
SSC1	General Education Social Science	1	2
SST1	General Education Social Science: Analysis and Applications	2	2
BAV1	Healthcare Ecosystems	2	2
QLC1	Quantitative Literacy: College Algebra, Measurement, and Geometry	3	2
QMC1	Quantitative Literacy: Statistics, Probability, and Problem Solving	3	2
QLT1	Quantitative Literacy: Quantitative Problem Solving and Applications	3	2
GMC1	Introduction to Anatomy and Physiology	3	3
GVT1	Human Physiology	2	3
BBV1	Medical Terminology	3	3
AXV1	IT Fundamentals II	4	3
TTV1	IT Fundamentals III	3	4
CGV1	Pathophysiology/Pharmacology	4	4
MGC1	Principles of Management	4	4
WDV1	Database Fundamentals	6	4
IWC1	Literature, Arts and the Humanities	2	5
IWT1	Literature, Arts and the Humanities: Analysis and Interpretation	2	5
ORC1	Fundamentals of Organizational Behavior and Leadership	4	5
CLC1	Reasoning and Problem Solving	3	5
BDV1	Health Data Management Across the Continuum	5	5
BAT1	Legal and Ethical Considerations in Healthcare	3	6
BMV1	ICD Coding	4	6
BKV1	CPT Coding	4	6
BBT1	Healthcare Compliance and Coding Management Effectiveness	3	6
LET1	Leadership Concepts and Applications	4	7
BDT1	Healthcare Informatics	4	7
BET1	Financial Resource Management and Healthcare Reimbursement	5	7
BFT1	Healthcare Statistics and Research	3	8
BGT1	Professional Practice Experience and Portfolio Technical Level	3	8
BJT1	Healthcare Systems Design and Management	4	8
BKT1	Quality and Performance Management and Methods	4	8
BNT1	Professional Practice Experience and Portfolio Management Level	4	9
CWHJ	Health Informatics Capstone Project	4	9

Master of Science in **Information Security and Assurance**

The Master of Science in Information Security and Assurance is a competency-based degree program that encompasses the 10 security domains that are the foundation of the Certified Information Systems Security Professional (CISSP®) body of knowledge, which was developed following strict guidelines for information security and assurance education as prescribed by the National Security Agency. The MS–Information Security and Assurance degree builds logically on the body of knowledge associated with the protection of network, communication, and data channels, and incorporates a set of core competencies in both technology and business as it relates to planning, implementing, and managing enterprise level security. This degree is targeted for students who have bachelor’s degrees in information technology, computer science, and computer engineering, as well as others who have earned bachelor’s degrees in fields outside these areas but need the graduate level Information Security degree to advance professionally. All students complete a capstone project.

STANDARD PATH FOR MASTER OF SCIENCE IN INFORMATION SECURITY AND ASSURANCE

Code	Assessment	CU	Term
EWOB	Education Without Boundaries	1	1
BRV2	Introduction to Networking	2	1
BSV2	Network Fundamentals	2	1
LKT2	Network Security Practices and Policies	2	1
JFT2	Organizational Management	2	1
LHT2	Cyberlaw, Regulations and Compliance	3	2
FNV2	Ethical Hacking	3	2
VUT2	Vulnerability Assessment	2	2
LOT2	Hacking Countermeasures and Techniques	2	3
FMV2	Forensics and Network Intrusion	3	3
FXV2	Enterprise Continuity Management	3	3
FXT2	Disaster Recovery Planning, Prevention and Response	2	4
FYV2	Security Policies and Standards – Compliance and Certification	3	4
FYT2	Security Policies and Standards – Best Practices	2	4
LQT2	Information Security and Assurance Capstone Project	4	4

[M.B.A. Information Technology Management](#)

This program is offered by the College of Business. Please refer to the [Online College of Business](#) section for MBA program information.

Online College of Health Professions

B.S. Nursing (RN to BSN)

Bachelor of Science in Nursing (RN to BSN)

*The RN to BSN degree builds on the foundation of previous nursing education at the associate degree or diploma levels. Initial licensure programs prepare graduates for RN licensure with courses in the biological and social sciences and nursing. The BSN degree for RNs expands knowledge in areas of research, theory, leadership, community concepts, healthcare policy, therapeutic interventions, and current trends in healthcare. Graduates are prepared to function in new roles as members of healthcare teams in many settings. Graduates are eligible for military, U.S. Public Health, and VA appointments as well as roles in school health, community, occupational, and other non-acute care settings. BSN graduates are also prepared to enter MSN programs. All work in this degree program is online and at a distance. The WGU RN to BSN program is evidence-based and developed according to *The Essentials of Baccalaureate Education for Professional Nursing Practice* from the American Association of Colleges of Nursing American Association of Colleges of Nursing (2008) (Available at <http://www.aacn.nche.edu/Education/essentials.htm>). In addition, it incorporates competencies and standards from other specialty organizations.*

STANDARD PATH FOR BACHELOR OF SCIENCE IN NURSING (RN to BSN)

Code	Assessment	CU	Term
EWB2	Education Without Boundaries	2	1
BAC1	Foundations of College Mathematics	2	1
BBC1	Communications Foundations	2	1
LAE1	Language and Communication: Essay	2	1
LAT1	Language and Communication: Research	2	1
LUT1	Language and Communication: Presentation	2	1
IWC1	Literature, Arts and the Humanities	2	2
IWT1	Literature, Arts and the Humanities: Analysis and Interpretation	2	2
QLC1	Quantitative Literacy: College Algebra, Measurement, and Geometry	3	2
QMC1	Quantitative Literacy: Statistics, Probability, and Problem Solving	3	2
ASV1	Nutrition	3	2
GRT1	Biochemistry	3	3
GLC1	Behavioral Science Survey	6	3
GLT1	Issues in Behavioral Science	3	3
GMC1	Introduction to Anatomy and Physiology	3	4
GMT1	Human Physiology	3	4
ALT1	Anatomy and Physiology Laboratory	2	4
MBC1	Clinical Microbiology	3	4
MLT1	Clinical Microbiology Laboratory	1	4
NVT2	Professional Roles and Values	3	5
GNT1	Contemporary Nursing Issues	4	5
HAT1	Community Health Nursing	3	5
HGT1	Community Health Nursing Practicum	2	5

Code	Assessment	CU	Term
NUT1	Nursing Informatics	2	6
EBT1	Evidence Based Practice and Applied Nursing Research	3	6
CVT1	Organizational Systems and Quality Leadership	4	6
Requirements that must be met prior to admission			
RNR1	Advanced Standing for RN License	50	

B.S. Nursing (Prelicensure)

NOTICE: WGU is currently recruiting students for programs in California, Texas and Utah only. There will be limited clinical opportunities available in select hospitals in Southern California, Texas and Utah. Because of limited clinical opportunities, this is a highly selective program. Future expansion is planned in all three states and in additional states this year and beyond.

Bachelor of Science in Nursing (Prelicensure)

The BSN degree focuses on contemporary nursing practices in the developing of skills and competencies using technology-based learning. It is structured to develop competent, BSN nurses in a program that is sustainable, scalable, and nationally relevant. The BSN program includes a strategic partnership between the Western Governors University Nursing Program and healthcare employers who will provide practice sites and clinical coaches. The graduates are prepared to function in new roles as members of healthcare teams in many settings.

The BSN degree includes the study of medical-surgical, psychiatric/mental health, pediatrics, obstetrics, and community health nursing and includes courses on evidence-based practice, research, leadership, nursing informatics, and professional nursing roles and values. Graduates will be eligible to take the NCLEX-RN exam for state licensure and be prepared to seek nursing positions for military, U.S. Public Health, and VA appointments as well as assume roles in school, community, and occupational health, and other acute and non-acute care settings. BSN graduates are also prepared to enter MSN programs. This degree program includes online and distance learning plus high fidelity simulation labs and hands on clinical experiences.

The WGU BSN program is evidence based and developed according to The Essentials of Baccalaureate Education for Professional Practice from the American Association of Colleges of Nursing (2008) (available at:

<http://www.aacn.nche.edu/Education/pdf/BaccEssentials08.pdf>). In addition, it incorporates competencies and standards from professional organizations and state regulations.

STANDARD PATH FOR BACHELOR OF SCIENCE IN NURSING (PRELICENSURE)

Code	Assessment	CU	Term
EWB2	Education Without Boundaries	2	1
BAC1	Foundations of College Mathematics	2	1
BBC1	Communications Foundations	2	1
GMC1	Introduction to Anatomy and Physiology	3	1
GMT1	Human Physiology	3	1
ALT1	Anatomy and Physiology Laboratory	2	1
LAE1	Language and Communication: Essay	2	2

Code	Assessment	CU	Term
MBC1	Clinical Microbiology	3	2
MLT1	Clinical Microbiology Laboratory	1	2
LAT1	Language and Communication: Research	2	2
LUT1	Language and Communication: Presentation	2	2
IWC1	Literature, Arts and the Humanities	2	2
IWT1	Literature, Arts and the Humanities: Analysis and Interpretation	2	3
QLC1	Quantitative Literacy: College Algebra, Measurement, and Geometry	3	3
GLC1	Behavioral Science Survey	6	3
QMC1	Quantitative Literacy: Statistics, Probability, and Problem Solving	3	3
GRT1	Biochemistry	3	4
GLT1	Issues in Behavioral Science	3	4
ASV1	Nutrition	3	4
AUV1	3-2-1 Calc (pre-nursing)	1	4
AAC1	Pharmacology	2	4
ACT1	Introduction of Nursing Arts and Science (pre-nursing)	2	5
ABA1	Introduction to Nursing Clinical Skills (pre-nursing)	1	5
GZT1	Organizational Systems: Safety and Regulation (pre-nursing)	1	5
CAV1	Caring Arts and Science Across the Lifespan Part I	4	5
AEA1	Caring Arts and Science Across the Lifespan Part I Clinical Skills	1	5
AFA1	Caring Arts and Science Across the Lifespan Part I Clinical	1	5
NVT2	Professional Roles and Values	3	5
CFT1	Caring Arts and Science Across the Lifespan Part II	4	5
AGA1	Caring Arts and Science Across the Lifespan Part II Clinical Skills	1	6
AHA1	Caring Arts and Science Across the Lifespan Part II Clinical	1	6
CVT1	Organizational Systems and Quality Leadership	4	6
CBV1	Chronic Care	4	6
BEA1	Chronic Care Clinical Simulation	1	6
BFA1	Chronic Care Clinical	1	6
NUT1	Nursing Informatics	2	6
CDV1	Care of the Developing Family	3	7
AKA1	Care of the Developing Family Clinical and Simulation	1.5	7
CEV1	Nursing Care of Children	3	7
ALA1	Nursing Care of Children Clinical and Simulation	1.5	7
CLT1	Critical Care Nursing	4	7
CEA1	Critical Care Nursing Clinical Simulation	1	7
CFA1	Critical Care Nursing Clinical	1	7
EBT1	Evidence Based Practice and Applied Nursing Research	3	7
PMV1	Psych/Mental Health	3	8
DAT1	Psych/Mental Health Clinical	2	8
GPC1	Community Health Theory	3	8
GPT1	Community Health Practice	3	8
CZT1	Community Health Clinical	2	8
CFV1	Nursing Role Transition	2	8

Code	Assessment	CU	Term
DBT1	Nursing Clinical Practicum	4	8

[B.S. Health Informatics](#)

This program is offered by the College of Information Technology. Please refer to the [Online College of Information Technology](#) section for program information.

[M.S. Nursing—Education](#)

Master of Science in Nursing—Education

The Master of Science degree is a competency-based program that prepares graduates to be educators in diverse settings: hospitals, community agencies, schools, industry and businesses, and nursing programs. They provide education and training to nurses, nursing students, school children, community groups, workers, patients, and consumers.

The WGU Master of Science in Nursing Program—Education content is evidence based on national standards and research related to effective teaching, learning, and role development. It provides the knowledge and skills that enable educators to teach effectively in diverse learning environments. The Master of Science in Nursing for Nurse Educators content and processes are consistent with the National League for Nursing (NLN) Nurse Educator Competencies. The degree program is focused on the preparation of highly qualified educators. The hallmarks of our program include: (a) research-based course preparation and (b) clinical field experiences in which nurse educator students are supervised by experienced mentors. All work in this degree program is online with the exception of the field/practicum experience component (see page 10 for more details of practicum).

This program consists of developing core knowledge related to complexities of healthcare, access, quality, and costs for diverse populations. New nursing knowledge includes research, theory, technology applied to nursing practice, evidence based practice, ethics, and new roles for master's prepared nurses.

The nurse educator focuses on learning styles, the development and socialization of learners, and strategies to facilitate learning. Educators also need to organize their activities around learning theories. Developing curriculum, objectives, and learning modules are part of an educator role. The process for assessment, measurement, evaluation, and use of outcome data for improvement is presented.

STANDARD PATH FOR MASTER OF SCIENCE IN NURSING—EDUCATION

Code	Assessment	CU	Term
EWOB	Education Without Boundaries	1	1
NFT2	Evidence Based Practice	1	1
NGC2	Nursing Theory	2	1
HFT2	Healthcare Policy and Financing	1	1
HGC2	Organization of Healthcare Delivery Systems	2	1
DCT2	Role Development for Advanced Nursing	1	1

Code	Assessment	CU	Term
DDT2	Advanced Nursing Ethics and Values	1	1
RAC2	Diversity, Global Health and Disease Prevention	3	2
NNT2	Nurse Educator Specialist	5	2
RFC1	Foundations of Research	2	3
RLT1	Literature Reviews for Educational Research	2	3
RPT1	Research Proposal	2	3
RET1	Issues in Educational Research	2	3
DJT2	MS Nursing - Education Capstone Written Project	3	4
DKT2	MS Nursing - Education Capstone Oral Defense	3	4

[M.S. Nursing—Leadership and Management](#)

Master of Science in Nursing—Leadership and Management

The Master of Science for is a competency-based program that prepares graduates to be leaders and managers in diverse settings: hospitals, long term care facilities, community service agencies, governmental agencies and facilities, and corporations. They use their organizational, analytic, strategic-planning, financial, human resources, and evaluation skills to services in diverse nursing and healthcare settings.

The WGU Master of Science in Nursing—Leadership and Management program content is evidence based on national standards and research related to creating work environments that are collaborative, interdisciplinary, and promote effective functioning in complex nursing and healthcare environments. The Master of Science in Nursing—Leadership/Management content and processes are consistent with the American Nurses Association (ANA) Standards for Nurse Administrators. The degree program is focused on the preparation of highly qualified nurse administrators (nurse managers and nurse executives).

This program consists of developing core knowledge related to complexities of healthcare, access, quality, and costs for diverse populations. New nursing knowledge includes research, theory, technology applied to nursing practice, evidence based practice, ethics, and new roles for master’s prepared nurses.

The nurse leadership/management focuses on organizational and leadership theories, strategic planning, regulatory standards, risk management, principles of financial management, and concepts of human resource management. A case study approach is used to examine organizational, financial, and personnel issues and their resolution. The process for assessment, measurement, evaluation, and use of outcome data for improvement is presented.

STANDARD PATH FOR MASTER OF SCIENCE IN NURSING, LEADERSHIP AND MANAGEMENT

Code	Assessment	CU	Term
EWOB	Education Without Boundaries	1	1
NFT2	Evidence Based Practice	1	1
NGC2	Nursing Theory	2	1

HFT2	Healthcare Policy and Financing	1	1
HGC2	Organization of Healthcare Delivery Systems	2	1
DCT2	Role Development for Advanced Nursing	1	1
DDT2	Advanced Nursing Ethics and Values	1	2
RAC2	Diversity, Global Health and Disease Prevention	3	2
NET2	Nursing Administration Specialist	5	2
RFC1	Foundations of Research	2	3
RLT1	Literature Reviews for Educational Research	2	3
RPT1	Research Proposal	2	3
RET1	Issues in Educational Research	2	3
DIT2	MS Nursing - Leadership and Management Capstone Oral Defense	3	4
DHT2	MS Nursing - Leadership and Management Capstone Written Project	3	4

[M.S. Nursing—Education](#) (RN to MSN Option)

Master of Science in Nursing—Education (RN to MSN Option)

The Masters of Science in Nursing (RN to MSN option) degree is a competency-based program that builds on the foundation of previous nursing education at the associate degree or diploma levels. The BSN portion of the degree focuses on contemporary nursing practice in the developing of skills and competencies using technology-based learning. It is structured to develop high quality, highly educated BSN nurses preparing graduates who are equipped to function in new roles as members of health care teams in many settings by expanding nurses' knowledge in areas of research, theory, community concepts, healthcare policy, therapeutic interventions, and current trends in healthcare. Graduates will be eligible for military, U.S. Public Health, and VA appointments as well as assume roles in school health, community, occupational, and other nonacute care settings.

The Master of Science portion of the degree further prepares graduates to be leaders and managers in diverse settings: hospitals, long-term care facilities, community service agencies, governmental agencies and facilities, and corporations. They use their organizational, analytic, strategic planning, financial, human resources, and evaluation skills to services in diverse nursing and healthcare settings.

STANDARD PATH FOR MASTER OF SCIENCE IN NURSING, EDUCATION (RN TO MSN OPTION)

Code	Assessment	CU	Term
EWB2	Education Without Boundaries	2	1
BAC1	Foundations of College Mathematics	2	1
BBC1	Communications Foundations	2	1
GMC1	Introduction to Anatomy and Physiology	3	1
GMT1	Human Physiology	3	1
ALT1	Anatomy and Physiology Laboratory	2	2
LAE1	Language and Communication: Essay	2	2
LAT1	Language and Communication: Research	2	2

Code	Assessment	CU	Term
LUT1	Language and Communication: Presentation	2	2
MBC1	Clinical Microbiology	3	2
MLT1	Clinical Microbiology Laboratory	1	2
IWC1	Literature, Arts and the Humanities	2	3
IWT1	Literature, Arts and the Humanities: Analysis and Interpretation	2	3
ASV1	Nutrition	3	3
QLC1	Quantitative Literacy: College Algebra, Measurement, and Geometry	3	3
QMC1	Quantitative Literacy: Statistics, Probability, and Problem Solving	3	3
GRT1	Biochemistry	3	4
GLC1	Behavioral Science Survey	6	4
GLT1	Issues in Behavioral Science	3	4
NUT1	Nursing informatics	2	5
EBT1	Evidence Based Practice and Applied Nursing Research	3	5
CVT1	Organizational Systems and Quality Leadership	4	5
NVT2	Professional Roles and Values	3	5
HAT1	Community Health Nursing	3	6
HGT1	Community Health Nursing Practicum	2	6
GNT1	Contemporary Nursing Issues	4	6
HFT2	Healthcare Policy and Financing	1	6
HGC2	Organization of Healthcare Delivery Systems	2	6
DDT2	Advanced Nursing Ethics and Values	1	7
RAC2	Diversity, Global Health and Disease Prevention	3	7
NNT2	Nurse Educator Specialist	5	7
RFC1	Foundations of Research	2	7
RLT1	Literature Reviews for Educational Research	2	7
RPT1	Research Proposal	2	8
RET1	Issues in Educational Research	2	8
DJT2	MS Nursing - Education Capstone Written Project	3	8
DKT2	MS Nursing - Education Capstone Oral Defense	3	8
NFT2	Evidence Based Practice	1	
NGC2	Nursing Theory	2	
	Requirements that must be met prior to Admission	96	
RNR1	Advanced Standing for RN License	50	

[M.S. Nursing—Leadership and Management](#) (RN to MSN Option)

Master of Science in Nursing—Leadership and Management (RN to MSN Option)

The Masters of Science in Nursing (RN to MSN option) degree is a competency-based program that builds on the foundation of previous nursing education at the associate degree or diploma levels. The BSN portion of the degree focuses on contemporary nursing practice in the developing of skills and competencies using technology-based learning. It is structured to develop high quality, highly educated BSN nurses preparing graduates who are equipped to

function in new roles as members of healthcare teams in many settings by expanding nurses' knowledge in areas of research, theory, community concepts, healthcare policy, therapeutic interventions, and current trends in health care. Graduates will be eligible for military, U.S. Public Health, and VA appointments as well as assume roles in school health, community, occupational, and other nonacute care settings.

The Master of Science portion of the degree further prepares graduates to be leaders and managers in diverse settings; hospitals, long-term care facilities, community service agencies, governmental agencies and facilities, and corporations. They use their organizational, analytic, strategic planning, financial, human resources, and evaluation skills to services in diverse nursing and healthcare settings.

STANDARD PATH FOR MASTER OF SCIENCE IN NURSING, LEADERSHIP AND MANAGEMENT (RN TO MSN OPTION)

Code	Assessment	CU	Term
EWB2	Education Without Boundaries	2	1
BAC1	Foundations of College Mathematics	2	1
BBC1	Communications Foundations	2	1
GMC1	Introduction to Anatomy and Physiology	3	1
GMT1	Human Physiology	3	1
ALT1	Anatomy and Physiology Laboratory	2	2
LAE1	Language and Communication: Essay	2	2
LAT1	Language and Communication: Research	2	2
LUT1	Language and Communication: Presentation	2	2
MBC1	Clinical Microbiology	3	2
MLT1	Clinical Microbiology Laboratory	1	2
IWC1	Literature, Arts and the Humanities	2	3
IWT1	Literature, Arts and the Humanities: Analysis and Interpretation	2	3
ASV1	Nutrition	3	3
QLC1	Quantitative Literacy: College Algebra, Measurement and Geometry	3	3
QMC1	Quantitative Literacy: Statistics, Probability and Problem Solving	3	3
GRT1	Biochemistry	3	4
GLC1	Behavioral Science Survey	6	4
GLT1	Issues in Behavioral Science	3	4
NUT1	Nursing informatics	2	5
EBT1	Evidence Based Practice and Applied Nursing Research	3	5
CVT1	Organizational Systems and Quality Leadership	4	5
NVT2	Professional Roles and Values	3	5
HAT1	Community Health Nursing	3	6
HGT1	Community Health Nursing Practicum	2	6
GNT1	Contemporary Nursing Issues	4	6
HFT2	Healthcare Policy and Financing	1	6
HGC2	Organization of Healthcare Delivery Systems	2	6
DDT2	Advanced Nursing Ethics and Values	1	7
RAC2	Diversity, Global Health and Disease Prevention	3	7

Code	Assessment	CU	Term
NET2	Nursing Administration Specialist	5	7
RFC1	Foundations of Research	2	7
RLT1	Literature Reviews for Educational Research	2	7
RPT1	Research Proposal	2	8
RET1	Issues in Educational Research	2	8
DHT2	MS Nursing - Leadership and Management Capstone Written Project	3	8
DIT2	MS Nursing - Leadership and Management Capstone Oral Defense	3	8
NFT2	Evidence Based Practice	1	8
NGC2	Nursing Theory	2	8
	Requirements that must be met prior to Admission	96	
RNR1	Advanced Standing for RN License	50	

[M.B.A. Healthcare Management](#)

This program is offered by the College of Business. Please refer to the [Online College of Business](#) section.

Tuition and Fees Information

http://www.wgu.edu/tuition_financial_aid/overview.

As of May 1, 2009

All Teachers College Programs:	\$2,890 per term
IT Bachelor's Programs:	\$2,890 per term
Business Bachelor's Programs:	\$2,890 per term
MBA Programs:	\$3,250 per term
Nursing Programs (MSN and BSN):	\$3,250 per term
B.S. Nursing (Prelicensure):	\$4,250 per term
Library Fee:	\$45 per term
Application Fee:	\$65

NOTE: WGU does not "profit" from application fees, as they help offset only a small portion of enrollment and admissions costs.

Special Fees:

(apply to select programs)

Science Lab Fee: \$350 (one time)

Individuals pursuing either of the science bachelor's degrees or science master's degrees that require a home science lab will be assessed this one-time charge (billed separately along with the first term's tuition).

Courses of Study

– A –

AAC1 – Pharmacology (2 CU's)

Your competence will be assessed as you complete the objective assessment for Pharmacology (AUV1/AAC1). This course of study represents three competency units and may take up to six weeks to complete, depending on your educational background, work experience, and the time that you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate your progress through this course of study.

AAT2 - Calculus II (1 CU)

This course of study outlines the sequence of learning activities designed to help you develop competency in the subject area of Calculus II. Your competence will be assessed as you complete an objective assessment (GGC1/2) and a performance assessment (GGT1/AAT2). This course of study may take up to eight weeks to complete depending on your educational background, work experience, and the time that you are able to dedicate to your studies. Completing assessments within the required time line will keep you on pace for Satisfactory Academic Progress (SAP) and graduation.

ABA1 - Introduction to Nursing (1 CU)

Your competence will be assessed as you complete the nursing skills assessment for Introduction to Nursing Arts and Science (ABA1) and the performance assessment for Introduction to Nursing Arts and Science (ACT1). This course of study represents 3 competency units and may take up to 7 weeks to complete.

ABC1 - Advanced Business Concepts: Management and Strategy (4 CU's)

The CMBA is split into three exams, ABC1, ABC2 and ABC3, and can be taken at any Prometric testing site. These can be taken in any order although it is recommended to follow the standard path. Please discuss this with your mentor if you have questions. Students must pass all three exams to earn their degree and obtain the CMBA certification. CMBA certification will be given to students once they have completed all of their degree requirements. As part of the graduation process, WGU will submit student scores for the CMBA certification.

For the ABC1, you will focus on Organizational Behavior, Strategy and Operations Management. Whether you have an undergrad degree in business and experience in one or more of these areas or not, this study program is designed to help you build the foundational knowledge you need and/or refresh your knowledge of competencies you already obtain.

ABC3 - Advanced Business Concepts: (4 CU's)

This course of study outlines a sequence of learning activities that have been designed to help you demonstrate competence in Advanced Business Concepts: Economics, Marketing, and Quantitative Analysis. Your competence will be assessed by an objective assessment. This course of study may take up to fifteen weeks to complete, depending on your educational background, work experience, and the time you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate your progress through this course of study.

Following this document sequentially is an important part of your assessment preparation. Completing your assessments within your Course Mentor's suggested time line leads to meeting SAP goals and graduation.

ABV1 - Operating Systems (6 CU's)

Your competence will be assessed when you take the Microsoft Exam 70-680 (ABV1) assessment for certification on Microsoft Server 2008. This course of study will take up to 9 weeks to complete.

ACA1 - Problems in Accounting (6 CU's)

This course of study outlines the sequence of learning activities to help you demonstrate competence in the subject area of Problems in Accounting. Your competence will be assessed as you complete a series of performance tasks (ACA1). Depending on your educational background and work experience, this course of study may take up to ten weeks. Consult with your course mentor if you wish to accelerate your progress. Following this document sequentially is an important part of your assessment preparation. This tool is designed to help you become an independent learner by providing multiple learning methods.

ACP1 - Cases in Advanced Accounting (3 CU's)

This course of study outlines the sequence of learning activities to help you demonstrate competence in the subject area of Cases in Advanced Accounting. Your competence will be assessed as you complete a series of performance tasks (ACP1). Depending on your educational background and work experience, this course of study can take up to eight weeks to complete. Following this document sequentially is an important part of your assessment preparation. This tool is designed to help you become an independent learner by providing multiple learning methods. Consult with your mentor if you wish to accelerate your progress through this course of study.

ACT1 - Introduction to Nursing Arts and Science (2 CU's)

Your competence will be assessed as you complete the nursing skills assessment for Introduction to Nursing Arts and Science (ABA1) and the performance assessment for Introduction to Nursing Arts and Science (ACT1). This course of study represents 3 competency units and may take up to 7 weeks to complete.

ADC2 - Advanced Concepts in Accounting and Finance (4 CU's)

This course of study outlines the sequence of learning activities to help you gain competence in financial accounting, managerial accounting, and finance concepts. Your competency in these content areas will be assessed via an objective assessment. Depending on your educational background and work experience, this course of study can take up to sixteen weeks to complete. Following this document sequentially is an important part of your assessment preparation. This tool is also designed to help you become an independent learner by providing multiple learning methods. These steps may be completed more quickly than shown below as determined in consultation with your mentor.

AEA1 - Caring Arts and Science Across the Life Span I (CASAL I) (1 CU)

Your competence will be assessed as you complete the objective assessment for Caring Arts and Science Across the Life Span (CAV1), pass the required learning labs for Caring Arts and Science Across the Life Span (AEA1), and pass the clinical intensive for Caring Arts and Science Across the Life Span (AFA1). This course of study represents 6 competency units and may take approximately ten weeks to complete, which includes the time spent in clinical intensive.

AFA1 - Caring Arts and Science Across the Life Span I (CASAL I) (1 CU)

Your competence will be assessed as you complete the objective assessment for Caring Arts and Science Across the Life Span (CAV1), pass the required learning labs for Caring Arts and Science Across the Life Span (AEA1), and pass the clinical intensive for Caring Arts and Science Across the Life Span (AFA1). This course of study represents 6 competency units and may take approximately ten weeks to complete, which includes the time spent in clinical intensive.

AFT2 - Accreditation Audit (4 CU's)

This course of study covers accreditation audit. Your competence will be assessed as you complete a performance assessment (AFT2) consisting of four performance tasks. This course of study represents four competency units. You should anticipate spending about 240 hours on the work in this course of study. If you engage in all of the learning activities to develop your competence, this course of study may take up to twelve weeks to complete. Depending on your educational background, work experience, and the time that you are able to dedicate to your studies, you may be able to accelerate your progress through this course of study. If you wish to do so, consult with your mentor. This course of study covers RAFT tasks 1, 2, and 3 as well as AFT2 task 4.

AGA1 - Caring Arts and Science Across the Life Span II (CASAL II) (1 CU)

Your competency will be assessed as you complete the performance assessment for Caring Arts and Science Across the Life Span (CFT1), the skills assessment in the skills lab for Caring Arts and Science Across the Life Span (AGA1), and a clinical performance assessment for Caring Arts and Science Across the Life Span (AHA1). You will go to the skills lab after you have completed the necessary preparation. After passing the skills lab, you will be referred to your clinical intensive. This course of study represents 6 competency units and may take up to 11 weeks to complete, including the clinical intensive.

AHA1 - Caring Arts and Science Across the Life Span II (CASAL II) (1 CU)

Your competency will be assessed as you complete the performance assessment for Caring Arts and Science Across the Life Span (CFT1), the skills assessment in the skills lab for Caring Arts and Science Across the Life Span (AGA1), and a clinical performance assessment for Caring Arts and Science Across the Life Span (AHA1). You will go to the skills lab after you have completed the necessary preparation. After passing the skills lab, you will be referred to your clinical intensive. This course of study represents 6 competency units and may take up to 11 weeks to complete, including the clinical intensive.

AHC1 - Contexts of Learning in Early Childhood Education (4 CU's)

This course of study outlines the sequence of learning activities to help you develop competence in the subject area of Contexts of Learning in Early Childhood Education. It will guide you through many topics, including curriculum; play and learning; and the characteristics, learning environments, and challenging behaviors of young children. Following this document sequentially is an important part of your assessment preparation. This tool is also designed to help you become an independent learner by providing multiple learning methods. Your competence will be assessed as you complete an objective assessment (AHC1) and performance assessments (AHT1). This course of study represents eight competency units. If you engage in all of the learning activities to develop your competence, this course of study may take up to thirteen weeks to complete. Depending on your educational background, work experience, and the time that you are able to dedicate to your studies, you may be able to accelerate your progress through this course of study. If you wish to do so, consult with your mentor.

AHT1 - Contexts of Learning in Early Childhood Education (4 CU's)

This course of study outlines the sequence of learning activities to help you develop competence in the subject area of Contexts of Learning in Early Childhood Education. It will guide you through many topics, including curriculum;

play and learning; and the characteristics, learning environments, and challenging behaviors of young children. Following this document sequentially is an important part of your assessment preparation. This tool is also designed to help you become an independent learner by providing multiple learning methods. Your competence will be assessed as you complete an objective assessment (AHC1) and performance assessments (AHT1). This course of study represents eight competency units. If you engage in all of the learning activities to develop your competence, this course of study may take up to thirteen weeks to complete. Depending on your educational background, work experience, and the time that you are able to dedicate to your studies, you may be able to accelerate your progress through this course of study. If you wish to do so, consult with your mentor.

AHV1 - Directory Services (6 CU's)

This course of study outlines the sequence of learning activities to help you develop competence in the subject area of Directory Services. Your competence will be assessed as you complete Microsoft Exam 70-640 (AHV1) assessment for configuring Windows Server 2008 Active Directory. This course of study may take up to 10 weeks to complete, depending on your educational background, work experience, and the amount of time you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate through this course of study. It is important that you follow the activities sequentially as you prepare for your assessment. This tool is designed to help you become an independent learner by providing multiple learning methods.

The PDF version will not include the FAQs. FAQs for each topic are available through this web-enabled course of study.

AIA1 – Early Childhood Education Pre-clinical Experiences (3 CU's)

When you have completed all your the PCE requirements, mail the original Early Childhood Education Task List for Pre Clinical Experiences (with original signatures and contact information of your PCE Host Teachers and principals—keep a copy for your own record(s) to:

**WGU Office of Field Experiences
4001 South 700 East, Suite 700
Salt Lake City, UT 84107-2533**

Or, you may scan the form and email it to PCE@wgu.edu or fax it to (801) 401-7961. Once the form has been received, verified, and approved, you will receive credit for the AIA1.

AIC1 - Organic and Integrated Chemistry (4 CU's)

This course of study presents the required sequence of learning steps and activities to help you develop competence in the subject area of Organic and Integrated Chemistry. In this case, your competence will be assessed using an objective assessment (AIC1/2). This objective assessment will ask questions from three of the five chemistry subdomains: organic chemistry, physical chemistry, and inorganic chemistry. This course of study may take up to ten weeks to complete depending on your educational background, work experience, and the time you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate your progress through this course of study. Completing your assessments within the required timeline keeps you on pace for SAP and graduation.

AIC2 - Organic and Integrated Chemistry (3 CU's)

This course of study presents the required sequence of learning steps and activities to help you develop competence in the subject area of Organic and Integrated Chemistry. In this case, your competence will be assessed using an objective assessment (AIC1/2). This objective assessment will ask questions from three of the five chemistry subdomains: organic chemistry, physical chemistry, and inorganic chemistry. This course of study may take up to ten weeks to complete depending on your educational background, work experience, and the time you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate your progress through this course of study. Completing your assessments within the required timeline keeps you on pace for SAP and graduation.

AIT1 - Organic Chemistry (4 CU's)

This course of study presents the required sequence of learning steps and activities to help you develop competence in the subject area of Organic Chemistry. In this case, your competence will be measured using a performance assessment (AIT1 or 2). Later, you will prepare for and demonstrate that competence in an integrated objective exam (AIC1 or 2). This course of study may take up to nine weeks to complete depending on your educational background, work experience, and the time you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate your progress through this course of study. Completing your assessments within the required timeline keeps you on pace for SAP and graduation.

AIT2 - Organic Chemistry (2 CU's)

This course of study presents the required sequence of learning steps and activities to help you develop competence in the subject area of Organic Chemistry. In this case, your competence will be measured using a performance assessment (AIT1 or 2). Later, you will prepare for and demonstrate that competence in an integrated objective exam (AIC1 or 2). This course of study may take up to nine weeks to complete depending on your educational background, work experience, and the time you are able to dedicate to your studies. Consult with your

mentor if you wish to accelerate your progress through this course of study. Completing your assessments within the required timeline keeps you on pace for SAP and graduation.

AIV1 - Network Design & Management (6 CU's)

This course of study outlines the sequence of learning activities to help you develop competence in the subject area of Network Design and Management. Your competence will be assessed as you complete the Microsoft Exam 70-642 (AIV1) assessment for configuring the Windows Server 2008 network infrastructure. This course of study may take up to seven weeks to complete depending on your educational background, work experience, and the time that you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate your progress through this course of study. It is important that you follow the activities sequentially as you prepare for your assessment. This tool is also designed to help you become an independent learner by providing multiple learning methods.

The PDF version will not include the FAQs. FAQs for each topic are available through this web-enabled course of study.

AJV1 - Server Administration (6 CU's)

This course of study outlines the sequence of learning activities to help you develop competence in the subject area of Server Administration. Your competence will be assessed as you complete the Microsoft Exam 70-646 (AJV1) for administrators of Server 2008. This course of study may take up to seven weeks to complete, depending on your educational background, work experience, and amount of time you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate through this course of study. It is important that you follow the activities sequentially as you prepare for your assessment. This tool is also designed to help you become an independent learner by providing multiple learning methods.

The PDF version will not include the FAQs. FAQs for each topic are available through this web-enabled course of study.

AKA1 - Care of the Developing Family (1.5 CU's)

Your competence will be assessed on your performance during a simulation scenario and in the clinical environment for Care of the Developing Family (AKA1) and on an objective assessment for Care of the Developing Family (CDV1). This course of study represents 4.5 competency units. The simulation lab and the clinical intensive are assigned to your cohort within a set timeframe. Therefore, to remain in your cohort you must complete this course of study in approximately 7 weeks, which includes the time spent in clinical intensive.

ALA1 - Nursing Care of Children (1.5 CU's)

Your competence will be assessed as you complete the performance assessment for Nursing Care of Children (ALA1) and the objective assessment for Nursing Care of Children (CEV1). This course of study represents 4.5 competency units including the clinical intensive and should take approximately 7 weeks to complete.

ALT1 - Anatomy and Physiology II Labs (2 CU's)

This course of study outlines the sequence of learning activities to help you develop competence in the subject area of Anatomy and Physiology Laboratory. Your competence will be assessed as you complete a series of laboratory exercises. This course of study may take up to six weeks to complete, depending on your educational background, your work experience, and the time that you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate your progress through this course of study. It is important that you follow the activities sequentially as you prepare for your assessment. This tool is also designed to help you become an independent learner by providing multiple learning methods.

AMT2 - Service Line Development (4 CU's)

This course of study covers service line development. Your competence will be assessed as you complete a performance assessment (AMT2) consisting of four performance tasks. This course of study represents 4 competency units. If you engage in all of the learning activities to develop your competence, this course of study may take up to twelve weeks to complete. Depending on your educational background, work experience, and the time that you are able to dedicate to your studies, you may be able to accelerate your progress through this course of study. If you wish to do so, consult with your mentor. This course of study covers RAMT tasks 1, 2, and 3 as well as AMT2 task 4.

ANV1 - Software I (6 CU's)

This course of study outlines the sequence of learning activities to help you develop competence in the subject area of Software I. Your competence will be assessed as you complete an objective assessment ANV1. This course of study may take up to ten weeks to complete depending on your educational background, work experience, and the time that you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate your progress through this course of study. It is important that you follow the activities sequentially as you prepare for your assessment. This tool is also designed to help you become an independent learner by providing multiple learning methods.

The PDF version will not include the FAQs. FAQs for each topic are available through this web-enabled course of study.

ART2 - MBA Healthcare Management Capstone (6 CU's)

This course of study is the culminating assessment in your MBA curriculum and covers all previous assessment topics. Your competence will be assessed as you complete a performance assessment (ART2) consisting of three performance tasks RART task 1, RART task 2, and ART2 task 3. This course of study represents six competency units. If you engage in all of the learning activities to develop your competence, this course of study may take up to 18 weeks to complete. Depending on your educational background, work experience, and the time that you are able to dedicate to your studies, you may be able to accelerate your progress through this course of study. If you wish to do so, consult with your mentor.

ASA1 - Assessment Theory (3 CU's)

This course of study will cover issues of assessment for the English Language Learner (ELL) student. Topics also include high-stakes testing, standardized tests, placement and exit assessment, formative and summative assessments, and making adaptations in assessments to meet the needs of ELL students. This course of study may take up to seven weeks to complete depending on your educational background, work experience, and the time you are able to dedicate to your studies. Consult your mentor if you wish to accelerate your progress through this course of study.

ASC1 - Marketing Management Concepts (12 CU's)

This course of study outlines the sequence of learning activities to help you demonstrate competence in the subject area of Marketing Management Concepts. Your competence will be assessed through a comprehensive objective assessment (AST1), which consists of 95 multiple choice questions with a passing score of 62% (59 of 95 questions), and a marketing management performance assessment (ASC1). Depending on your educational background and work experience, this course of study can take up to twenty-four weeks to complete. It is recommended that you complete the ASC1 performance assessment before taking the AST1 objective assessment. Consult with your mentor if you wish to accelerate your progress through this course of study.

AST1 - Marketing Management Concepts (6 CU's)

This course of study outlines the sequence of learning activities to help you demonstrate competence in the subject area of Marketing Management Concepts. Your competence will be assessed through a comprehensive objective assessment (AST1), which consists of 95 multiple choice questions with a passing score of 62% (59 of 95 questions), and a marketing management performance assessment (ASC1). Depending on your educational background and work experience, this course of study can take up to twenty-four weeks to complete. It is recommended that you complete the ASC1 performance assessment before taking the AST1 objective assessment. Consult with your mentor if you wish to accelerate your progress through this course of study.

ASV1 - Nutrition (3 CU's)

Your competence will be assessed as you complete the objective assessment for Nutrition (ASV1). This course may take six weeks or may be completed more quickly depending on competency. Pacing is provided as a guide and as a reference to completing the required assessments on time.

ATO1 - Concepts in Accounting and Tax (8 CU's)

This course of study outlines a sequence of weekly learning activities designed to help you develop competence in the subject area of Concepts in Accounting and Tax. Your competence will be assessed by an objective exam (ATO1). Depending on your educational background and work experience, this course of study can take up to fifteen weeks to complete. After demonstrating your knowledge by passing ATO1, you will then complete the performance assessment (ACA1), which applies the knowledge you have gained in your study for this objective assessment. The weekly pacing in this document is a guide to the amount of time you should take to develop competence. Following this document sequentially is an important part of your assessment preparation. Completing your assessments within the suggested timeline leads to meeting satisfactory academic progress goals and graduation.

AUC1- Teaching and Learning: Literacy (4 CU's)

This course of study outlines the sequence of learning activities to help you develop competence in the subject area of Teaching and Learning: Literacy. Your competence will be assessed as you complete an objective assessment (AUC1) and a performance assessment (AUT1). This course of study represents seven competency units. If you engage in all of the learning activities to develop your competence, this course of study may take up to fourteen weeks to complete. Depending on your educational background, work experience, and the time that you are able to dedicate to your studies, you may be able to accelerate your progress through this course of study. If you wish to do so, consult with your mentor.

AUT1 - Teaching and Learning: Literacy (3 CU's)

This course of study outlines the sequence of learning activities to help you develop competence in the subject area of Teaching and Learning: Literacy. Your competence will be assessed as you complete an objective assessment (AUC1) and a performance assessment (AUT1). This course of study represents seven competency units. If you engage in all of the learning activities to develop your competence, this course of study may take up to fourteen weeks to complete. Depending on your educational background, work experience, and the time that you are able to dedicate to your studies, you may be able to accelerate your progress through this course of study. If you wish to do so, consult with your mentor.

AUO1 - Concepts in Auditing and Information Systems (4 CU's)

This course of study outlines a sequence of weekly learning activities designed to help you develop competence in the subject area of Concepts in Auditing and Information Systems. Your competence will be assessed by an objective exam (AUO1). This course of study can take up to ten weeks to complete depending on your educational background, work experience, and the time you are able to dedicate to your studies. The pacing can be used as a guide to the amount of time you should take to develop competence. Following this document sequentially is an important part of your assessment preparation. Completing your assessments within the suggest timeline leads to meeting SAP goals and graduation.

AUV1 - Pharmacology (1 CU)

Your competence will be assessed as you complete the objective assessment for Pharmacology (AUV1/AAC1). This course of study represents three competency units and may take up to six weeks to complete, depending on your educational background, work experience, and the time that you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate your progress through this course of study.

AVC1 - Teaching and Learning: Early Childhood Math and Science (2 CU's)

This course of study outlines the sequence of learning activities to help you develop competence in the subject area of mathematics and science in a young child's world. Your competence will be assessed as you complete the objective exam AVC1 and the performance assessment ACT1. This course of study represents four competency units. If you engage in all of the learning activities to develop your competence, this course of study may take up to eight weeks to complete. Depending on your educational background, work experience, and the time that you are able to dedicate to your studies, you may be able to complete this course of study in less than eight weeks. Consult with your mentor if you wish to accelerate your progress through this course of study.

AVT1 - Teaching and Learning: Early Childhood Math and Science (2 CU's)

This course of study outlines the sequence of learning activities to help you develop competence in the subject area of mathematics and science in a young child's world. Your competence will be assessed as you complete the objective exam AVC1 and the performance assessment ACT1. This course of study represents four competency units. If you engage in all of the learning activities to develop your competence, this course of study may take up to eight weeks to complete. Depending on your educational background, work experience, and the time that you are able to dedicate to your studies, you may be able to complete this course of study in less than eight weeks. Consult with your mentor if you wish to accelerate your progress through this course of study.

AWC1 – Strategy, Doctrine, and Leadership (6 CU's)

Air War College assessments (AWC1, AWC2, and AWC3) are transfer assessments. Students receive credit for these assessments when WGU receives transcripts from the Air War College showing these courses as complete.

AWC2 – International Security Studies (11 CU's)

Air War College assessments (AWC1, AWC2, and AWC3) are transfer assessments. Students receive credit for these assessments when WGU receives transcripts from the Air War College showing these courses as complete.

AWC3 – Warfighting (10 CU's)

Air War College assessments (AWC1, AWC2, and AWC3) are transfer assessments. Students receive credit for these assessments when WGU receives transcripts from the Air War College showing these courses as complete.

AXC1 - Teaching and Learning: ECE: The Arts, Movement, Health, and Social Science Integration and Application (2 CU's)

This course of study outlines the sequence of learning activities to help you develop competence in the subject area of Teaching and Learning in Early Childhood Education: The Arts, Movement, Health, and Social Science Integration and Application. Your competence will be assessed as you complete the AXC1 objective assessment and the AXT1 performance assessment. This course of study represents a total of four competency units. If you engage in all of the learning activities to develop your competence, this course of study may take up to eight weeks to complete. Depending on your educational background, work experience, and time that you are able to dedicate to your studies, you may be able to accelerate your progress through this course of study. If you wish to do so, consult with your mentor.

AXT1 - Teaching and Learning: ECE: The Arts, Movement, Health, and Social Science Integration and Application (2 CU's)

This course of study outlines the sequence of learning activities to help you develop competence in the subject area of Teaching and Learning in Early Childhood Education: The Arts, Movement, Health, and Social Science Integration and Application. Your competence will be assessed as you complete the AXC1 objective assessment and the AXT1 performance assessment. This course of study represents a total of four competency units. If you engage in all of the learning activities to develop your competence, this course of study may take up to eight weeks to complete. Depending on your educational background, work experience, and time that you are able to dedicate to your studies, you may be able to accelerate your progress through this course of study. If you wish to do so, consult with your mentor.

AXV1 - IT Fundamentals II (4 CU's)

The assessment used to evaluate competence for this course of study is the CompTIA A+ Essentials Certification Exam (220-701), which represents your AXV1 objective assessment. This course of study may require up to 7 weeks to complete.

AYC1 - Specific Teaching Practices: Mathematics Pedagogy (1 CU)

This course of study outlines the sequence of learning activities to help you develop competence in the subject area of Mathematics Pedagogy. The activities are designed to help you review the learning necessary to successfully complete the proctored assessment. Once you pass the proctored assessment, you will receive a "Pass" on your AAP for this Mathematics Pedagogy assessment. This course of study may take up to three weeks to complete depending on your educational background, work experience, and the time you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate through this course of study.

AYC2 - Specific Teaching Practices: Mathematics Pedagogy (1 CU)

This course of study outlines the sequence of learning activities to help you develop competence in the subject area of Mathematics Pedagogy. The activities are designed to help you review the learning necessary to successfully complete the proctored assessment. Once you pass the proctored assessment, you will receive a "Pass" on your AAP for this Mathematics Pedagogy assessment. This course of study may take up to three weeks to complete depending on your educational background, work experience, and the time you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate through this course of study.

AYV1 - Personal Selling (3 CU's)

This course of study covers the subject of "Personal Selling". As a sales manager or sales executive, you will be able to use the information from this program to learn and incorporate new skills for achieving your sales management career goals. Your competence will be assessed as you complete one online course and pass the proctored objective exam. This assessment represents 3 competency units (CUs). You should anticipate about 120 hours of effort over the course of 6 weeks spent on the work in this course of study. Depending on your educational background, work experience, and the time that you are able to dedicate to your studies, you may be able to accelerate your progress through this course of study. If you wish to do so, consult with your mentor.

AZC1 - U.S. Constitution, Law, and Citizenship (1 CU)

This course of study outlines the sequence of learning activities needed to help you develop competence in U.S. Constitution, Law, and Citizenship. Your competence will be assessed as you complete an objective assessment. In this course of study, you will study the U.S. Constitution, major institutions in the United States government, and the ways that United States citizens participate in government. This course of study represents one competency unit and may take up to four weeks to complete depending on your educational background, work experience, and the time you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate your progress through this course of study.

AZV1 - Sales Management (4 CU's)

This course of study covers sales management concepts. Your competence will be assessed as you complete one online course. This assessment represents four competency units. You should anticipate about eight weeks of effort spent on the work in this course of study. Depending on your educational background, work experience, and the time that you are able to dedicate to your studies, you may be able to accelerate your progress through this course of study. If you wish to do so, consult with your mentor.

– B –

BAC1 - Foundations of College Mathematics (2 CU's)

This course of study outlines the sequence of learning activities you should complete to prepare to demonstrate competence in Foundations of College Mathematics, which includes units on whole numbers, fractions, decimals, ratios, proportions and percents, geometry, statistics, the real number system, equations, inequalities, applications, and graphs of linear equations. If you engage in all of the learning activities to develop your competence, this course of study may take up to four weeks to complete. Depending on your educational background, work experience, and the time that you are able to dedicate to your studies, you may be able to accelerate your progress through this course of study. If you wish to do so, consult with your mentor.

BAT1 - Legal and Ethical Considerations in Healthcare (3 CU's)

This course of study outlines the sequence of learning activities to help you develop competency in the subject area of Legal and Ethical Considerations in Healthcare (BAT1). Your competence will be assessed as you complete a five-level performance assessment. This course of study is three competency units and may take up to six weeks to complete depending on your educational background, work experience, and the time that you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate your progress through this course of study.

BAV1 - Healthcare Ecosystems (2 CU's)

This course of study outlines the sequence of learning activities to help you develop the competencies in the subject area of Healthcare Ecosystems (BAV1). Your competence will be assessed as you complete an objective examination. This course of study represents two competency units and may take up to six weeks to complete,

depending on your educational background, work experience, and hours that you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate through this course of study.

BBC1 - Communications Foundations (2 CU's)

This course of study outlines the sequence of learning activities to help you develop competence in the subject area of Communications Foundations. Your competence will be assessed as you complete the objective assessment. This course of study represents two competency units and may take up to four weeks to complete depending on your educational background, work experience, and the time that you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate your progress through this course of study.

BBT1 - Healthcare Compliance and Coding Management Effectiveness (3 CU's)

This course of study outlines the sequence of learning activities to help you develop competency in the subject area of Healthcare Compliance and Coding Management Effectiveness. Your competence will be assessed as you complete a five-level summative task (BBT task 2). This course of study is three competency units and may take up to eight weeks to complete, depending on your educational background, work experience, and the time that you are able to dedicate to your studies. Consult with your course mentor if you wish to accelerate through this course of study.

BBV1 - Medical Terminology (3 CU's)

This course of study outlines the sequence of learning activities to help you develop competency in the subject area of Medical Terminology (BBV1). Your competence will be assessed as you complete an objective assessment. This course of study consists of 3 competency units and may take up to six weeks to complete, depending on your educational background, work experience, and the time that you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate your progress through this course of study.

BCC1 - Health, Fitness & Wellness (4 CU's)

This course of study outlines the sequence of learning activities that have been designed to help you demonstrate competence in the subject area of Health and Fitness. Your competence will be assessed through a proctored objective assessment (BCC1). Depending on your educational background, work experience, and the time you are able to dedicate to your studies, this course of study may take up to five weeks to complete. Following this document sequentially is an important part of your assessment preparation. This tool is also designed to help you become an independent learner by providing multiple learning methods. Consult with your mentor if you wish to accelerate your progress through this course of study.

BDC1 - IT Management Concepts (9 CU's)

This course of study outlines the sequence of learning activities to help you demonstrate competence in the subject area of Information Technology (IT) Management. Your competency in the subject matter will be assessed via an objective assessment. Depending on your educational background and work experience, this course of study can take up to six weeks. Following this document sequentially is an important part of your assessment preparation. This tool is also designed to help you become an independent learner by providing multiple learning methods. These steps may be completed more quickly than shown below, as determined in consultation with your mentor.

BDT1 - Healthcare Informatics (4 CU's)

This course of study outlines the sequence of learning activities to help you develop competency in the subject area of Healthcare Informatics. Your competence will be assessed as you complete a five-level performance task (BDT task 3). This course of study is four competency units and may take up to eight weeks to complete, depending on your educational background, work experience, and the time that you are able to dedicate to your studies. Consult with your course mentor if you wish to accelerate your progress through this course of study.

BDV1 - Health Data Management Across the Continuum (5 CU's)

This course of study outlines the sequence of learning activities to help you develop the competencies in the subject area of Health Data Management Across the Continuum. Your competence will be assessed as you complete an objective assessment (BDV1). This course of study represents five competency units and may take up to ten weeks to complete, depending on your educational background, work experience, and the time you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate your progress through this course of study.

BEA1 - Chronic Care of the Adult (1 CU)

To demonstrate competency in this course, you will complete an objective exam for Chronic Care of the Adult (CBV1), a simulation assessment in the learning lab for Chronic Care of the Adult (BEA1), and receive a clinical performance assessment for Chronic Care of the Adult (BFA1). This course of study represents 6 competency units. Labs and clinical activities are assigned to your cohort within a set time frame. Therefore, to remain in your cohort you must complete this course of study in approximately 10 weeks, which includes the time spent in clinical intensive.

BET1 - Financial Resource Management and Healthcare Reimbursement (5 CU's)

This course of study outlines the sequence of learning activities to help you develop competence in the subject area of Financial Resource Management and Healthcare Reimbursement. Your competence will be assessed as you

complete a performance assessment (BET1). This course of study represents five competency units. If you engage in all of the learning activities to develop your competence, this course of study may take up to nine weeks to complete. Depending on your educational background, work experience, and the time that you are able to dedicate to your studies, you may be able to accelerate your progress through this course of study. If you wish to do so, consult with your mentor.

BFA1 - Chronic Care of the Adult (1 CU)

To demonstrate competency in this course, you will complete an objective exam for Chronic Care of the Adult (CBV1), a simulation assessment in the learning lab for Chronic Care of the Adult (BEA1), and receive a clinical performance assessment for Chronic Care of the Adult (BFA1). This course of study represents 6 competency units. Labs and clinical activities are assigned to your cohort within a set time frame. Therefore, to remain in your cohort you must complete this course of study in approximately 10 weeks, which includes the time spent in clinical intensive.

BFT1 - Healthcare Statistics and Research (3 CU's)

This course of study outlines the sequence of learning activities to help you develop competence in the subject area of Healthcare Statistics and Research. Your competence will be assessed as you complete the BFT1 performance assessment, which consists of a three-level performance task (RBFT task 1) and a five-level performance task (BFT1 task 2). This course of study represents three competency units. If you engage in all of the learning activities to develop your competence, this course of study may take up to six weeks to complete. Depending on your educational background, work experience, and the time that you are able to dedicate to your studies, you may be able to accelerate your progress through this course of study. If you wish to do so, consult with your mentor.

BGA1 - Problems in Budgeting and Financial Statements (6 CU's)

This course of study outlines the sequence of learning activities to help you demonstrate competence in the subject area of Problems in Budgeting and Financial Statements. Your competence will be assessed as you complete a series of performance tasks (BGA1). Depending on your educational background and work experience, this course of study can take up to eleven weeks depending on your educational background, work experience, and the time you are able to dedicate to your studies. Following this document sequentially is an important part of your assessment preparation. This tool is designed to help you become an independent learner by providing multiple learning methods. These steps may be completed more quickly than shown below as determined in consultation with your mentor.

BGT1 - Professional Practice: Technical Portfolio I (3 CU's)

This course of study outlines the sequence of learning activities to help you develop competency while attending the first professional practice experience (PPE). Your competence will be assessed in three different ways: (1) an evaluation of your PPE participation by your clinical mentor based on a checklist of activities at the clinical site; (2) completion of three 3-level tasks submitted in TaskStream; and (3) completion of one 5-level task (the portfolio). This course of study is three competency units, and it includes your attendance at the professional practice for a total of 80 hours. Review this course of study in its entirety as you begin this term, as it will provide you with a complete look at the expectations of this professional practice experience.

BHV1 - Configuring Applications Infrastructure (6 CU's)

This course of study outlines the sequence of learning activities to help you develop competence in the subject area of Configuring Applications Infrastructure on Windows Server 2008. Your competence will be assessed when you take the Microsoft Exam 70-643 certification exam. This course of study will take up to eleven weeks to complete six competency units, depending on your experience and time commitment. Consult with your mentor if you wish to accelerate through this course of study. This course of study is designed for independent learning, paced by your mentor and supported by an active online message board of WGU College of Information Technology faculty and students, and by the content expertise of the course mentor.

The PDF version will not include the FAQs. FAQs for each topic are available through this web-enabled course of study.

BIV1 - Enterprise Administration (6 CU's)

The assessment used to evaluate competence for this course of study is the Windows Server 2008 Enterprise Administrator Exam (70-647). This course of study will require up to 12 weeks to complete.

BJT1 - Healthcare Systems Design and Management (4 CU's)

This course of study outlines the sequence of learning activities to help you develop competency in the subject area of Healthcare Systems Design and Management. Your competence will be assessed as you complete a five-level summative task (BJT task 2). This course of study is four competency units and may take up to eight weeks to complete, depending on your educational background, work experience, and the time that you are able to dedicate to your studies. Consult with your course mentor if you wish to accelerate your progress through this course of study.

BKT1 - Quality and Performance Management and Methods (4 CU's)

This course of study outlines the sequence of learning activities to help you develop competence in the subject area of Quality and Performance Management and Methods. Your competence will be assessed as you complete a five-level performance task (BKT). This course of study represents four competency units. If you engage in all of the learning activities to develop your competence, this course of study may take up to eight weeks to complete. Depending on your educational background, work experience, and the time that you are able to dedicate to your studies, you may be able to accelerate your progress through this course of study. If you wish to do so, consult with your mentor.

BKV1 - CPT Coding (4 CU's)

This course of study outlines the sequence of learning activities to help you develop the competencies in the subject area of Current Procedural Terminology (CPT) Coding (BKV1). Your competence will be assessed as you complete an objective examination. This course of study represents four competency units and may take up to ten weeks to complete depending on your educational background, work experience, and the time that you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate your progress through this course of study.

BLV1 - Designing Customized Security (6 CU's)

This course of study outlines the sequence of learning activities to help you develop competence in the subject area of securing networks, which deals specifically with Cisco networks. Your competency will be assessed when you take the Cisco 640-553 IINS certification exam. This course of study represents six competency units and may take up to ten weeks to complete, depending on your experience and the time you are able to devote to your studies. Consult with your mentor if you wish to accelerate through this course of study. This course of study is designed for independent learning, paced by your mentor and supported by an active online learning community of WGU College of Information Technology faculty and students and by the content expertise of the course mentor.

The PDF version will not include the FAQs. FAQs for each topic are available through this web-enabled course of study.

BMA1 - Business Management (9 CU's)

This course of study outlines a sequence of learning activities designed to help you develop competence in the subject area of Business Management (BMA1). Your competency is assessed as you complete four performance tasks, which make up the BMA1 summative assessment. This course of study may take up to eighteen weeks to complete depending on your educational background, work experience, and the time you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate your progress through this course of study. Completing your assessments within the required completion dates ensures that you are on track for SAP and graduation.

BMV1 - ICD Coding (9 CU's)

This course of study outlines the sequence of learning activities designed to help you develop competency in the subject area of ICD Coding (BMV1). Your competence will be assessed as you complete an objective examination. This course of study is four competency units and may take up to ten weeks to complete, depending on your educational background, work experience, and the time that you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate your progress through this course of study.

BNT1 - Professional Practice: Management Portfolio II (4 CU's)

This course of study outlines the sequence of learning activities to help you develop competency while attending the second professional practice experience. Your competence will be assessed in three different ways: (1) your clinical mentor will evaluate your professional practice experience participation at the clinical site based on a checklist of activities; (2) completion of three 3-level tasks submitted in TaskStream; and (3) completion of one 5-level task (the portfolio) also submitted in TaskStream. This course of study is three competency units, and it includes your attendance at the professional practice for a total of 80 hours. Review this course of study in its entirety as you begin this term, as it will provide you with a complete look at the expectations of this professional practice experience.

BOC2 - Precalculus and Calculus (1 CU)

This course of study presents the required sequence of learning steps and activities to help you develop competence in the subject area of precalculus and calculus. In this case, your competence will be assessed as you complete an objective assessment (BOC1/2) followed by a series of performance tasks (BOT1/2). As with any learning activity, steps may be completed more quickly than noted in this course of study, or they could take the full amount of time indicated. This course of study may take up to six weeks to complete depending on your educational background, work experience, and the time you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate your progress through this course of study. Completing your assessments within the required timeline keeps you on pace for satisfactory academic progress (SAP) and graduation.

BOT2 - Precalculus and Calculus (1 CU)

This course of study presents the required sequence of learning steps and activities to help you develop competence in the subject area of precalculus and calculus. In this case, your competence will be assessed as you

complete an objective assessment (BOC1/2) followed by a series of performance tasks (BOT1/2). As with any learning activity, steps may be completed more quickly than noted in this course of study, or they could take the full amount of time indicated. This course of study may take up to six weeks to complete depending on your educational background, work experience, and the time you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate your progress through this course of study. Completing your assessments within the required timeline keeps you on pace for satisfactory academic progress (SAP) and graduation.

BOV1 - Web Programming (4 CU's)

Your competence will be assessed as you complete the JavaScript Specialist exam 1D0-635, which represents the objective assessment (AKV1) for this course. This course of study may take up to 8 weeks to complete.

BPC1 - Interdisciplinary Biological Science (4 CU's)

This course of study presents the required sequence of learning activities to help you develop competence in the subject area of Interdisciplinary Biological Science. In this case, your competence will be assessed as you complete the objective exam (BPC1 or BPC2) and a series of performance tasks (BPT1 or BPT2) that apply the knowledge you will obtain in this course of study. This course of study may take you up to seventeen weeks to complete depending on your educational background, experience with the subject matter, and the time you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate your progress through this course of study. Completing your assessments within the required timeline keeps you on pace for SAP and graduation.

BPC2 - Interdisciplinary Biological Science (3 CU's)

This course of study presents the required sequence of learning activities to help you develop competence in the subject area of Interdisciplinary Biological Science. In this case, your competence will be assessed as you complete the objective exam (BPC1 or BPC2) and a series of performance tasks (BPT1 or BPT2) that apply the knowledge you will obtain in this course of study. This course of study may take you up to seventeen weeks to complete depending on your educational background, experience with the subject matter, and the time you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate your progress through this course of study. Completing your assessments within the required timeline keeps you on pace for SAP and graduation.

BPT1 - Interdisciplinary Biological Science (5 CU's)

This course of study presents the required sequence of learning activities to help you develop competence in the subject area of Interdisciplinary Biological Science. In this case, your competence will be assessed as you complete the objective exam (BPC1 or BPC2) and a series of performance tasks (BPT1 or BPT2) that apply the knowledge you will obtain in this course of study. This course of study may take you up to seventeen weeks to complete depending on your educational background, experience with the subject matter, and the time you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate your progress through this course of study. Completing your assessments within the required timeline keeps you on pace for SAP and graduation.

BPT2 - Interdisciplinary Biological Science (4 CU's)

This course of study presents the required sequence of learning activities to help you develop competence in the subject area of Interdisciplinary Biological Science. In this case, your competence will be assessed as you complete the objective exam (BPC1 or BPC2) and a series of performance tasks (BPT1 or BPT2) that apply the knowledge you will obtain in this course of study. This course of study may take you up to seventeen weeks to complete depending on your educational background, experience with the subject matter, and the time you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate your progress through this course of study. Completing your assessments within the required timeline keeps you on pace for SAP and graduation.

BPV1 - Database II (6 CU's)

Your competence for this course will be assessed as you complete the Microsoft SQL Server 2008, Database Developer (73-433) exam, which represents the objective assessment (BPV1) for this course of study. This course of study represents 6 competency units and may take up to 14 weeks to complete.

BQC1 - Chemistry (4 CU's)

This course of study presents the required sequence of learning steps and activities to help you develop competency in the subject area of Chemistry. In this case, your competency will be assessed using an objective exam (BQC1 or 2) and a series of performance tasks (BOT1 or 2). This course of study may take up to fifteen weeks to complete depending on your educational background, experience with the subject matter, and the time that you are able to dedicate to your studies.

BQC2 - Chemistry (3 CU's)

This course of study presents the required sequence of learning steps and activities to help you develop competency in the subject area of Chemistry. In this case, your competency will be assessed using an objective exam (BQC1 or 2) and a series of performance tasks (BOT1 or 2). This course of study may take up to fifteen weeks to complete depending on your educational background, experience with the subject matter, and the time that you are able to dedicate to your studies.

BQT1- Chemistry (4 CU's)

This course of study presents the required sequence of learning steps and activities to help you develop competency in the subject area of Chemistry. In this case, your competency will be assessed using an objective exam (BQC1 or 2) and a series of performance tasks (BQT1 or 2). This course of study may take up to fifteen weeks to complete depending on your educational background, experience with the subject matter, and the time that you are able to dedicate to your studies.

BQT2- Chemistry (3 CU's)

This course of study presents the required sequence of learning steps and activities to help you develop competency in the subject area of Chemistry. In this case, your competency will be assessed using an objective exam (BQC1 or 2) and a series of performance tasks (BQT1 or 2). This course of study may take up to fifteen weeks to complete depending on your educational background, experience with the subject matter, and the time that you are able to dedicate to your studies.

BQV1 - Database Design (6 CU's)

Your competence for this course will be assessed as you complete the Microsoft: PRO: Designing Database Solutions and Data Access Using Microsoft SQL Server 2008 (73-451), which represents the objective assessment (BQV1) for this course of study. This course of study represents 6 competency units and may take up to 14 weeks to complete.

BRC1 - Earth and Space Science (4 CU's)

This course of study outlines the sequence of learning activities to help you develop competence in the subject area of Earth and Space Science. Your competence will be assessed as you complete the objective exam (BRC1 or BRC2) and a series of tasks for the performance exam (BRT1 or BRT2). This course of study may take up to sixteen weeks to complete depending on your educational background, your experience with the subject matter, and the time you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate your progress through this course of study.

BRC2 - Earth and Space Science (3 CU's)

This course of study outlines the sequence of learning activities to help you develop competence in the subject area of Earth and Space Science. Your competence will be assessed as you complete the objective exam (BRC1 or BRC2) and a series of tasks for the performance exam (BRT1 or BRT2). This course of study may take up to sixteen weeks to complete depending on your educational background, your experience with the subject matter, and the time you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate your progress through this course of study.

BRT1- Earth and Space Science (4 CU's)

This course of study outlines the sequence of learning activities to help you develop competence in the subject area of Earth and Space Science. Your competence will be assessed as you complete the objective exam (BRC1 or BRC2) and a series of tasks for the performance exam (BRT1 or BRT2). This course of study may take up to sixteen weeks to complete depending on your educational background, your experience with the subject matter, and the time you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate your progress through this course of study.

BRT2 - Earth and Space Science (3 CU's)

This course of study outlines the sequence of learning activities to help you develop competence in the subject area of Earth and Space Science. Your competence will be assessed as you complete the objective exam (BRC1 or BRC2) and a series of tasks for the performance exam (BRT1 or BRT2). This course of study may take up to sixteen weeks to complete depending on your educational background, your experience with the subject matter, and the time you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate your progress through this course of study.

BRV1 - Introduction to Networking (3 CU's)

The assessment used to evaluate competence for this course of study is the Interconnection Cisco Networking Devices Part 1 Exam (ICND1), code 640-822. This course of study will require about 12 weeks to complete.

BRV2 - Networking Fundamentals (2 CU's)

The assessment used to evaluate competence for Networking Fundamentals is the Interconnection Cisco Networking Devices Part 2 Exam (ICND2), code 640-816. This course of study will require about 12 weeks to complete.

BSC1 - Interdisciplinary Geosciences Science (4 CU's)

This course of study presents the required sequence of learning activities to help you develop competence in the subject area of Interdisciplinary Geosciences Science. Your competence will be assessed using an objective exam (BSC1 or 2) and a series of performance tasks (BST1 or 2) that apply this knowledge. This course of study may take up to fourteen weeks to complete depending on your educational background, experience with the subject matter, and the time you are able to dedicate to your studies. Completing the course of study on time will keep

you on pace for SAP and graduation. Consult with your mentor if you wish to accelerate your progress through this course of study.

BSC2 - Interdisciplinary Geosciences Science (3 CU's)

This course of study presents the required sequence of learning activities to help you develop competence in the subject area of Interdisciplinary Geosciences Science. Your competence will be assessed using an objective exam (BSC1 or 2) and a series of performance tasks (BST1 or 2) that apply this knowledge. This course of study may take up to fourteen weeks to complete depending on your educational background, experience with the subject matter, and the time you are able to dedicate to your studies. Completing the course of study on time will keep you on pace for SAP and graduation. Consult with your mentor if you wish to accelerate your progress through this course of study.

BST1 - Interdisciplinary Geosciences Science (5 CU's)

This course of study presents the required sequence of learning activities to help you develop competence in the subject area of Interdisciplinary Geosciences Science. Your competence will be assessed using an objective exam (BSC1 or 2) and a series of performance tasks (BST1 or 2) that apply this knowledge. This course of study may take up to fourteen weeks to complete depending on your educational background, experience with the subject matter, and the time you are able to dedicate to your studies. Completing the course of study on time will keep you on pace for SAP and graduation. Consult with your mentor if you wish to accelerate your progress through this course of study.

BST2 - Interdisciplinary Geosciences Science (4 CU's)

This course of study presents the required sequence of learning activities to help you develop competence in the subject area of Interdisciplinary Geosciences Science. Your competence will be assessed using an objective exam (BSC1 or 2) and a series of performance tasks (BST1 or 2) that apply this knowledge. This course of study may take up to fourteen weeks to complete depending on your educational background, experience with the subject matter, and the time you are able to dedicate to your studies. Completing the course of study on time will keep you on pace for SAP and graduation. Consult with your mentor if you wish to accelerate your progress through this course of study.

BSV1 - Networking Fundamentals (3 CU's)

The assessment used to evaluate competence for Networking Fundamentals is the Interconnection Cisco Networking Devices Part 2 Exam (ICND2), code 640-816. This course of study will require about 12 weeks to complete.

BSV2 - Networking Fundamentals (2 CU's)

The assessment used to evaluate competence for Networking Fundamentals is the Interconnection Cisco Networking Devices Part 2 Exam (ICND2), code 640-816. This course of study will require about 12 weeks to complete.

BTC1 - Life Sciences (4 CU's)

This course of study outlines the sequence of learning activities to help you develop competence in the subject area of Life Sciences. Your competence will be assessed as you complete the objective exam (BTC1/2) and a series of performance tasks (BTT1/2). This course of study may take up to 15 weeks to complete depending on your educational background, experience with the subject matter, and hours that you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate through this course of study.

BTC2 - Life Sciences (3 CU's)

This course of study outlines the sequence of learning activities to help you develop competence in the subject area of Life Sciences. Your competence will be assessed as you complete the objective exam (BTC1/2) and a series of performance tasks (BTT1/2). This course of study may take up to 15 weeks to complete depending on your educational background, experience with the subject matter, and hours that you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate through this course of study.

BTT1 - Life Sciences (4 CU's)

This course of study outlines the sequence of learning activities to help you develop competence in the subject area of Life Sciences. Your competence will be assessed as you complete the objective exam (BTC1/2) and a series of performance tasks (BTT1/2). This course of study may take up to 15 weeks to complete depending on your educational background, experience with the subject matter, and hours that you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate through this course of study.

BTT2 - Life Sciences (3 CU's)

This course of study outlines the sequence of learning activities to help you develop competence in the subject area of Life Sciences. Your competence will be assessed as you complete the objective exam (BTC1/2) and a series of performance tasks (BTT1/2). This course of study may take up to 15 weeks to complete depending on your educational background, experience with the subject matter, and hours that you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate through this course of study.

BUC1 – Physics (4 CU’s)

This course outline presents the required sequence of learning steps and activities to help you develop competence in the subject area of Physics. In this case, your competence will be assessed using an objective exam (BUC1 or BUC2) and a series of performance tasks (BUT1 or BUT2). This course of study may take you up to eighteen weeks to complete depending on your education background, experience with the subject matter, and the time that you are able to dedicate to your studies. We provide the pacing as a guide to the amount of time you should take to develop the necessary competencies within the required timeline. This will keep you on pace for SAP and graduation.

BUC2 – Physics (3 CU’s)

This course outline presents the required sequence of learning steps and activities to help you develop competence in the subject area of Physics. In this case, your competence will be assessed using an objective exam (BUC1 or BUC2) and a series of performance tasks (BUT1 or BUT2). This course of study may take you up to eighteen weeks to complete depending on your education background, experience with the subject matter, and the time that you are able to dedicate to your studies. We provide the pacing as a guide to the amount of time you should take to develop the necessary competencies within the required timeline. This will keep you on pace for SAP and graduation.

BUT1- Physics (5 CU’s)

This course outline presents the required sequence of learning steps and activities to help you develop competence in the subject area of Physics. In this case, your competence will be assessed using an objective exam (BUC1 or BUC2) and a series of performance tasks (BUT1 or BUT2). This course of study may take you up to eighteen weeks to complete depending on your education background, experience with the subject matter, and the time that you are able to dedicate to your studies. We provide the pacing as a guide to the amount of time you should take to develop the necessary competencies within the required timeline. This will keep you on pace for SAP and graduation.

BUT2- Physics (4 CU’s)

This course outline presents the required sequence of learning steps and activities to help you develop competence in the subject area of Physics. In this case, your competence will be assessed using an objective exam (BUC1 or BUC2) and a series of performance tasks (BUT1 or BUT2). This course of study may take you up to eighteen weeks to complete depending on your education background, experience with the subject matter, and the time that you are able to dedicate to your studies. We provide the pacing as a guide to the amount of time you should take to develop the necessary competencies within the required timeline. This will keep you on pace for SAP and graduation.

BVT1 - Physical Chemistry (3 CU’s)

This course outline presents the required sequence of learning steps and activities to help you develop competence in the subject area of physical chemistry. In this case, your competence will be measured using a performance assessment (BVT1 or BVT2) and then again as part of an integrated objective assessment (AIC1 or AIC2). This course of study may take up to eight weeks to complete depending on your educational background, work experience, and the time you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate your progress through this course of study. Completing your assessments within the required timeline keeps you on pace for SAP and graduation.

BVT2 - Physical Chemistry (2 CU’s)

This course outline presents the required sequence of learning steps and activities to help you develop competence in the subject area of physical chemistry. In this case, your competence will be measured using a performance assessment (BVT1 or BVT2) and then again as part of an integrated objective assessment (AIC1 or AIC2). This course of study may take up to eight weeks to complete depending on your educational background, work experience, and the time you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate your progress through this course of study. Completing your assessments within the required timeline keeps you on pace for SAP and graduation.

BWT1 - Inorganic Chemistry (3 CU’s)

This course outline presents the required sequence of learning steps and activities to help you develop competence in the subject area of Inorganic Chemistry. In this case, your competence will be measured using a performance assessment (BWT1 or 2). Later, it will be measured by an integrated objective exam (AIC1 or 2). This course of study may take up to seven weeks to complete depending on your educational background, work experience, and the time you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate your progress through this course of study. Completing your assessments within the required timeline keeps you on pace for Satisfactory Academic Progress and Graduation.

BWT2 - Inorganic Chemistry (3 CU’s)

This course outline presents the required sequence of learning steps and activities to help you develop competence in the subject area of Inorganic Chemistry. In this case, your competence will be measured using a performance assessment (BWT1 or 2). Later, it will be measured by an integrated objective exam (AIC1 or 2). This course of study may take up to seven weeks to complete depending on your educational background, work experience, and

the time you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate your progress through this course of study. Completing your assessments within the required timeline keeps you on pace for Satisfactory Academic Progress and Graduation.

BYT2 – MAME K-6 Capstone Project (3 CU’s)

This job aid has been designed to give you an overview of all of the tasks found in the Capstone Written Project assessment, and to help guide you through the submissions process. If you have any questions about the information found in this job aid, please visit the Graduate Capstone Community – MAME K-6, MAELL, MAES & M.Ed. 2010 and contact the Community Facilitator. You may also seek additional guidance from the evaluator once you have begun to submit tasks and an evaluator has been assigned. Make sure you understand the expectations and requirements associated with the capstone project before you begin working on it.

BYT1 - Physics: Mechanics (3 CU’s)

This course of study presents the required sequence of learning activities to help you develop competence in the subject area of Physics: Mechanics. After completing this course of study, your competence will be assessed using a series of performance tasks (BYT1 or BYT2) that applies this knowledge. Later, after working through other physics courses of study, you will take an integrated physics objective exam (PNC1 or PNC2) that assesses competencies within this course of study and from other physics courses of study. This course of study may take you up to 9 weeks to complete, depending on your educational background, your previous experience with the subject matter, and the time that you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate through this course of study. Completing your assessments within the required timeline keeps you on pace for satisfactory academic progress and graduation.

BYT2 - Physics: Mechanics (2 CU’s)

This course of study presents the required sequence of learning activities to help you develop competence in the subject area of Physics: Mechanics. After completing this course of study, your competence will be assessed using a series of performance tasks (BYT1 or BYT2) that applies this knowledge. Later, after working through other physics courses of study, you will take an integrated physics objective exam (PNC1 or PNC2) that assesses competencies within this course of study and from other physics courses of study. This course of study may take you up to 9 weeks to complete, depending on your educational background, your previous experience with the subject matter, and the time that you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate through this course of study. Completing your assessments within the required timeline keeps you on pace for satisfactory academic progress and graduation.

BZT1 - Physics: Waves and Optics (3 CU’s)

This course of study presents the required sequence of learning activities to help you develop competence in the subject area of Waves and Optics. After completing this course of study, your competence will be assessed using a series of performance tasks (BZT1 or 2). After working through other physics courses of study, you will take an integrated physics objective exam (PNC1 or 2) that assesses the competencies within this and other physics courses of study. This course of study may take you up to six weeks to complete depending on your educational background, experience with the subject matter, and the time you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate through this course of study. Completing your assessments within the required timeline keeps you on pace for SAP and graduation.

BZT2 - Physics: Waves and Optics (2 CU’s)

This course of study presents the required sequence of learning activities to help you develop competence in the subject area of Waves and Optics. After completing this course of study, your competence will be assessed using a series of performance tasks (BZT1 or 2). After working through other physics courses of study, you will take an integrated physics objective exam (PNC1 or 2) that assesses the competencies within this and other physics courses of study. This course of study may take you up to six weeks to complete depending on your educational background, experience with the subject matter, and the time you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate through this course of study. Completing your assessments within the required timeline keeps you on pace for SAP and graduation.

– C –

CASM - Sales Management Capstone (9 CU’s)

This course of study outlines the culminating assessment of your sales management curriculum and covers all previous assessment topics. Your competence will be assessed as you complete a performance assessment consisting of 3 performance tasks. This course of study represents 9 competency units. It can take anywhere from 8-12 weeks to complete this course of study.

CAV1 - Caring Arts and Science Across the Life Span I (CASAL I) (4 CU’s)

Your competence will be assessed as you complete the objective assessment for Caring Arts and Science Across the Life Span (CAV1), pass the required learning labs for Caring Arts and Science Across the Life Span (AEA1), and pass the clinical intensive for Caring Arts and Science Across the Life Span (AFA1). This course of study represents 6 competency units and may take approximately ten weeks to complete, which includes the time spent in clinical intensive.

CBV1 - Chronic Care of the Adult (4 CU's)

To demonstrate competency in this course, you will complete an objective exam for Chronic Care of the Adult (CBV1), a simulation assessment in the learning lab for Chronic Care of the Adult (BEA1), and receive a clinical performance assessment for Chronic Care of the Adult (BFA1). This course of study represents 6 competency units. Labs and clinical activities are assigned to your cohort within a set time frame. Therefore, to remain in your cohort you must complete this course of study in approximately 10 weeks, which includes the time spent in clinical intensive.

CDV1 - Care of the Developing Family (3 CU's)

Your competence will be assessed on your performance during a simulation scenario and in the clinical environment for Care of the Developing Family (AKA1) and on an objective assessment for Care of the Developing Family (CDV1). This course of study represents 4.5 competency units. The simulation lab and the clinical intensive are assigned to your cohort within a set timeframe. Therefore, to remain in your cohort you must complete this course of study in approximately 7 weeks, which includes the time spent in clinical intensive.

CEA1 - Critical Care Theory (1 CU)

Your competence will be assessed as you complete the performance assessment for Critical Care Theory (CLT1), the simulation assessment for Critical Care Theory (CFA1), and the clinical performance assessment for Critical Care Theory (CFA1). This course of study represents 6 competency units and may take up to 10 weeks to complete.

CEV1 - Nursing Care of Children (3 CU's)

Your competence will be assessed as you complete the performance assessment for Nursing Care of Children (ALA1) and the objective assessment for Nursing Care of Children (CEV1). This course of study represents 4.5 competency units including the clinical intensive and should take approximately 7 weeks to complete.

CFA1 - Critical Care Theory (1 CU)

Your competence will be assessed as you complete the performance assessment for Critical Care Theory (CLT1), the simulation assessment for Critical Care Theory (CFA1), and the clinical performance assessment for Critical Care Theory (CFA1). This course of study represents 6 competency units and may take up to 10 weeks to complete.

CFT1 - Caring Arts and Science Across the Life Span II (CASAL II) (4 CU's)

Your competency will be assessed as you complete the performance assessment for Caring Arts and Science Across the Life Span (CFT1), the skills assessment in the skills lab for Caring Arts and Science Across the Life Span (AGA1), and a clinical performance assessment for Caring Arts and Science Across the Life Span (AHA1). You will go to the skills lab after you have completed the necessary preparation. After passing the skills lab, you will be referred to your clinical intensive. This course of study represents 6 competency units and may take up to 11 weeks to complete, including the clinical intensive.

CFV1 - Nursing Role Transition (2 CU's)

No Active Course of Study

CGT2 - Geochemistry (2 CU's)

This course of study outline presents the required sequence of learning steps and activities to help you develop competence in the subject area of Geochemistry. After completing this course of study, your competence will be measured using a series of performance tasks (CGT1 or CGT2) that applies this knowledge. This course of study may take you up to six weeks to complete depending on your educational background, experience with the subject matter, and the time that you are able to dedicate to your studies. Consult with your course mentor if you wish to accelerate your progress through this course of study. Completing your assessments within the required timeline keeps you on pace for SAP and graduation.

CGV1 - Pathophysiology/Pharmacology (4 CU's)

Your competence will be assessed as you complete the objective (BCV1/CGV1) exam. This course of study may take up to 10 weeks to complete.

CHV1 - Human Resource Management Concepts (9 CU's)

Your competence will be assessed as you complete the CHV1 objective assessment for this course of study. This course of study represents 9 competency units and may take up to 16 weeks to complete.

CLC1 - Reasoning and Problem Solving (3 CU's)

This course of study presents the required learning resources and sequence of learning activities to develop competence in Reasoning and Problem Solving. Your competence will be assessed through an objective assessment. This course of study represents three competency units and may take up to six weeks to complete depending on your educational background, work experience, and the time that you are able to dedicate to your studies.

CLT1 - Critical Care Theory (4 CU's)

Your competence will be assessed as you complete the performance assessment for Critical Care Theory (CLT1), the simulation assessment for Critical Care Theory (CFA1), and the clinical performance assessment for Critical Care Theory (CFA1). This course of study represents 6 competency units and may take up to 10 weeks to complete.

CMO1 - Concepts in Cost/Managerial Accounting (6 CU's)

This course of study outlines a sequence of weekly learning activities designed to help you develop competence in the subject area of Cost/Managerial Accounting Concepts. Your competence will be assessed by an objective assessment (CMO1). Depending on your educational background and work experience, this course of study can take up to ten weeks to complete. After demonstrating your knowledge by passing CMO1, you will then need to complete the performance assessment (BGA1) which applies the knowledge. We provide the weekly pacing as a guide to the amount of time you should take to develop competence. Following this document sequentially is an important part of your assessment preparation. Completing your assessments within the suggest timeline leads to meeting Satisfactory Academic Progress goals and graduation.

COSL – Business Graduate Capstone Presentation (3 CU's)

This Course of Study (COS) outlines the sequence of learning activities to help you complete the tasks for the Business Graduate Capstone Presentation assessment. Depending on your educational background and work experience, this Course of Study can from two to four weeks. Following this document sequentially is an important part of your assessment preparation. This tool is designed to help you become an independent learner by providing multiple learning methods. These steps may be completed more quickly than shown below as determined in consultation with your mentor.

CPN1 - Undergraduate Business Capstone (9 CU's)

This course of study is designed to help you complete the Undergraduate Level Business Capstone Assessment. Your competence will be assessed as you complete the performance tasks (CWMM, CWIT, CWBM, CPN1, CPF1, and CWHM). Depending on your educational background and work experience, the course of study can take up to fifteen weeks. Following this document sequentially is an important part of your assessment preparation. This tool is also designed to help you become an independent learner by providing multiple learning methods. These steps may be completed more quickly than shown below as determined in consultation with your mentor.

CPSL - Business Graduate Capstone (3 CU's)

This course of study outlines the sequence of learning activities to help you complete the tasks for the business graduate capstone. This course of study can take up to seven weeks to complete depending on your educational background, work experience, and the time you are able to dedicate to your studies. Following this document sequentially is an important part of your assessment preparation. This tool is designed to help you become an independent learner by providing multiple learning methods. Consult with your mentor if you wish to accelerate your progress through this course of study.

CPW1 - IT Capstone Project (9 CU's)

This course of study outlines the sequence of learning activities to help you develop competence in the subject area of your Information Technology Capstone Project (CPW[1-6] depending on your major). A series of performance tasks will assess your competence. This course of study may take up to eighteen weeks to complete depending on your educational background, work experience, and the time you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate your progress through this course of study.

CPW2 - IT Capstone Project (9 CU's)

This course of study outlines the sequence of learning activities to help you develop competence in the subject area of your Information Technology Capstone Project (CPW[1-6] depending on your major). A series of performance tasks will assess your competence. This course of study may take up to eighteen weeks to complete depending on your educational background, work experience, and the time you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate your progress through this course of study.

CPW3 - IT Capstone Project (9 CU's)

This course of study outlines the sequence of learning activities to help you develop competence in the subject area of your Information Technology Capstone Project (CPW[1-6] depending on your major). A series of performance tasks will assess your competence. This course of study may take up to eighteen weeks to complete depending on your educational background, work experience, and the time you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate your progress through this course of study.

CPW4 - IT Capstone Project (9 CU's)

This course of study outlines the sequence of learning activities to help you develop competence in the subject area of your Information Technology Capstone Project (CPW[1-6] depending on your major). A series of performance tasks will assess your competence. This course of study may take up to eighteen weeks to complete depending on your educational background, work experience, and the time you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate your progress through this course of study.

CPW5 - IT Capstone Project (9 CU's)

This course of study outlines the sequence of learning activities to help you develop competence in the subject area of your Information Technology Capstone Project (CPW[1-6] depending on your major). A series of performance tasks will assess your competence. This course of study may take up to eighteen weeks to complete depending on your educational background, work experience, and the time you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate your progress through this course of study.

CPW6 - IT Capstone Project (9 CU's)

This course of study outlines the sequence of learning activities to help you develop competence in the subject area of your Information Technology Capstone Project (CPW[1-6] depending on your major). A series of performance tasks will assess your competence. This course of study may take up to eighteen weeks to complete depending on your educational background, work experience, and the time you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate your progress through this course of study.

CUA1 - Culture (3 CU's)

This course of study outlines the sequence of learning activities to help you develop competence in the subject area of Culture. Your competence will be assessed as you complete a series of performance tasks for CUA1. This course of study may take up to nine weeks to complete depending on your educational background, work experience, and hours that you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate your progress through this course of study.

CVT1 - Organizational Systems and Quality Leadership (4 CU's)

Your competence will be assessed by a series of performance tasks for Organizational Systems and Quality Leadership (CVT1). This course of study may take up to 8 weeks to complete.

CWEL – Educational Leadership Capstone (3 CU's)

The capstone is the culminating assessment of your WGU master's degree program. This Course of Study is your guide to the completion of a successful capstone project. It explains in general what the capstone is and outlines the essential parts of the project. When you are ready to begin working on it, upon your referral for LEC1, you will be assigned to a capstone facilitator. This will be either your own WGU mentor or another mentor with the expertise necessary to guide and advise you as you complete each step of the process. Before you begin any capstone work, please meet with your facilitator to review this Course of Study and to make sure you understand the expectations and requirements associated with the capstone project in your degree program.

CWBM - Undergraduate Business Capstone (9 CU's)

This course of study is designed to help you complete the Undergraduate Level Business Capstone Assessment. Your competence will be assessed as you complete the performance tasks (CWMM, CWIT, CWBM, CPN1, CPF1, and CWHM). Depending on your educational background and work experience, the course of study can take up to fifteen weeks. Following this document sequentially is an important part of your assessment preparation. This tool is also designed to help you become an independent learner by providing multiple learning methods. These steps may be completed more quickly than shown below as determined in consultation with your mentor.

CWHM - Undergraduate Business Capstone (9 CU's)

This course of study is designed to help you complete the Undergraduate Level Business Capstone Assessment. Your competence will be assessed as you complete the performance tasks (CWMM, CWIT, CWBM, CPN1, CPF1, and CWHM). Depending on your educational background and work experience, the course of study can take up to fifteen weeks. Following this document sequentially is an important part of your assessment preparation. This tool is also designed to help you become an independent learner by providing multiple learning methods. These steps may be completed more quickly than shown below as determined in consultation with your mentor.

CWHJ - Health Informatics Capstone (4 CU's)

This course of study outlines the sequence of learning activities to help you develop competence for your Health Informatics capstone project (CWHJ1). Your competence will be assessed as you complete the capstone. This course of study represents four competency units. If you engage in all of the learning activities to develop your competence, this course of study may take up to sixteen weeks to complete. Depending on your educational background, work experience, and the time that you are able to dedicate to your studies, you may be able to accelerate your progress through this course of study. If you wish to do so, consult with your mentor.

CWIT - Undergraduate Business Capstone (9 CU's)

This course of study is designed to help you complete the Undergraduate Level Business Capstone Assessment. Your competence will be assessed as you complete the performance tasks (CWMM, CWIT, CWBM, CPN1, CPF1, and CWHM). Depending on your educational background and work experience, the course of study can take up to fifteen weeks. Following this document sequentially is an important part of your assessment preparation. This tool is also designed to help you become an independent learner by providing multiple learning methods. These steps may be completed more quickly than shown below as determined in consultation with your mentor.

CWMM - Undergraduate Business Capstone (9 CU's)

This course of study is designed to help you complete the Undergraduate Level Business Capstone Assessment. Your competence will be assessed as you complete the performance tasks (CWMM, CWIT, CWBM, CPN1, CPF1, and CWHM). Depending on your educational background and work experience, the course of study can take up to fifteen weeks. Following this document sequentially is an important part of your assessment preparation. This tool is also designed to help you become an independent learner by providing multiple learning methods. These steps may be completed more quickly than shown below as determined in consultation with your mentor.

CZT1 - Community Health Nursing (2 CU's)

Your competence will be assessed as you complete the performance tasks for Community Health Nursing (GPT1), the field project for Community Health Nursing (GPC1), and the clinical practicum for Community Health Nursing (CZT1). This course of study represents 8 total competency units and may take up to 12 weeks to complete.

– D –

DAT1 - Psychiatric and Mental Health Nursing (2 CU's)

Your competence will be assessed as you complete the Psychiatric and Mental Health Nursing objective assessment (PMV1) and the Psychiatric and Mental Health Nursing performance assessment (DAT1). This course of study represents 5 competency units and may take 10 weeks to complete.

DBT1 – Nursing Clinical Practicum (4 CU's)

No Active Course of Study

DCS4 - Demonstration Teaching Cohort Seminar and Professional Portfolio (3 CU's)

This course of study presents the required sequence of learning steps and activities to help you develop competence in the subject areas of the Demonstration Teaching Cohort Seminar and Professional Portfolio. Your competence will be assessed as you complete a series of performance tasks (DCS4 and POP4 or DPP4). At the end of this twelve-week cohort seminar, once all tasks are completed at the appropriate level of competence, you will receive a "Pass" on your AAP for the cohort seminar (DCS4). You will receive a "Pass" for the POP4 or DPP4 upon successful completion of the Teacher Work Sample (TWS) and professional portfolio tasks.

NOTE: Students who are enrolled in the Bachelor of Arts in Special Education (BASP) degree program should click here to access their course of study for the Demonstration Teaching Cohort Seminar experience.

DCT2 - Role Development for Advanced Nursing Practice (1 CU)

This course outline presents the required sequence of learning steps and activities to help you develop competence in the subject area of Nursing Role Development for Advanced Nursing Practice DCT2; Advanced Nursing Ethics and Values DDT2; and Diversity, Global Health, and Disease Prevention RAC2. Depending on your educational background and work experience, this course of study can take up to twelve weeks to complete. After you have completed the course, you will take an objective examination for RAC2. Your competence will be assessed as you complete a series of performance tasks and on an objective exam. Once all tasks are completed at the appropriate level of competence, you will receive a "Pass" on your AAP for advanced nursing practice. Completing your assessments within the required timeline keeps you on pace for Satisfactory Academic Progress and Graduation.

DDT2 - Role Development for Advanced Nursing Practice (1 CU)

This course outline presents the required sequence of learning steps and activities to help you develop competence in the subject area of Nursing Role Development for Advanced Nursing Practice DCT2; Advanced Nursing Ethics and Values DDT2; and Diversity, Global Health, and Disease Prevention RAC2. Depending on your educational background and work experience, this course of study can take up to twelve weeks to complete. After you have completed the course, you will take an objective examination for RAC2. Your competence will be assessed as you complete a series of performance tasks and on an objective exam. Once all tasks are completed at the appropriate level of competence, you will receive a "Pass" on your AAP for advanced nursing practice. Completing your assessments within the required timeline keeps you on pace for Satisfactory Academic Progress and Graduation.

DEC1- Specific Teaching Practices: Science Pedagogy (2 CU's)

This course of study presents the required sequence of learning activities to help you develop competence in the subject area of Science Pedagogy, teaching science. In this case, your competence will be assessed with the objective exam (SNC4 or 5, DEC1 or 2) and a series of performance tasks (SNT4 or 5, DET1 or 2, SNA4 or 5, HMT2) that applies this knowledge. This course of study may take up to 15 weeks to complete depending on your educational background, experience with the subject matter, and the time you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate your progress through this course of study. Completing your assessments within the required timeline keeps you on pace for satisfactory academic progress and Graduation.

DEC2 – Specific Teaching Practices: Science Pedagogy (1 CU)

This course of study presents the required sequence of learning activities to help you develop competence in the subject area of Science Pedagogy, teaching science. In this case, your competence will be assessed with the objective exam (SNC4 or 5, DEC1 or 2) and a series of performance tasks (SNT4 or 5, DET1 or 2, SNA4 or 5, HMT2) that applies this knowledge. This course of study may take up to 15 weeks to complete depending on

your educational background, experience with the subject matter, and the time you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate your progress through this course of study. Completing your assessments within the required timeline keeps you on pace for satisfactory academic progress and Graduation.

DET1- Specific Teaching Practices: Science (4 CU's)

This course of study presents the required sequence of learning activities to help you develop competence in the subject area of Science Pedagogy, teaching science. In this case, your competence will be assessed with the objective exam (SNC4 or 5, DEC1 or 2) and a series of performance tasks (SNT4 or 5, DET1 or 2, SNA4 or 5, HMT2) that applies this knowledge. This course of study may take up to 15 weeks to complete depending on your educational background, experience with the subject matter, and the time you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate your progress through this course of study. Completing your assessments within the required timeline keeps you on pace for satisfactory academic progress and Graduation.

DET2- Specific Teaching Practices: Science (3 CU's)

This course of study presents the required sequence of learning activities to help you develop competence in the subject area of Science Pedagogy, teaching science. In this case, your competence will be assessed with the objective exam (SNC4 or 5, DEC1 or 2) and a series of performance tasks (SNT4 or 5, DET1 or 2, SNA4 or 5, HMT2) that applies this knowledge. This course of study may take up to 15 weeks to complete depending on your educational background, experience with the subject matter, and the time you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate your progress through this course of study. Completing your assessments within the required timeline keeps you on pace for satisfactory academic progress and Graduation.

DFT2 - Specific Teaching Practices: Mathematics Technology (1 CU)

This course of study outlines the sequence of learning activities to help you develop competence in the subject area of Mathematics Technology. Your competence will be assessed as you complete a series of performance tasks (DFT2). This course of study may take up to three weeks to complete depending on your educational background, work experience, and the time you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate through this course of study. Completing your assessments within the required timeline keeps you on pace for satisfactory academic progress and graduation.

DGA2- Supervised Teaching Practicum Science, Observations 1, 2 and 3 (3 CU's)

Welcome to demonstration teaching. This assessment is one of several that pertains to your demonstration teaching. As you successfully complete the required observations during your demonstration teaching experience, this assessment will be graded and appear with a mark of Pass on your AAP. Demonstration teaching is typically based on a 12-week placement, though it may be up to 18 weeks depending on state and district requirements.

DGA4- Supervised Teaching Practicum Science, Midterm, Observations 4 and 5 (3 CU's)

Welcome to demonstration teaching. This assessment is one of several that pertains to your demonstration teaching. As you successfully complete the required observations during your demonstration teaching experience, this assessment will be graded and appear with a mark of Pass on your AAP. Demonstration teaching is typically based on a 12-week placement, though it may be up to 18 weeks depending on state and district requirements.

DGA6- Supervised Teaching Practicum Science, Observation 6 and Cohort Seminar (3 CU's)

Your competence will be assessed as you complete a series of performance tasks. At the end of this twelve-week cohort seminar, once all tasks are completed at the appropriate level of competence, you will receive a "Pass" on your AAP for the cohort seminar. You will receive a "Pass" for the Professional Portfolio upon successful completion of the Teacher Work Sample (TWS) and professional portfolio tasks.

DGT1 - Specific Teaching Practices: Mathematics Technology (2 CU's)

This course of study outlines the sequence of learning activities to help you develop competence in the subject area of Mathematics Technology. Your competence will be assessed as you complete a series of performance tasks (DGT1). This course of study may take up to three weeks to complete depending on your educational background, work experience, and the time you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate through this course of study. Completing your assessments within the required timeline keeps you on pace for satisfactory academic progress and graduation.

DGT2 - Specific Teaching Practices: Mathematics Technology (2 CU's)

This course of study outlines the sequence of learning activities to help you develop competence in the subject area of Mathematics Technology. Your competence will be assessed as you complete a series of performance tasks (DGT2). This course of study may take up to three weeks to complete depending on your educational background, work experience, and the time you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate through this course of study. Completing your assessments within the required timeline keeps you on pace for satisfactory academic progress and graduation.

DHT2 - WGU MSN Graduate Capstone (3 CU's)

You have reached the capstone and the culminating assessment of your Western Governors University (WGU) master's degree program in nursing. This course of study is your guide to the completion of a successful capstone project, and it explains in general what the capstone is and outlines the essential parts of your project. You will be assigned to a capstone facilitator when you are ready to begin working on this course of study. Your capstone facilitator will be either your own mentor or another WGU mentor with the necessary expertise to advise you as you complete each step.

Before you begin your capstone work, please meet with your capstone facilitator to review this course of study to ensure that you understand the expectations and requirements associated with the capstone project in your degree program.

DIT2 - WGU MSN Graduate Capstone (3 CU's)

You have reached the capstone and the culminating assessment of your Western Governors University (WGU) master's degree program in nursing. This course of study is your guide to the completion of a successful capstone project, and it explains in general what the capstone is and outlines the essential parts of your project. You will be assigned to a capstone facilitator when you are ready to begin working on this course of study. Your capstone facilitator will be either your own mentor or another WGU mentor with the necessary expertise to advise you as you complete each step.

Before you begin your capstone work, please meet with your capstone facilitator to review this course of study to ensure that you understand the expectations and requirements associated with the capstone project in your degree program.

DJT2 - WGU MSN Graduate Capstone (3 CU's)

You have reached the capstone and the culminating assessment of your Western Governors University (WGU) master's degree program in nursing. This course of study is your guide to the completion of a successful capstone project, and it explains in general what the capstone is and outlines the essential parts of your project. You will be assigned to a capstone facilitator when you are ready to begin working on this course of study. Your capstone facilitator will be either your own mentor or another WGU mentor with the necessary expertise to advise you as you complete each step.

Before you begin your capstone work, please meet with your capstone facilitator to review this course of study to ensure that you understand the expectations and requirements associated with the capstone project in your degree program.

DKT2 - WGU MSN Graduate Capstone (3 CU's)

You have reached the capstone and the culminating assessment of your Western Governors University (WGU) master's degree program in nursing. This course of study is your guide to the completion of a successful capstone project, and it explains in general what the capstone is and outlines the essential parts of your project. You will be assigned to a capstone facilitator when you are ready to begin working on this course of study. Your capstone facilitator will be either your own mentor or another WGU mentor with the necessary expertise to advise you as you complete each step.

Before you begin your capstone work, please meet with your capstone facilitator to review this course of study to ensure that you understand the expectations and requirements associated with the capstone project in your degree program.

DLT2 - Specific Teaching Practices: Mathematics History & Contributions (1 CU)

This course of study outline presents the required sequence of learning activities to help you develop competence in the subject area of Mathematics History and Contributions. Your competence will be assessed as you complete a series of performance tasks (MPA4 or DLT2). The tasks are listed in sequential order. This course of study may take up to four weeks to complete depending on your educational background, work experience, and the time you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate through this course of study. Completing your assessments within the required timeline keeps you on pace for SAP and graduation. Once all tasks are completed at the appropriate level of competence, you will receive a "Pass" on your AAP for the Mathematics History and Contributions assessment.

DMT1 - Specific Teaching Practices: Mathematics History & Contributions (2 CU's)

This course of study outlines the required sequence of learning activities to help you develop competence in the subject area of Mathematics History and Contributions. Your competence will be assessed as you complete a series of performance tasks (DMT1 or DMT2). The tasks are listed in sequential order. This course of study may take up to four weeks to complete depending on your educational background, work experience, and the time you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate through this course of study. Completing your assessments within the required timeline keeps you on pace for SAP and graduation. Once all tasks are completed at the appropriate level of competence, you will receive a "Pass" on your AAP for the Mathematics History and Contributions assessment.

DMT2 - Specific Teaching Practices: Mathematics History & Contributions (1 CU)

This course of study outlines the required sequence of learning activities to help you develop competence in the subject area of Mathematics History and Contributions. Your competence will be assessed as you complete a series of performance tasks (DMT1 or DMT2). The tasks are listed in sequential order. This course of study may take up to four weeks to complete depending on your educational background, work experience, and the time you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate through this course of study. Completing your assessments within the required timeline keeps you on pace for SAP and graduation. Once all tasks are completed at the appropriate level of competence, you will receive a "Pass" on your AAP for the Mathematics History and Contributions assessment.

DNT2 - Specific Teaching Practices: Mathematics Teaching Topics (1 CU)

This course of study presents the required sequence of learning steps and activities to help you develop competence in the subject area of Specific Teaching Practices: Mathematics Teaching Topics. This course of study may take up to three weeks to complete depending on your educational background, work experience, and the time you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate through this course of study. Your competence will be assessed as you complete a series of performance tasks (DNT2) and then again on an objective assessment (AYC1 or AYC2), covered by another course of study. The tasks are listed in this course of study at the point in which you should have covered the learning necessary to build the necessary competence to successfully complete the task. Once all tasks are completed at the appropriate level of competence, you will receive a "Pass" on your AAP for the Specific Teaching Practices: Mathematics Teaching Topics assessment.

DOT1 - Specific Teaching Practices: Mathematics Teaching Topics (1 CU)

This course of study presents the required sequence of learning steps and activities to help you develop competence in the subject area of Mathematics Teaching Topics. This course of study may take up to four weeks to complete depending on your educational background, work experience, and the time you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate through this course of study. Your competence will be assessed as you complete a series of performance tasks (DOT1 or DOT2) and then again, on a competency exam (AYC1 or AYC2) covered by another course of study. The tasks are listed in the sequence below at the point in which you should have covered the learning necessary to build the competence needed to successfully complete the task. Once all tasks are completed at the appropriate level of competence, you will receive a "Pass" on your AAP for the M

DOT2 - Specific Teaching Practices: Mathematics Teaching Topics (1 CU)

This course of study presents the required sequence of learning steps and activities to help you develop competence in the subject area of Mathematics Teaching Topics. This course of study may take up to four weeks to complete depending on your educational background, work experience, and the time you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate through this course of study. Your competence will be assessed as you complete a series of performance tasks (DOT1 or DOT2) and then again, on a competency exam (AYC1 or AYC2) covered by another course of study. The tasks are listed in the sequence below at the point in which you should have covered the learning necessary to build the competence needed to successfully complete the task. Once all tasks are completed at the appropriate level of competence, you will receive a "Pass" on your AAP for the M

DPT1 - Physics: Electricity and Magnetism (3 CU's)

This course of study presents the required sequence of learning activities to help you develop competence in the subject area of Electricity and Magnetism. After completing this course of study, your competence will be assessed using a series of performance tasks (DPT1 or 2) that applies this knowledge. Later, after working through other physics courses of study, you will take an integrated physics objective assessment (PNC1 or 2) that assesses competencies within this course of study and from other physics courses of study. This course of study may take you up to eight weeks to complete depending on your educational background, experience with the subject matter, and the time you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate your progress through this course of study. Completing your assessments within the required timeline keeps you on pace for satisfactory academic progress and graduation.

DPT2 - Physics: Electricity and Magnetism (2 CU's)

This course of study presents the required sequence of learning activities to help you develop competence in the subject area of Electricity and Magnetism. After completing this course of study, your competence will be assessed using a series of performance tasks (DPT1 or 2) that applies this knowledge. Later, after working through other physics courses of study, you will take an integrated physics objective assessment (PNC1 or 2) that assesses competencies within this course of study and from other physics courses of study. This course of study may take you up to eight weeks to complete depending on your educational background, experience with the subject matter, and the time you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate your progress through this course of study. Completing your assessments within the required timeline keeps you on pace for satisfactory academic progress and graduation.

DQA1- Supervised Teaching Practicum Science, Observations 1 and 2 (3 CU's)

Welcome to demonstration teaching. This assessment is one of several that pertains to your demonstration teaching. As you successfully complete the required observations during your demonstration teaching experience, this assessment will be graded and appear with a mark of Pass on your AAP. Demonstration teaching is typically based on a 12-week placement, though it may be up to 18 weeks depending on state and district requirements.

DQA2- Supervised Teaching Practicum Science, Observations 1, 2 and 3 (3 CU's)

Welcome to demonstration teaching. This assessment is one of several that pertains to your demonstration teaching. As you successfully complete the required observations during your demonstration teaching experience, this assessment will be graded and appear with a mark of Pass on your AAP. Demonstration teaching is typically based on a 12-week placement, though it may be up to 18 weeks depending on state and district requirements.

DQA3- Supervised Teaching Practicum Science, Observation 3 and Midterm (3 CU's)

Welcome to demonstration teaching. This assessment is one of several that pertains to your demonstration teaching. As you successfully complete the required observations during your demonstration teaching experience, this assessment will be graded and appear with a mark of Pass on your AAP. Demonstration teaching is typically based on a 12-week placement, though it may be up to 18 weeks depending on state and district requirements.

DQA4- Supervised Teaching Practicum Science, Midterm, Observations 4 and 5 (3 CU's)

Welcome to demonstration teaching. This assessment is one of several that pertains to your demonstration teaching. As you successfully complete the required observations during your demonstration teaching experience, this assessment will be graded and appear with a mark of Pass on your AAP. Demonstration teaching is typically based on a 12-week placement, though it may be up to 18 weeks depending on state and district requirements.

DQA5- Supervised Teaching Practicum Science, Observations 4 and 5 (3 CU's)

Welcome to demonstration teaching. This assessment is one of several that pertains to your demonstration teaching. As you successfully complete the required observations during your demonstration teaching experience, this assessment will be graded and appear with a mark of Pass on your AAP. Demonstration teaching is typically based on a 12-week placement, though it may be up to 18 weeks depending on state and district requirements.

DQA6- Supervised Teaching Practicum Science, Observation 6 and Cohort Seminar (3 CU's)

Your competence will be assessed as you complete a series of performance tasks. At the end of this twelve-week cohort seminar, once all tasks are completed at the appropriate level of competence, you will receive a "Pass" on your AAP for the cohort seminar. You will receive a "Pass" for the Professional Portfolio upon successful completion of the Teacher Work Sample (TWS) and professional portfolio tasks.

DQA7- Supervised Teaching Practicum Science, Observation 6 and Final (3 CU's)

Welcome to demonstration teaching. This assessment is one of several that pertains to your demonstration teaching. As you successfully complete the required observations during your demonstration teaching experience, this assessment will be graded and appear with a mark of Pass on your AAP. Demonstration teaching is typically based on a 12-week placement, though it may be up to 18 weeks depending on state and district requirements.

DQT1- Cohort Seminar in Science (3 CU's)

Your competence will be assessed as you complete a series of performance tasks. At the end of this twelve-week cohort seminar, once all tasks are completed at the appropriate level of competence, you will receive a "Pass" on your AAP for the cohort seminar. You will receive a "Pass" for the Professional Portfolio upon successful completion of the Teacher Work Sample (TWS) and professional portfolio tasks.

DR1- Professional Portfolio in Science (6 CU's)

Your competence will be assessed as you complete a series of performance tasks. At the end of this twelve-week cohort seminar, once all tasks are completed at the appropriate level of competence, you will receive a "Pass" on your AAP for the cohort seminar. You will receive a "Pass" for the Professional Portfolio upon successful completion of the Teacher Work Sample (TWS) and professional portfolio tasks.

DR2- Supervised Teaching Practicum Science, Final and Professional Portfolio (3 CU's)

Your competence will be assessed as you complete a series of performance tasks. At the end of this twelve-week cohort seminar, once all tasks are completed at the appropriate level of competence, you will receive a "Pass" on your AAP for the cohort seminar. You will receive a "Pass" for the Professional Portfolio upon successful completion of the Teacher Work Sample (TWS) and professional portfolio tasks.

DSA1 - Supervised Teaching Practicum Science, Observations 1 and 2 (3 CU's)

Welcome to demonstration teaching. This assessment is one of several that pertains to your demonstration teaching. As you successfully complete the required observations during your demonstration teaching experience, this assessment will be graded and appear with a mark of Pass on your AAP. Demonstration teaching is typically based on a 12-week placement, though it may be up to 18 weeks depending on state and district requirements.

DSA3 – Supervised Teaching Practicum Science, Observation 3 and Midterm (3 CU’s)

Welcome to demonstration teaching. This assessment is one of several that pertains to your demonstration teaching. As you successfully complete the required observations during your demonstration teaching experience, this assessment will be graded and appear with a mark of Pass on your AAP. Demonstration teaching is typically based on a 12-week placement, though it may be up to 18 weeks depending on state and district requirements.

DSA5 – Supervised Teaching Practicum Science, Observations 4 and 5 (3 CU’s)

Welcome to demonstration teaching. This assessment is one of several that pertains to your demonstration teaching. As you successfully complete the required observations during your demonstration teaching experience, this assessment will be graded and appear with a mark of Pass on your AAP. Demonstration teaching is typically based on a 12-week placement, though it may be up to 18 weeks depending on state and district requirements.

DSA7 – Supervised Teaching Practicum Science, Observation 6 and Final (3 CU’s)

Welcome to demonstration teaching. This assessment is one of several that pertains to your demonstration teaching. As you successfully complete the required observations during your demonstration teaching experience, this assessment will be graded and appear with a mark of Pass on your AAP. Demonstration teaching is typically based on a 12-week placement, though it may be up to 18 weeks depending on state and district requirements.

DST1 - Cohort Seminar in Science (3 CU’s)

Your competence will be assessed as you complete a series of performance tasks. At the end of this twelve-week cohort seminar, once all tasks are completed at the appropriate level of competence, you will receive a "Pass" on your AAP for the cohort seminar. You will receive a "Pass" for the Professional Portfolio upon successful completion of the Teacher Work Sample (TWS) and professional portfolio tasks.

DTT1 – Professional Portfolio in Science (6 CU’s)

Your competence will be assessed as you complete a series of performance tasks. At the end of this twelve-week cohort seminar, once all tasks are completed at the appropriate level of competence, you will receive a "Pass" on your AAP for the cohort seminar. You will receive a "Pass" for the Professional Portfolio upon successful completion of the Teacher Work Sample (TWS) and professional portfolio tasks.

DUA1- Supervised Teaching Practicum Science, Observations 1 and 2 (3 CU’s)

Welcome to demonstration teaching. This assessment is one of several that pertains to your demonstration teaching. As you successfully complete the required observations during your demonstration teaching experience, this assessment will be graded and appear with a mark of Pass on your AAP. Demonstration teaching is typically based on a 12-week placement, though it may be up to 18 weeks depending on state and district requirements.

DUA3- Supervised Teaching Practicum Science, Observation 3 and Midterm (3 CU’s)

Welcome to demonstration teaching. This assessment is one of several that pertains to your demonstration teaching. As you successfully complete the required observations during your demonstration teaching experience, this assessment will be graded and appear with a mark of Pass on your AAP. Demonstration teaching is typically based on a 12-week placement, though it may be up to 18 weeks depending on state and district requirements.

DUA5- Supervised Teaching Practicum Science, Observations 4 and 5 (3 CU’s)

Welcome to demonstration teaching. This assessment is one of several that pertains to your demonstration teaching. As you successfully complete the required observations during your demonstration teaching experience, this assessment will be graded and appear with a mark of Pass on your AAP. Demonstration teaching is typically based on a 12-week placement, though it may be up to 18 weeks depending on state and district requirements.

DUA7- Supervised Teaching Practicum Science, Observation 6 and Final (3 CU’s)

Welcome to demonstration teaching. This assessment is one of several that pertains to your demonstration teaching. As you successfully complete the required observations during your demonstration teaching experience, this assessment will be graded and appear with a mark of Pass on your AAP. Demonstration teaching is typically based on a 12-week placement, though it may be up to 18 weeks depending on state and district requirements.

DUT1- Cohort Seminar in Science (3 CU’s)

Your competence will be assessed as you complete a series of performance tasks. At the end of this twelve-week cohort seminar, once all tasks are completed at the appropriate level of competence, you will receive a "Pass" on your AAP for the cohort seminar. You will receive a "Pass" for the Professional Portfolio upon successful completion of the Teacher Work Sample (TWS) and professional portfolio tasks.

DVT1- Professional Portfolio in Science (3 CU’s)

Your competence will be assessed as you complete a series of performance tasks. At the end of this twelve-week cohort seminar, once all tasks are completed at the appropriate level of competence, you will receive a "Pass" on your AAP for the cohort seminar. You will receive a "Pass" for the Professional Portfolio upon successful completion of the Teacher Work Sample (TWS) and professional portfolio tasks.

DWA1- Supervised Teaching Practicum Science, Observations 1 and 2 (3 CU's)

Welcome to demonstration teaching. This assessment is one of several that pertains to your demonstration teaching. As you successfully complete the required observations during your demonstration teaching experience, this assessment will be graded and appear with a mark of Pass on your AAP. Demonstration teaching is typically based on a 12-week placement, though it may be up to 18 weeks depending on state and district requirements.

DWA3- Supervised Teaching Practicum Science, Observation 3 and Midterm (3 CU's)

Welcome to demonstration teaching. This assessment is one of several that pertains to your demonstration teaching. As you successfully complete the required observations during your demonstration teaching experience, this assessment will be graded and appear with a mark of Pass on your AAP. Demonstration teaching is typically based on a 12-week placement, though it may be up to 18 weeks depending on state and district requirements.

DWA5- Supervised Teaching Practicum Science, Observations 4 and 5 (3 CU's)

Welcome to demonstration teaching. This assessment is one of several that pertains to your demonstration teaching. As you successfully complete the required observations during your demonstration teaching experience, this assessment will be graded and appear with a mark of Pass on your AAP. Demonstration teaching is typically based on a 12-week placement, though it may be up to 18 weeks depending on state and district requirements.

DWA7- Supervised Teaching Practicum Science, Observation 6 and Final (3 CU's)

Welcome to demonstration teaching. This assessment is one of several that pertains to your demonstration teaching. As you successfully complete the required observations during your demonstration teaching experience, this assessment will be graded and appear with a mark of Pass on your AAP. Demonstration teaching is typically based on a 12-week placement, though it may be up to 18 weeks depending on state and district requirements.

DWT1- Cohort Seminar in Science (3 CU's)

Your competence will be assessed as you complete a series of performance tasks. At the end of this twelve-week cohort seminar, once all tasks are completed at the appropriate level of competence, you will receive a "Pass" on your AAP for the cohort seminar. You will receive a "Pass" for the Professional Portfolio upon successful completion of the Teacher Work Sample (TWS) and professional portfolio tasks.

DYT1- Professional Portfolio in Science (6 CU's)

Your competence will be assessed as you complete a series of performance tasks. At the end of this twelve-week cohort seminar, once all tasks are completed at the appropriate level of competence, you will receive a "Pass" on your AAP for the cohort seminar. You will receive a "Pass" for the Professional Portfolio upon successful completion of the Teacher Work Sample (TWS) and professional portfolio tasks.

DZA1- Supervised Teaching Practicum Science, Observations 1 and 2 (3 CU's)

Welcome to demonstration teaching. This assessment is one of several that pertains to your demonstration teaching. As you successfully complete the required observations during your demonstration teaching experience, this assessment will be graded and appear with a mark of Pass on your AAP. Demonstration teaching is typically based on a 12-week placement, though it may be up to 18 weeks depending on state and district requirements.

DZA3- Supervised Teaching Practicum Science, Observation 3 and Midterm (3 CU's)

Welcome to demonstration teaching. This assessment is one of several that pertains to your demonstration teaching. As you successfully complete the required observations during your demonstration teaching experience, this assessment will be graded and appear with a mark of Pass on your AAP. Demonstration teaching is typically based on a 12-week placement, though it may be up to 18 weeks depending on state and district requirements.

DZA5- Supervised Teaching Practicum Science, Observations 4 and 5 (3 CU's)

Welcome to demonstration teaching. This assessment is one of several that pertains to your demonstration teaching. As you successfully complete the required observations during your demonstration teaching experience, this assessment will be graded and appear with a mark of Pass on your AAP. Demonstration teaching is typically based on a 12-week placement, though it may be up to 18 weeks depending on state and district requirements.

DZA7- Supervised Teaching Practicum Science, Observation 6 and Final (3 CU's)

Welcome to demonstration teaching. This assessment is one of several that pertains to your demonstration teaching. As you successfully complete the required observations during your demonstration teaching experience, this assessment will be graded and appear with a mark of Pass on your AAP. Demonstration teaching is typically based on a 12-week placement, though it may be up to 18 weeks depending on state and district requirements.

DZT1- Cohort Seminar in Science (3 CU's)

Your competence will be assessed as you complete a series of performance tasks. At the end of this twelve-week cohort seminar, once all tasks are completed at the appropriate level of competence, you will receive a "Pass" on your AAP for the cohort seminar. You will receive a "Pass" for the Professional Portfolio upon successful completion of the Teacher Work Sample (TWS) and professional portfolio tasks.

EAT1 - Specific Teaching Practices: Literacy and Elementary Reading (3 CU's)

This course of study presents the required sequence of learning steps and activities that will help you develop competence in the subject area of Literacy and Elementary Reading. Your competence will be developed as you complete the courses of study for the Literacy and Elementary Reading Course of Study and the Literacy and Elementary Language Arts and Handwriting Course of Study. Once you have completed the courses of study, you will demonstrate competency by taking the ELO1 or ELO2 objective assessment and then completing performance assessments (EAT1 or EAT2 and ELT1 or ELT2). Depending on your educational background and work experience, this course of study can take up to 10 weeks to complete. The Literacy and Elementary Language Arts and Handwriting Course of Study can take up to eleven weeks to complete. Work on it at the same time as you work on this course of study. Following this document sequentially is an important part of your assessment preparation. This tool is also designed to help you become an independent learner by providing multiple learning methods. These steps may be completed more quickly than shown below as determined in consultation with your mentor.

EAT2 - Specific Teaching Practices: Literacy and Elementary Reading (2 CU's)

This course of study presents the required sequence of learning steps and activities that will help you develop competence in the subject area of Literacy and Elementary Reading. Your competence will be developed as you complete the courses of study for the Literacy and Elementary Reading Course of Study and the Literacy and Elementary Language Arts and Handwriting Course of Study. Once you have completed the courses of study, you will demonstrate competency by taking the ELO1 or ELO2 objective assessment and then completing performance assessments (EAT1 or EAT2 and ELT1 or ELT2). Depending on your educational background and work experience, this course of study can take up to 10 weeks to complete. The Literacy and Elementary Language Arts and Handwriting Course of Study can take up to eleven weeks to complete. Work on it at the same time as you work on this course of study. Following this document sequentially is an important part of your assessment preparation. This tool is also designed to help you become an independent learner by providing multiple learning methods. These steps may be completed more quickly than shown below as determined in consultation with your mentor.

EBT1 - Evidence-Based Practice and Applied Nursing Research (3 CU's)

Your competence will be assessed as you complete the performance assessments for Evidenced-Based Practice and Applied Nursing Research (EBT1). This course of study may take 6 weeks to complete.

EEC1 - Development and Learning in Early Childhood Education (2 CU's)

This course of study presents the required sequence of learning steps and activities to help you develop competence in the subject area of Development and Learning in Early Childhood. The course of study will guide you through a series of activities and connected learning resources that will support your development of competency in this area. Your competence will then be determined through the EEC1 objective exam followed by performance assessments comprising EET. This course of study represents five competency units and may take up to ten weeks to complete depending on your educational background, work experience, and the time that you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate your progress through this course of study.

EET1 - Development and Learning in Early Childhood Education (3 CU's)

This course of study presents the required sequence of learning steps and activities to help you develop competence in the subject area of Development and Learning in Early Childhood. The course of study will guide you through a series of activities and connected learning resources that will support your development of competency in this area. Your competence will then be determined through the EEC1 objective exam followed by performance assessments comprising EET. This course of study represents five competency units and may take up to ten weeks to complete depending on your educational background, work experience, and the time that you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate your progress through this course of study.

EFA4 - Specific Teaching Practices: Math and Science (3 CU's)

This course of study presents the sequence of learning steps and activities that has been developed to help you develop competence in the subject area of Math and Science. Your competence will be determined as you complete a performance assessment (EFA4/5, completed throughout this course of study) and an objective assessment (ELC4/5, to be taken after completing all three courses of study in the Specific Teaching Practices domain). Following this document is an important part of your assessment preparation. This tool is also designed to help you become an independent learner by providing multiple learning methods. Depending on your educational background, work experience, and the time that you are able to dedicate to your studies, you may be able to accelerate your progress through this course of study. If you wish to do so, consult with your mentor.

EFA5 - Specific Teaching Practices: Math and Science (2 CU's)

This course of study presents the sequence of learning steps and activities that has been developed to help you develop competence in the subject area of Math and Science. Your competence will be determined as you complete a performance assessment (EFA4/5, completed throughout this course of study) and an objective assessment (ELC4/5, to be taken after completing all three courses of study in the Specific Teaching Practices domain).

Following this document is an important part of your assessment preparation. This tool is also designed to help you become an independent learner by providing multiple learning methods. Depending on your educational background, work experience, and the time that you are able to dedicate to your studies, you may be able to accelerate your progress through this course of study. If you wish to do so, consult with your mentor.

EFT4 - Specific Teaching Practices: Math and Science (3 CU's)

This course of study presents the required sequence of learning steps and activities designed to help you develop competence in the subject area of Mathematics and Science. Your competence will be determined as you complete a performance assessments (EFT4/5, completed throughout this course of study) and an objective assessment (ELO4/5, to be taken after completing the Specific Teaching Practices domain of study). If you engage in all of the learning activities to develop your competence, this course of study may take up to ten weeks to complete. Following this document sequentially is an important part of your assessment preparation. This tool is also designed to help you become an independent learner by providing multiple learning methods. Depending on your educational background, work experience, and the time that you are able to dedicate to your studies, you may be able to accelerate your progress through this course of study. If you wish to do so, consult with your mentor.

EFT5 - Specific Teaching Practices: Math and Science (2 CU's)

This course of study presents the required sequence of learning steps and activities designed to help you develop competence in the subject area of Mathematics and Science. Your competence will be determined as you complete a performance assessments (EFT4/5, completed throughout this course of study) and an objective assessment (ELO4/5, to be taken after completing the Specific Teaching Practices domain of study). If you engage in all of the learning activities to develop your competence, this course of study may take up to ten weeks to complete. Following this document sequentially is an important part of your assessment preparation. This tool is also designed to help you become an independent learner by providing multiple learning methods. Depending on your educational background, work experience, and the time that you are able to dedicate to your studies, you may be able to accelerate your progress through this course of study. If you wish to do so, consult with your mentor.

EGC1 - Fundamentals of Economics, Global Business, and Quantitative Analysis (4 CU's)

This course of study provides the learning activities needed for competency in the areas of economics, global business, and quantitative analysis. This course of study may take up to fifteen weeks to complete depending on your educational background, work experience, and the time you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate your progress through this course of study. Competency is assessed by an objective exam and performance tasks.

EGT1 - Fundamentals of Economics, Global Business, and Quantitative Analysis (4 CU's)

This course of study provides the learning activities needed for competency in the areas of economics, global business, and quantitative analysis. This course of study may take up to fifteen weeks to complete depending on your educational background, work experience, and the time you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate your progress through this course of study. Competency is assessed by an objective exam and performance tasks.

EHA4- Specific Teaching Practices: Health, VPA and Social Studies (3 CU's)

This Course of Study presents the required sequence of learning steps and activities to help you develop competence in the subject area of Specific Teaching Practices: Health, VPA, & Social Studies. Your competence will be determined as you complete a series of performance assessments (EHA4 or EHA5) and then take the ELC5 or ELC5 objective exam. Depending on your educational background and work experience, this Course of Study can take up to seven weeks. Following this document sequentially is an important part of your assessment preparation. This tool is also designed to help you become an independent learner by providing multiple learning methods. These steps may be completed more quickly than shown below as determined in consultation with your mentor.

EHA5- Specific Teaching Practices: Health, VPA and Social Studies (2 CU's)

This Course of Study presents the required sequence of learning steps and activities to help you develop competence in the subject area of Specific Teaching Practices: Health, VPA, & Social Studies. Your competence will be determined as you complete a series of performance assessments (EHA4 or EHA5) and then take the ELC5 or ELC5 objective exam. Depending on your educational background and work experience, this Course of Study can take up to seven weeks. Following this document sequentially is an important part of your assessment preparation. This tool is also designed to help you become an independent learner by providing multiple learning methods. These steps may be completed more quickly than shown below as determined in consultation with your mentor.

EHT4 - Specific Teaching Practices: Health, Visual and Performing Arts, and Social Studies (3 CU's)

This course of study presents the required sequence of learning steps and activities to help you develop competence in the subject area of Specific Teaching Practices: Health, Visual and Performing Arts, and Social Studies. Your competence will be determined as you complete a performance assessment (EHT4/5, completed throughout this course of study) and an objective assessment (ELO4/5, to be taken after completing the Specific Teaching Practices domain of study). Depending on your educational background and work experience, this course of study can take up to seven weeks to complete. This tool is also designed to help you become an independent learner by providing multiple learning methods. These steps may be completed more quickly than shown below as determined in consultation with your mentor.

EHT5 - Specific Teaching Practices: Health, Visual and Performing Arts, and Social Studies (2 CU's)

This course of study presents the required sequence of learning steps and activities to help you develop competence in the subject area of Specific Teaching Practices: Health, Visual and Performing Arts, and Social Studies. Your competence will be determined as you complete a performance assessment (EHT4/5, completed throughout this course of study) and an objective assessment (ELO4/5, to be taken after completing the Specific Teaching Practices domain of study). Depending on your educational background and work experience, this course of study can take up to seven weeks to complete. This tool is also designed to help you become an independent learner by providing multiple learning methods. These steps may be completed more quickly than shown below as determined in consultation with your mentor.

EIA4 - Effective Teaching Practices: Instructional Planning and Strategies (3 CU's)

This course of study outlines the sequence of learning activities to help you develop competence in the subject area of Instructional Planning and Strategies. Your competence will be assessed as you complete the 10 tasks that comprise the EIA4/5 performance assessment. This course of study represents 3 competency units and may take up to 14 weeks to complete, depending on your educational background, work experience, and the time that you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate your progress through this course of study.

EIA5 - Effective Teaching Practices: Instructional Planning and Strategies (2 CU's)

This course of study outlines the sequence of learning activities to help you develop competence in the subject area of Instructional Planning and Strategies. Your competence will be assessed as you complete the 10 tasks that comprise the EIA4/5 performance assessment. This course of study represents 3 competency units and may take up to 14 weeks to complete, depending on your educational background, work experience, and the time that you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate your progress through this course of study.

EIC4- Effective Teaching Practices: Objective Assessment (6 CU's)

The EIC4/EIC5 objective assessment is a comprehensive assessment for the Effective Teaching Practices domain covering the following:

- Instructional Planning and Strategies
- Instructional Presentation and Follow-Up

Follow the instructions in this document for accessing and completing this assessment once you have completed all performance tasks in this domain.

EIC5- Effective Teaching Practices: Objective Assessment (4 CU's)

The EIC4/EIC5 objective assessment is a comprehensive assessment for the Effective Teaching Practices domain covering the following:

- Instructional Planning and Strategies
- Instructional Presentation and Follow-Up

Follow the instructions in this document for accessing and completing this assessment once you have completed all performance tasks in this domain.

EIO4 – Instructional Planning, Strategies and Presentation Integration (3 CU's)

The EIO4/EIO5 objective assessment is a comprehensive assessment for the Effective Teaching Practices domain covering the following:

- Instructional Planning and Strategies
- Instructional Presentation and Follow-Up

Follow the instructions in this document for accessing and completing this assessment once you have completed all performance tasks in this domain.

EIO5 – Instructional Planning, Strategies and Presentation Integration (2 CU's)

The EIO4/EIO5 objective assessment is a comprehensive assessment for the Effective Teaching Practices domain covering the following:

- Instructional Planning and Strategies
- Instructional Presentation and Follow-Up

Follow the instructions in this document for accessing and completing this assessment once you have completed all performance tasks in this domain.

EIT4 - Effective Teaching Practices: Instructional Planning and Strategies (3 CU's)

Your competence will be assessed as you complete the EIT4/5 performance assessment. This course of study represents 3 competency units and may take up to 14 weeks to complete.

EIT5 - Effective Teaching Practices: Instructional Planning and Strategies (2 CU's)

Your competence will be assessed as you complete the EIT4/5 performance assessment. This course of study represents 3 competency units and may take up to 14 weeks to complete.

EJT2- Supervised Teaching Practicum Science, Final and Professional Portfolio (3 CU's)

Your competence will be assessed as you complete a series of performance tasks. At the end of this twelve-week cohort seminar, once all tasks are completed at the appropriate level of competence, you will receive a "Pass" on your AAP for the cohort seminar. You will receive a "Pass" for the Professional Portfolio upon successful completion of the Teacher Work Sample (TWS) and professional portfolio tasks.

EKC1 - Observation and Assessment (3 CU's)

This course of study presents the required sequence of learning activities to help you develop competence in the subject areas of observation and assessment in early childhood education. Your competence will be determined through the EKC1 objective exam and the performance assessment HJT1. This course of study represents five competency units. If you engage in all of the learning activities to develop your competence, this course of study may take up to 10 weeks to complete. Depending on your educational background, work experience, and the time that you are able to dedicate to your studies, you may be able to accelerate your progress through this course of study. Consult with your mentor if you wish to do so.

ELA4 - Specific Teaching Practices: Reading, Writing, and Spelling (3 CU's)

This course of study presents the sequence of learning steps and activities that has been developed to help you develop competence in the subject area of Reading, Writing, and Spelling. Your competence will be determined as you complete a performance assessment (ELA4/5, completed throughout this course of study) and an objective assessment (ELC4/5, to be taken after completing the Specific Teaching Practices domain of study). Depending on your educational background and work experience, this course of study can take up to 13 weeks. Following this document is an important part of your assessment preparation. This tool is also designed to help you become an independent learner by providing multiple learning methods. These steps may be completed more quickly than shown below as determined by consulting with your mentor.

ELA5 - Specific Teaching Practices: Reading, Writing, and Spelling (2 CU's)

This course of study presents the sequence of learning steps and activities that has been developed to help you develop competence in the subject area of Reading, Writing, and Spelling. Your competence will be determined as you complete a performance assessment (ELA4/5, completed throughout this course of study) and an objective assessment (ELC4/5, to be taken after completing the Specific Teaching Practices domain of study). Depending on your educational background and work experience, this course of study can take up to 13 weeks. Following this document is an important part of your assessment preparation. This tool is also designed to help you become an independent learner by providing multiple learning methods. These steps may be completed more quickly than shown below as determined by consulting with your mentor.

ELC4- Specific Teaching Practices: Objective Assessment (6 CU's)

The ELC4/ELC5 objective assessment is a comprehensive assessment covering the entire Specific Teaching Practices domain:

- Math and Science;
- Reading, Writing, and Spelling;
- Health, Visual and Performing Arts, and Social Studies.

Follow the instructions in this document for accessing and completing this assessment once you have completed all performance tasks in this domain.

ELC5- Specific Teaching Practices: Objective Assessment (4 CU's)

The ELC4/ELC5 objective assessment is a comprehensive assessment covering the entire Specific Teaching Practices domain:

- Math and Science;
- Reading, Writing, and Spelling;
- Health, Visual and Performing Arts, and Social Studies.

Follow the instructions in this document for accessing and completing this assessment once you have completed all performance tasks in this domain.

ELO1 - Subject-Specific Pedagogy: English Language Learning (3 CU's)

The Subject-Specific Pedagogy: English Language Learning Course of Study further develops and assesses aspects of language curriculum development, second language instruction, methods of second language assessment, legal policy issues as they pertain to English language education and immigrant education, and English for speakers of other languages (ESOL) program development. Your competence will be assessed as you complete an objective assessment (ELO1). This course of study may take up to five weeks to complete depending on your educational background, work experience, and the time you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate your progress through this course of study.

ELO4- Specific Teaching Practices: Objective Assessment (3 CU's)

The ELO4/ELO5 objective assessment is a comprehensive assessment covering the entire Specific Teaching Practices domain:

- Math and Science;
- Reading, Writing, and Spelling;
- Health, Visual and Performing Arts, and Social Studies.

Follow the instructions in this document for accessing and completing this assessment once you have completed all performance tasks in this domain.

ELO5- Specific Teaching Practices: Objective Assessment (2 CU's)

The ELO4/ELO5 objective assessment is a comprehensive assessment covering the entire Specific Teaching Practices domain:

- Math and Science;
- Reading, Writing, and Spelling;
- Health, Visual and Performing Arts, and Social Studies.

Follow the instructions in this document for accessing and completing this assessment once you have completed all performance tasks in this domain.

ELT1 - Specific Teaching Practices: Literacy and Elementary Language Arts and Handwriting (2 CU's)

This course of study presents the required sequence of learning steps and activities designed to help you develop competency in the subject area of Literacy and Elementary Language Arts and Handwriting. You should be working on EAT1/EAT2 as you work through this course of study so you are prepared to complete the EAO competency exam. The EAT1/2 and ELT1/2 Courses of Study help prepare you for the EAO1/EAO2 competency exam. You will complete the competency exam first (EAO1/EAO2) and then request the ELT1/2 performance assessments. Depending on your educational background, work experience, and the time you are able to dedicate to your studies, this course of study can take up to eight weeks. Following this document sequentially is an important part of your assessment preparation. This tool is also designed to help you become an independent learner by providing multiple learning methods. These steps may be completed more quickly than shown below as determined in consultation with your mentor.

Note: There are nine 3-level RELT performance tasks that you must pass before you can request the 5-level ELT1/2 (high-stakes) performance assessments. Please ask your mentor how you access the RELT course of study performance tasks in TaskStream.

ELT2 - Specific Teaching Practices: Literacy and Elementary Language Arts and Handwriting (2 CU's)

This course of study presents the required sequence of learning steps and activities designed to help you develop competency in the subject area of Literacy and Elementary Language Arts and Handwriting. You should be working on EAT1/EAT2 as you work through this course of study so you are prepared to complete the EAO competency exam. The EAT1/2 and ELT1/2 Courses of Study help prepare you for the EAO1/EAO2 competency exam. You will complete the competency exam first (EAO1/EAO2) and then request the ELT1/2 performance assessments. Depending on your educational background, work experience, and the time you are able to dedicate to your studies, this course of study can take up to eight weeks. Following this document sequentially is an important part of your assessment preparation. This tool is also designed to help you become an independent learner by providing multiple learning methods. These steps may be completed more quickly than shown below as determined in consultation with your mentor.

Note: There are nine 3-level RELT performance tasks that you must pass before you can request the 5-level ELT1/2 (high-stakes) performance assessments. Please ask your mentor how you access the RELT course of study performance tasks in TaskStream.

EMC1 - Professional Practice in Early Childhood Education (3 CU's)

This course of study presents the required sequence of learning activities to help you develop competence in the subject area of Professional Practice in Early Childhood Education including topics related to ethics, family systems, community resources, advocacy, and reflection in preparation for the EMT performance assessments and the EMC1 objective exam. This course of study represents five competency units and is designed to take approximately eight to ten weeks. Depending on your background knowledge and work experience, you may find you need more time. These steps may be also completed more quickly than shown below as determined in consultation with your mentor.

EMT1 - Professional Practice in Early Childhood Education (2 CU's)

This course of study presents the required sequence of learning activities to help you develop competence in the subject area of Professional Practice in Early Childhood Education including topics related to ethics, family systems, community resources, advocacy, and reflection in preparation for the EMT performance assessments and the EMC1 objective exam. This course of study represents five competency units and is designed to take approximately eight to ten weeks. Depending on your background knowledge and work experience, you may find you need more time.

These steps may be also completed more quickly than shown below as determined in consultation with your mentor.

ENT2- MAT Science (5-9) Portfolio Defense (3 CU's)

This document has been created to help you understand the requirements of the Capstone Oral Defense. The oral defense is typically conducted via a teleconference with the evaluator. You are required to prepare a multimedia presentation, usually PowerPoint or Keynote, that outlines your project. In it, you will detail the problem you investigated; state and answer your research questions; describe the methodology you used; present the data you collected; describe the results of your data analysis; summarize your conclusions; and describe strengths and weaknesses of your project. The actual task prompts can be seen below. Consult your assigned evaluator if you have any questions or concerns.

EQT2- MAT Science (5-12) Portfolio Defense (3 CU's)

This document has been created to help you understand the requirements of the Capstone Oral Defense. The oral defense is typically conducted via a teleconference with the evaluator. You are required to prepare a multimedia presentation, usually PowerPoint or Keynote, that outlines your project. In it, you will detail the problem you investigated; state and answer your research questions; describe the methodology you used; present the data you collected; describe the results of your data analysis; summarize your conclusions; and describe strengths and weaknesses of your project. The actual task prompts can be seen below. Consult your assigned evaluator if you have any questions or concerns.

ERT2- MAT Mathematics (5-9) Portfolio Defense (3 CU's)

This document has been created to help you understand the requirements of the Capstone Oral Defense. The oral defense is typically conducted via a teleconference with the evaluator. You are required to prepare a multimedia presentation, usually PowerPoint or Keynote, that outlines your project. In it, you will detail the problem you investigated; state and answer your research questions; describe the methodology you used; present the data you collected; describe the results of your data analysis; summarize your conclusions; and describe strengths and weaknesses of your project. The actual task prompts can be seen below. Consult your assigned evaluator if you have any questions or concerns.

EST1 - Ethical Situations in Business (3 CU's)

This course of study outlines the sequence of learning activities to help you demonstrate competence in the subject area of Ethical Situations in Business. Your competence will be assessed as you complete a series of performance tasks (EST1). Depending on your educational background and work experience, this course of study can take up to four weeks. Following this document sequentially is an important part of your assessment preparation. This tool is designed to help you become an independent learner by providing multiple learning methods. These steps may be completed more quickly than shown below as determined in consultation with your mentor.

ETA4 - Effective Teaching Practices: Instructional Presentation and Follow-Up (3 CU's)

This course of study outlines the sequence of learning activities to help you develop competence in the subject area of instructional presentation and follow-up. Your competence will be assessed as you complete the ETA4/5 performance assessment and the EIC4/5 objective assessment. Depending on your educational background and work experience, this course of study may take up to eleven weeks to complete. This course of study represents 4 competency units (CUs). Consult with your mentor if you wish to accelerate your progress through this course of study.

ETA5 - Effective Teaching Practices: Instructional Presentation and Follow-Up (2 CU's)

This course of study outlines the sequence of learning activities to help you develop competence in the subject area of instructional presentation and follow-up. Your competence will be assessed as you complete the ETA4/5 performance assessment and the EIC4/5 objective assessment. Depending on your educational background and work experience, this course of study may take up to eleven weeks to complete. This course of study represents 4 competency units (CUs). Consult with your mentor if you wish to accelerate your progress through this course of study.

ETT4 - Effective Teaching Practices: Instructional Presentation and Follow-Up (6 CU's)

This course of study outlines the sequence of learning activities to help you develop competence in the subject area of Instructional Presentation and Follow-Up. Your competence will be assessed as you complete the 10 tasks that make up the ETT4/5 performance assessment and the EIO4/5 objective assessment. This course of study represents 4 competency units (CUs). Consult with your mentor if you wish to accelerate your progress through this course of study.

ETT5 - Effective Teaching Practices: Instructional Presentation and Follow-Up (4 CU's)

This course of study outlines the sequence of learning activities to help you develop competence in the subject area of Instructional Presentation and Follow-Up. Your competence will be assessed as you complete the 10 tasks that make up the ETT4/5 performance assessment and the EIO4/5 objective assessment. This course of study represents 4 competency units (CUs). Consult with your mentor if you wish to accelerate your progress through this course of study.

EWB2 - Education Without Boundaries (Undergraduate) (2 CU's)

Welcome to Western Governors University (WGU)! As you begin your journey with us, you will encounter a number of tools and programs you will use throughout your time as a student. To begin, the tool you are working through now is called a Course of Study, or COS. The Course of Study is a tool designed to guide you through each assessment area you encounter. Please read on to begin your journey in Education Without Boundaries!

This course of study outlines the sequence of learning activities that will help you demonstrate competence in Education Without Boundaries. This course of study can take up to three weeks to complete depending on your educational background, work experience, and the time you are able to dedicate to your studies. Following this document sequentially is an important part of your preparation. Completion of this course of study and academic activity verification (AAV) signals a "Pass" for the EWB2 assessment for two competency units. These steps may be completed more quickly than shown in the course of study but must be completed so that academic activity verification (AAV) can be set by the 20th day of the month.

EWOB - Education Without Boundaries (Graduate) (1 CU)

Welcome to Western Governors University (WGU)! As you begin your journey with us, you will encounter a number of tools and programs you will use throughout your time as a student. To begin, the tool you are working through now is called a Course of Study, or COS. The course of study is a tool designed to guide you through each assessment area you encounter. Please read on to begin your journey in Education Without Boundaries!

This course of study outlines the sequence of learning activities that will help you demonstrate competence in Education Without Boundaries. This course of study can take up to three weeks to complete depending on your educational background, work experience, and the time you are able to dedicate to your studies. Following this document sequentially is an important part of your preparation. Completion of this course of study and academic activity verification (AAV) signals a "Pass" for the EWOB assessment for one competency unit. These steps may be completed more quickly than shown in the course of study but must be completed so that academic activity verification (AAV) can be set by the 20th day of the month.

If at any time you need additional assistance or have any questions while working on this course of study, please feel free to contact the mentors for this area.

EW1- Professional Portfolio in Mathematics (6 CU's)

Your competence will be assessed as you complete a series of performance tasks. At the end of this twelve-week cohort seminar, once all tasks are completed at the appropriate level of competence, you will receive a "Pass" on your AAP for the cohort seminar. You will receive a "Pass" for the Professional Portfolio upon successful completion of the Teacher Work Sample (TWS) and professional portfolio tasks.

EW2- Supervised Teaching Practicum Mathematics, Final and Professional Portfolio (3 CU's)

Your competence will be assessed as you complete a series of performance tasks. At the end of this twelve-week cohort seminar, once all tasks are completed at the appropriate level of competence, you will receive a "Pass" on your AAP for the cohort seminar. You will receive a "Pass" for the Professional Portfolio upon successful completion of the Teacher Work Sample (TWS) and professional portfolio tasks.

EXA1- Supervised Teaching Practicum Mathematics, Observations 1 and 2 (3 CU's)

Welcome to demonstration teaching. This assessment is one of several that pertains to your demonstration teaching. As you successfully complete the required observations during your demonstration teaching experience, this assessment will be graded and appear with a mark of Pass on your AAP. Demonstration teaching is typically based on a 12-week placement, though it may be up to 18 weeks depending on state and district requirements.

EXA2- Supervised Teaching Practicum Mathematics, Observations 1, 2 and 3 (3 CU's)

Welcome to demonstration teaching. This assessment is one of several that pertains to your demonstration teaching. As you successfully complete the required observations during your demonstration teaching experience, this assessment will be graded and appear with a mark of Pass on your AAP. Demonstration teaching is typically based on a 12-week placement, though it may be up to 18 weeks depending on state and district requirements.

EXA3- Supervised Teaching Practicum Mathematics, Observation 3 and Midterm (3 CU's)

Welcome to demonstration teaching. This assessment is one of several that pertains to your demonstration teaching. As you successfully complete the required observations during your demonstration teaching experience, this assessment will be graded and appear with a mark of Pass on your AAP. Demonstration teaching is typically based on a 12-week placement, though it may be up to 18 weeks depending on state and district requirements.

EXA4- Supervised Teaching Practicum Mathematics, Midterm, Observations 4 and 5 (3 CU's)

Welcome to demonstration teaching. This assessment is one of several that pertains to your demonstration teaching. As you successfully complete the required observations during your demonstration teaching experience, this assessment will be graded and appear with a mark of Pass on your AAP. Demonstration teaching is typically based on a 12-week placement, though it may be up to 18 weeks depending on state and district requirements.

EXA5- Supervised Teaching Practicum Mathematics, Observations 4 and 5 (3 CU's)

Welcome to demonstration teaching. This assessment is one of several that pertains to your demonstration teaching. As you successfully complete the required observations during your demonstration teaching experience, this assessment will be graded and appear with a mark of Pass on your AAP. Demonstration teaching is typically based on a 12-week placement, though it may be up to 18 weeks depending on state and district requirements.

EXA6- Supervised Teaching Practicum Mathematics, Observation 6 and Cohort Seminar (3 CU's)

Your competence will be assessed as you complete a series of performance tasks. At the end of this twelve-week cohort seminar, once all tasks are completed at the appropriate level of competence, you will receive a "Pass" on your AAP for the cohort seminar. You will receive a "Pass" for the Professional Portfolio upon successful completion of the Teacher Work Sample (TWS) and professional portfolio tasks.

EXA7- Supervised Teaching Practicum Mathematics, Observation 6 and Final (3 CU's)

Welcome to demonstration teaching. This assessment is one of several that pertains to your demonstration teaching. As you successfully complete the required observations during your demonstration teaching experience, this assessment will be graded and appear with a mark of Pass on your AAP. Demonstration teaching is typically based on a 12-week placement, though it may be up to 18 weeks depending on state and district requirements.

EXT1- Cohort Seminar in Mathematics (3 CU's)

Your competence will be assessed as you complete a series of performance tasks. At the end of this twelve-week cohort seminar, once all tasks are completed at the appropriate level of competence, you will receive a "Pass" on your AAP for the cohort seminar. You will receive a "Pass" for the Professional Portfolio upon successful completion of the Teacher Work Sample (TWS) and professional portfolio tasks.

EYA1- Supervised Teaching Practicum Mathematics, Observations 1 and 2 (3 CU's)

Welcome to demonstration teaching. This assessment is one of several that pertains to your demonstration teaching. As you successfully complete the required observations during your demonstration teaching experience, this assessment will be graded and appear with a mark of Pass on your AAP. Demonstration teaching is typically based on a 12-week placement, though it may be up to 18 weeks depending on state and district requirements.

EYA2- Supervised Teaching Practicum Mathematics, Observations 1, 2 and 3 (3 CU's)

Welcome to demonstration teaching. This assessment is one of several that pertains to your demonstration teaching. As you successfully complete the required observations during your demonstration teaching experience, this assessment will be graded and appear with a mark of Pass on your AAP. Demonstration teaching is typically based on a 12-week placement, though it may be up to 18 weeks depending on state and district requirements.

EYA3- Supervised Teaching Practicum Mathematics, Observation 3 and Midterm (3 CU's)

Welcome to demonstration teaching. This assessment is one of several that pertains to your demonstration teaching. As you successfully complete the required observations during your demonstration teaching experience, this assessment will be graded and appear with a mark of Pass on your AAP. Demonstration teaching is typically based on a 12-week placement, though it may be up to 18 weeks depending on state and district requirements.

EYA4- Supervised Teaching Practicum Mathematics, Midterm, Observations 4 and 5

Welcome to demonstration teaching. This assessment is one of several that pertains to your demonstration teaching. As you successfully complete the required observations during your demonstration teaching experience, this assessment will be graded and appear with a mark of Pass on your AAP. Demonstration teaching is typically based on a 12-week placement, though it may be up to 18 weeks depending on state and district requirements.

EYA5- Supervised Teaching Practicum Mathematics, Observations 4 and 5 (3 CU's)

Welcome to demonstration teaching. This assessment is one of several that pertains to your demonstration teaching. As you successfully complete the required observations during your demonstration teaching experience, this assessment will be graded and appear with a mark of Pass on your AAP. Demonstration teaching is typically based on a 12-week placement, though it may be up to 18 weeks depending on state and district requirements.

EYA6- Supervised Teaching Practicum Mathematics, Observation 6 and Cohort Seminar (3 CU's)

Your competence will be assessed as you complete a series of performance tasks. At the end of this twelve-week cohort seminar, once all tasks are completed at the appropriate level of competence, you will receive a "Pass" on your AAP for the cohort seminar. You will receive a "Pass" for the Professional Portfolio upon successful completion of the Teacher Work Sample (TWS) and professional portfolio tasks.

EYA7- Supervised Teaching Practicum Mathematics, Observation 6 and Final (3 CU's)

Welcome to demonstration teaching. This assessment is one of several that pertains to your demonstration teaching. As you successfully complete the required observations during your demonstration teaching experience, this assessment will be graded and appear with a mark of Pass on your AAP. Demonstration teaching is typically based on a 12-week placement, though it may be up to 18 weeks depending on state and district requirements.

EYT1- Cohort Seminar in Mathematics (3 CU's)

Your competence will be assessed as you complete a series of performance tasks. At the end of this twelve-week cohort seminar, once all tasks are completed at the appropriate level of competence, you will receive a "Pass" on your AAP for the cohort seminar. You will receive a "Pass" for the Professional Portfolio upon successful completion of the Teacher Work Sample (TWS) and professional portfolio tasks.

EZT1- Professional Portfolio in Mathematics (3 CU's)

Your competence will be assessed as you complete a series of performance tasks. At the end of this twelve-week cohort seminar, once all tasks are completed at the appropriate level of competence, you will receive a "Pass" on your AAP for the cohort seminar. You will receive a "Pass" for the Professional Portfolio upon successful completion of the Teacher Work Sample (TWS) and professional portfolio tasks.

EZT2- Supervised Teaching Practicum Mathematics, Final and Professional Portfolio (3 CU's)

Your competence will be assessed as you complete a series of performance tasks. At the end of this twelve-week cohort seminar, once all tasks are completed at the appropriate level of competence, you will receive a "Pass" on your AAP for the cohort seminar. You will receive a "Pass" for the Professional Portfolio upon successful completion of the Teacher Work Sample (TWS) and professional portfolio tasks.

– F –

FBT2- MAT Mathematics (5-12) Portfolio Defense (3 CU's)

This document has been created to help you understand the requirements of the Capstone Oral Defense. The oral defense is typically conducted via a teleconference with the evaluator. You are required to prepare a multimedia presentation, usually PowerPoint or Keynote, that outlines your project. In it, you will detail the problem you investigated; state and answer your research questions; describe the methodology you used; present the data you collected; describe the results of your data analysis; summarize your conclusions; and describe strengths and weaknesses of your project. The actual task prompts can be seen below. Consult your assigned evaluator if you have any questions or concerns.

FCA4 - Foundations of Teaching: Classroom Management (3 CU's)

This course of study presents the required sequence of learning steps and activities to help you develop competence in the subject area of Classroom Management. Your competence will be assessed as you complete a series of performance tasks (FCA4 or FCA5). This course of study may take up to seven weeks to complete depending on your educational background, work experience, and the time you are able to dedicate to your studies. These activities, which should be done in sequential order, are an important part of your assessment preparation and are designed to help you become an independent learner by providing multiple learning methods. Consult with your mentor if you wish to accelerate your progress through this course of study.

FCT4 - Foundations of Teaching: Classroom Management (3 CU's)

This course of study presents the required sequence of learning steps and activities to help you develop competence in the subject area of Classroom Management. Your competence will be assessed as you complete a series of performance tasks (FCT4 or FCT5). This course of study may take up to seven weeks to complete. Consult with your mentor if you wish to accelerate your progress through this course of study.

FDA4 - Foundations of Teaching: Diversity and Inclusion (3 CU's)

This course of study presents the required sequence of learning steps and activities to help you develop competence in the subject area of Diversity and Inclusion. Your competence will be assessed as you complete a series of performance tasks (FDA4/5). Depending on your background and experience, this course of study can take up to seven weeks to complete. Following this course of study sequentially is an important part of assessment preparation. This tool is also designed to help you become an independent learner by providing several approaches to mastering the content. These steps may be completed more quickly than shown below, as determined by consulting with your mentor.

FDT4 - Foundations of Teaching: Diversity and Inclusion (3 CU's)

This course of study presents the required sequence of learning steps and activities to help you develop competence in the subject area of Diversity and Inclusion. Your competence will be assessed as you complete a series of performance tasks (FDT4 or FDT5). Depending on your background and experience, this course of study can take up to seven weeks to complete. Following this course of study sequentially is an important part of assessment preparation. This tool is also designed to help you become an independent learner by providing several approaches to mastering the content. These steps may be completed more quickly than outlined in this course of study by consulting with your course mentor.

FEA1 - Field Experience in ELL (3 CU's)

This course of study presents the required sequence of learning steps and activities to help you develop competence in the subject area of Field Experience in ELL (FEA1). In this case, your competence will be assessed as you complete a series of performance tasks. The tasks are listed sequentially in this course of study at the point in which you should have covered the learning necessary to build the necessary competence to successfully complete the task. Once all tasks are completed at the appropriate level of competence, you will receive a "Pass"

on your AAP for the Field Experience in ELL (FEA1) assessment. This course of study may take up to five weeks to complete depending on your educational background, work experience, and the time you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate your progress through this course of study.

FT2- MAT Elementary Education (K-8) Portfolio Defense (3 CU's)

This document has been created to help you understand the requirements of the Capstone Oral Defense. The oral defense is typically conducted via a teleconference with the evaluator. You are required to prepare a multimedia presentation, usually PowerPoint or Keynote, that outlines your project. In it, you will detail the problem you investigated; state and answer your research questions; describe the methodology you used; present the data you collected; describe the results of your data analysis; summarize your conclusions; and describe strengths and weaknesses of your project. The actual task prompts can be seen below. Consult your assigned evaluator if you have any questions or concerns.

FA2- Supervised Teaching Practicum Elementary Education, Observations 1, 2 and 3 (3 CU's)

Welcome to demonstration teaching. This assessment is one of several that pertains to your demonstration teaching. As you successfully complete the required observations during your demonstration teaching experience, this assessment will be graded and appear with a mark of Pass on your AAP. Demonstration teaching is typically based on a 12-week placement, though it may be up to 18 weeks depending on state and district requirements.

FA4- Supervised Teaching Practicum Elementary Education, Midterm, Observations 4 and 5 (3 CU's)

Welcome to demonstration teaching. This assessment is one of several that pertains to your demonstration teaching. As you successfully complete the required observations during your demonstration teaching experience, this assessment will be graded and appear with a mark of Pass on your AAP. Demonstration teaching is typically based on a 12-week placement, though it may be up to 18 weeks depending on state and district requirements.

FA6- Supervised Teaching Practicum Elementary Education, Observation 6 and Cohort Seminar (3 CU's)

Your competence will be assessed as you complete a series of performance tasks. At the end of this twelve-week cohort seminar, once all tasks are completed at the appropriate level of competence, you will receive a "Pass" on your AAP for the cohort seminar. You will receive a "Pass" for the Professional Portfolio upon successful completion of the Teacher Work Sample (TWS) and professional portfolio tasks.

FT2- Supervised Teaching Practicum Elementary Education, Final and Professional Portfolio (3 CU's)

Your competence will be assessed as you complete a series of performance tasks. At the end of this twelve-week cohort seminar, once all tasks are completed at the appropriate level of competence, you will receive a "Pass" on your AAP for the cohort seminar. You will receive a "Pass" for the Professional Portfolio upon successful completion of the Teacher Work Sample (TWS) and professional portfolio tasks.

FHA4 - Foundations of Teaching: Human Development and Learning (3 CU's)

This course of study presents the required sequence of learning activities to help you develop competence in Foundations of Teaching: Human Development and Learning. Your competence will be assessed as you complete a series of performance tasks (FHA4 or FHA5). This course of study may take up to eight weeks to complete depending on your educational background, work experience, and the time you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate your progress through this course of study. As with any learning activity, steps may be completed more quickly than noted in the course of study, or they could take the entire eight weeks indicated. Completing your assessments within the required timeline keeps you on pace for SAP and graduation.

FHT4 - Foundations of Teaching: Human Development and Learning (3 CU's)

Your competence will be assessed as you complete a series of performance tasks (FHT4 or FHT5). This course of study may take up to 8 weeks to complete. When you have successfully completed the course of study and the related assessments you will have earned 3 competency units.

FIT2- MAT Social Science Portfolio Defense (3 CU's)

This document has been created to help you understand the requirements of the Capstone Oral Defense. The oral defense is typically conducted via a teleconference with the evaluator. You are required to prepare a multimedia presentation, usually PowerPoint or Keynote, that outlines your project. In it, you will detail the problem you investigated; state and answer your research questions; describe the methodology you used; present the data you collected; describe the results of your data analysis; summarize your conclusions; and describe strengths and weaknesses of your project. The actual task prompts can be seen below. Consult your assigned evaluator if you have any questions or concerns.

FJA2- Supervised Teaching Practicum Social Science, Observations 1, 2 and 3 (3 CU's)

Welcome to demonstration teaching. This assessment is one of several that pertains to your demonstration teaching. As you successfully complete the required observations during your demonstration teaching experience, this assessment will be graded and appear with a mark of Pass on your AAP. Demonstration teaching is typically based on a 12-week placement, though it may be up to 18 weeks depending on state and district requirements.

FJA4- Supervised Teaching Practicum Social Science, Midterm, Observations 4 and 5 (3 CU's)

Welcome to demonstration teaching. This assessment is one of several that pertains to your demonstration teaching. As you successfully complete the required observations during your demonstration teaching experience, this assessment will be graded and appear with a mark of Pass on your AAP. Demonstration teaching is typically based on a 12-week placement, though it may be up to 18 weeks depending on state and district requirements.

FJA6- Supervised Teaching Practicum Social Science, Observation 6 and Cohort Seminar (3 CU's)

Your competence will be assessed as you complete a series of performance tasks. At the end of this twelve-week cohort seminar, once all tasks are completed at the appropriate level of competence, you will receive a "Pass" on your AAP for the cohort seminar. You will receive a "Pass" for the Professional Portfolio upon successful completion of the Teacher Work Sample (TWS) and professional portfolio tasks.

FJT2- Supervised Teaching Practicum Social Science, Final and Professional Portfolio (3 CU's)

Your competence will be assessed as you complete a series of performance tasks. At the end of this twelve-week cohort seminar, once all tasks are completed at the appropriate level of competence, you will receive a "Pass" on your AAP for the cohort seminar. You will receive a "Pass" for the Professional Portfolio upon successful completion of the Teacher Work Sample (TWS) and professional portfolio tasks.

FKA1- Supervised Teaching Practicum Elementary, Observations 1 and 2 (3 CU's)

Welcome to demonstration teaching. This assessment is one of several that pertains to your demonstration teaching. As you successfully complete the required observations during your demonstration teaching experience, this assessment will be graded and appear with a mark of Pass on your AAP. Demonstration teaching is typically based on a 12-week placement, though it may be up to 18 weeks depending on state and district requirements.

FKA3- Supervised Teaching Practicum Elementary, Observation 3 and Midterm (3 CU's)

Welcome to demonstration teaching. This assessment is one of several that pertains to your demonstration teaching. As you successfully complete the required observations during your demonstration teaching experience, this assessment will be graded and appear with a mark of Pass on your AAP. Demonstration teaching is typically based on a 12-week placement, though it may be up to 18 weeks depending on state and district requirements.

FKA5- Supervised Teaching Practicum, Special Education Observations 4 and 5 (3 CU's)

Welcome to demonstration teaching. This assessment is one of several that pertains to your demonstration teaching. As you successfully complete the required observations during your demonstration teaching experience, this assessment will be graded and appear with a mark of Pass on your AAP. Demonstration teaching is typically based on a 12-week placement, though it may be up to 18 weeks depending on state and district requirements.

FKA7- Supervised Teaching Practicum, Special Education Observation 6 and Final (3 CU's)

Welcome to demonstration teaching. This assessment is one of several that pertains to your demonstration teaching. As you successfully complete the required observations during your demonstration teaching experience, this assessment will be graded and appear with a mark of Pass on your AAP. Demonstration teaching is typically based on a 12-week placement, though it may be up to 18 weeks depending on state and district requirements.

FKT1- Cohort Seminar in Special Education (3 CU's)

This course of study presents the required sequence of learning steps and activities to help you develop competence in the subject areas of the Demonstration Teaching Cohort Seminar and Professional Portfolio. At the end of this sixteen-week cohort seminar, once you have completed all tasks at the appropriate level of competence, you will receive a pass on your AAP for the cohort seminar (FKT1). You will receive a pass on the professional portfolio (FLT1) upon successful completion of the teacher work sample (TWS) and professional portfolio tasks.

FLT1- Professional Portfolio in Elementary and Special Education (7 CU's)

This course of study presents the required sequence of learning steps and activities to help you develop competence in the subject areas of the Demonstration Teaching Cohort Seminar and Professional Portfolio. At the end of this sixteen-week cohort seminar, once you have completed all tasks at the appropriate level of competence, you will receive a pass on your AAP for the cohort seminar (FKT1). You will receive a pass on the professional portfolio (FLT1) upon successful completion of the teacher work sample (TWS) and professional portfolio tasks.

FMV2 - Forensics and Network Intrusion (3 CU's)

This course of study outlines the sequence of learning designed to develop your skills in Forensics and Network Intrusion. For this course of study, your competencies will be evaluated using a third-party assessment, the EC-Council Exam 312-49 for the Computer Hacking Forensic Investigator (which is our AQV2/FMV2 assessment). This course of study represents three competency units and may require up to eight weeks to complete depending on your educational background, work experience, and the time you are able to dedicate to your studies. Consult with your course mentor if you wish to accelerate your progress through this course of study. It is important that you follow the activities sequentially as you prepare for your assessment.

FNC1 - Fundamentals of Finance, Accounting, and Information Technology (6 CU's)

This course of study outlines a sequence of learning activities designed to help you develop competence in the subject areas of Finance, Accounting, and Information Technology. Your competence will be assessed by an objective exam (FNC1) and a two-task performance assessment FNT1. Depending on your educational background and work experience, this course of study can take up to twenty-four weeks to complete. It is recommended that you enroll concurrently in FNC1 and FNT1 during the same term. The suggested pacing is provided as a guide to the amount of time you should take to develop competence. Following this document sequentially is an important part of your assessment preparation. Completing your assessments within the required timeline leads to meeting Satisfactory Academic Progress goals and graduation.

FNT1 - Fundamentals of Finance, Accounting, and Information Technology (6 CU's)

This course of study outlines a sequence of learning activities designed to help you develop competence in the subject areas of Finance, Accounting, and Information Technology. Your competence will be assessed by an objective exam (FNC1) and a two-task performance assessment FNT1. Depending on your educational background and work experience, this course of study can take up to twenty-four weeks to complete. It is recommended that you enroll concurrently in FNC1 and FNT1 during the same term. The suggested pacing is provided as a guide to the amount of time you should take to develop competence. Following this document sequentially is an important part of your assessment preparation. Completing your assessments within the required timeline leads to meeting Satisfactory Academic Progress goals and graduation.

FNV2 - Ethical Hacking (2 CU's)

This course of study is designed to prepare you for the HAC2/ARV2/FNV2 objective assessment. It outlines the sequence of learning activities you should complete to demonstrate competence in this subject area. This course of study represents three competency units and may take up to eight weeks to complete depending on your educational background, work experience, and the time you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate your progress through this course of study.

FPT2- MS SPED Teacher Work Sample Written Project/Practicum I (3 CU's)

This course of study presents the required sequence of learning steps and activities to help you to complete your Teacher Work Sample: Practicum I in fulfillment of FPT2. Your competence will be assessed as you complete a series of performance tasks, Teacher Works Sample, and Professional Portfolio as well as in-class supervised observations in order to meet the minimum 240-hour requirement.

FRT2 – MS SPED Capstone (3 CU's)

This course of study is your guide to the completion of the oral defense of your Teacher Work Sample (TWS) and 240-hour practicum experience. Please use the Oral Defense Job Aid and TaskStream Job Aid, coupled with the FPT2 Course of Study, to guide you through this process.

FSA4 - Foundations of Teaching: Schools and Society (3 CU's)

This course of study presents the required sequence of learning activities to help you develop competence in the subject area of Schools and Society. Your competence will be assessed as you complete a series of performance tasks (FSA4 or FSA5). This course of study may take up to seven weeks to complete depending on your educational background, work experience, and the time that you are able to dedicate to your studies. Following this document sequentially is an important part of your assessment preparation. This tool is designed to assist you in becoming an independent learner by providing multiple learning methods. Consult with your mentor if you would like to accelerate your progress through this course of study.

FST4 - Foundations of Teaching: Schools and Society (3 CU's)

This course of study presents the required sequence of learning activities to help you develop competence in the subject area of Schools and Society. Your competence will be assessed as you complete a series of performance tasks (FST4 or FST5). This course of study may take up to seven weeks to complete depending on your educational background, work experience, and the time that you are able to dedicate to your studies. Following this document sequentially is an important part of your assessment preparation. This tool is designed to assist you in becoming an independent learner by providing multiple learning methods. Consult with your mentor if you would like to accelerate your progress through this course of study.

FTA4 - Foundations of Teaching: Testing (3 CU's)

This course of study presents the required sequence of learning steps and activities to help you develop competence in the subject area of Testing. Your competence will be assessed as you complete a series of performance tasks (FTA4 or FTA5). This course of study may take up to five weeks to complete depending on your educational background, work experience, and the time you are able to dedicate to your studies. The activities, which should be done in sequential order, are designed to assist you in becoming an independent learner by providing multiple learning methods. Consult with your mentor if you wish to accelerate your progress through this course of study.

FTC4 - Foundations of Teaching Practice Integration (6 CU's)

This course of study presents the required sequence of learning steps and activities to help you develop competence in the subject area of Foundations of Teaching Practice Integration. Your competence will be assessed

on an objective assessment (FTC4). This objective assessment will ask questions from all of the five subdomains in Foundations of Teaching. Depending on your background and experience, this course of study can take up to three weeks to complete. Following this sequentially is an important part of assessment preparation. This tool is also designed to help you become an independent learner by providing several approaches to mastering the content. These steps may be completed more quickly than shown below as determined by consulting with your mentor.

FTC5 - Foundations of Teaching Practice Integration (4 CU's)

This course of study presents the required sequence of learning steps and activities to help you develop competence in the subject area of Foundations of Teaching Practice Integration. Your competence will be assessed by an objective assessment (FTC5). This course of study represents four competency units and may take up to seven weeks to complete depending on your educational background, work experience, and the time you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate your progress through this course of study. Following this sequentially is an important part of assessment preparation. This tool is also designed to help you become an independent learner by providing several approaches to mastering the content.

FTT4 - Foundations of Teaching: Testing (3 CU's)

This course of study presents the required sequence of learning steps and activities to help you develop competence in the subject area of Testing. Your competence will be assessed as you complete a series of performance tasks (FTT4 or FTT5). This course of study may take up to five weeks to complete depending on your educational background, work experience, and the time you are able to dedicate to your studies. The activities, which should be done in sequential order, are designed to assist you in becoming an independent learner by providing multiple learning methods. Consult with your mentor if you wish to accelerate your progress through this course of study.

FVA1- Supervised Teaching Practicum, Observations 1 and 2 (3 CU's)

Welcome to demonstration teaching. This assessment is one of several that pertains to your demonstration teaching. As you successfully complete the required observations during your demonstration teaching experience, this assessment will be graded and appear with a mark of Pass on your AAP. Demonstration teaching is typically based on a 12-week placement, though it may be up to 18 weeks depending on state and district requirements.

FVA3- Supervised Teaching Practicum, Observation 3 and Midterm (3 CU's)

Welcome to demonstration teaching. This assessment is one of several that pertains to your demonstration teaching. As you successfully complete the required observations during your demonstration teaching experience, this assessment will be graded and appear with a mark of Pass on your AAP. Demonstration teaching is typically based on a 12-week placement, though it may be up to 18 weeks depending on state and district requirements.

FVA5- Supervised Teaching Practicum, Observations 4 and 5 (3 CU's)

Welcome to demonstration teaching. This assessment is one of several that pertains to your demonstration teaching. As you successfully complete the required observations during your demonstration teaching experience, this assessment will be graded and appear with a mark of Pass on your AAP. Demonstration teaching is typically based on a 12-week placement, though it may be up to 18 weeks depending on state and district requirements.

FVA7- Supervised Teaching Practicum, Observations 6 and Final (3 CU's)

Welcome to demonstration teaching. This assessment is one of several that pertains to your demonstration teaching. As you successfully complete the required observations during your demonstration teaching experience, this assessment will be graded and appear with a mark of Pass on your AAP. Demonstration teaching is typically based on a 12-week placement, though it may be up to 18 weeks depending on state and district requirements.

FVT1 - Demonstration Teaching Cohort Seminar (3 CU's)

Your competence in the Demonstration Teaching Cohort Seminar will be assessed as you complete a series of performance tasks. At the end of this twelve-week cohort seminar, once all tasks are completed at the appropriate level of competence, you will receive a "Pass" on your AAP.

FWT1 - Modern Physics (3 CU's)

This course of study presents the required sequence of learning activities to help you develop competence in the subject area of Modern Physics. In this case, your competence will be assessed as you complete a series of performance tasks (FWT1). Later, after working through the Integrated Physics course of study, you will be assessed using an objective assessment (PNC1 or 2) that covers competencies from this course of study as well as competencies covered in other physics courses of study. This course of study may take you up to nine weeks to complete depending on your educational background, experience with the subject matter, and the time that you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate your progress through this course of study. Completing your assessments within the required timeline keeps you on pace for satisfactory academic progress and graduation.

FXT2 - Enterprise Continuity Management Part II/Disaster Recovery Planning, Prevention, and Response (2 CU's)

This course of study outlines the sequence of learning activities to help you develop competence in the subject area of Enterprise Continuity Management Part II/Disaster Recovery Planning, Prevention, and Response. Your

competence will be assessed as you complete a performance assessment (EVT2/FXT2). This course of study represents 2 competency units. If you engage in all of the learning activities to develop your competence, this course of study may take up to five weeks to complete. Depending on your educational background, work experience, and the time that you are able to dedicate to your studies, you may be able to accelerate your progress through this course of study. If you wish to do so, consult with your mentor. It is important that you follow the activities sequentially as you prepare for your assessment.

FXV2 - Enterprise Continuity Management (3 CU's)

Your competence for this course will be assessed as you complete the EC-Council Enterprise Disaster Recovery Professional (EDRP) exam. This course of study represents 3 competency units (CUs) and may take up to 11 weeks to complete.

FYT2 - Security Policy and Standards II / Security Policies and Standards' Best Practices (2 CU's)

This course outline presents the required sequence of learning steps and activities to help you develop competence in the subject area of Security Policy and Standards II / Security Policies and Standards - Best Practices. Your competence will be assessed as you successfully complete performance assessment SYT2/FYT2, consisting of 3 three-level tasks and 1 five-level task. You will work on the tasks as you encounter them within this course of study. If you engage in all of the learning activities to develop your competence, this course of study may take up to six weeks to complete. Depending on your educational background, work experience, and time that you are able to dedicate to your studies, you may be able to accelerate your progress through this course of study. If you wish to do so, consult with your mentor.

FYV2 - Security Policy and Standards (3 CU's)

This course of study is designed to prepare you to develop competencies in Security Policy and Standards. It outlines the sequence of learning activities you should complete in order to demonstrate competence in this subject area by taking for the FYV2 objective assessment. The average time to complete this course of study is eight weeks. You and your mentor may determine that you require more or less time for preparation.

– G –

GAC1 - Mathematics Content (5-9) Finite Mathematics (2 CU's)

This course of study outlines the sequence of learning activities to help you develop competence in the subject area of Finite Mathematics. Your competence will be fully demonstrated in this subject area as you complete an objective assessment (GAC 1 or 2) and a performance assessment (HHT1 or GAT2). This course of study may take up to five weeks to complete depending on your educational background, work experience, and hours that you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate through this course of study.

GAC2 - Mathematics Content (5-9) Finite Mathematics (1 CU)

This course of study outlines the sequence of learning activities to help you develop competence in the subject area of Finite Mathematics. Your competence will be fully demonstrated in this subject area as you complete an objective assessment (GAC 1 or 2) and a performance assessment (HHT1 or GAT2). This course of study may take up to five weeks to complete depending on your educational background, work experience, and hours that you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate through this course of study.

GAT2 - Mathematics Content (5-9) Finite Mathematics (1 CU)

This course of study outlines the sequence of learning activities to help you develop competence in the subject area of Finite Mathematics. Your competence will be fully demonstrated in this subject area as you complete an objective assessment (GAC 1 or 2) and a performance assessment (HHT1 or GAT2). This course of study may take up to five weeks to complete depending on your educational background, work experience, and hours that you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate through this course of study.

GBC1 - Mathematics Content (5-9) College Algebra (3 CU's)

This course of study presents the required sequence of learning steps and activities designed to help you develop competence in the subject area of college algebra. Your competence will be assessed as you complete an objective assessment (GBC1/2) and a performance assessment (GBT1/2). This course of study may take up to nine weeks to complete, depending on your educational background, work experience, and the time you are able to dedicate to your studies. Depending on these factors, it may take you longer than that. Consult with your mentor if you wish to accelerate your progress through this course of study. The pacing is provided as a guide to the amount of time you should take to develop the necessary competencies and to prepare to complete the required assessments on time. Completing your assessments within the required timeline keeps you on pace for satisfactory academic progress and graduation.

GBC2 - Mathematics Content (5-9) College Algebra (2 CU's)

This course of study presents the required sequence of learning steps and activities designed to help you develop competence in the subject area of college algebra. Your competence will be assessed as you complete an objective assessment (GBC1/2) and a performance assessment (GBT1/2). This course of study may take up to nine weeks to complete, depending on your educational background, work experience, and the time you are able to dedicate to your studies. Depending on these factors, it may take you longer than that. Consult with your mentor if you wish to

accelerate your progress through this course of study. The pacing is provided as a guide to the amount of time you should take to develop the necessary competencies and to prepare to complete the required assessments on time. Completing your assessments within the required timeline keeps you on pace for satisfactory academic progress and graduation.

GBT1 - Mathematics Content (5-9) College Algebra (1 CU)

This course of study presents the required sequence of learning steps and activities designed to help you develop competence in the subject area of college algebra. Your competence will be assessed as you complete an objective assessment (GBC1/2) and a performance assessment (GBT1/2). This course of study may take up to nine weeks to complete, depending on your educational background, work experience, and the time you are able to dedicate to your studies. Depending on these factors, it may take you longer than that. Consult with your mentor if you wish to accelerate your progress through this course of study. The pacing is provided as a guide to the amount of time you should take to develop the necessary competencies and to prepare to complete the required assessments on time. Completing your assessments within the required timeline keeps you on pace for satisfactory academic progress and graduation.

GBT2 - Mathematics Content (5-9) College Algebra (1 CU)

This course of study presents the required sequence of learning steps and activities designed to help you develop competence in the subject area of college algebra. Your competence will be assessed as you complete an objective assessment (GBC1/2) and a performance assessment (GBT1/2). This course of study may take up to nine weeks to complete, depending on your educational background, work experience, and the time you are able to dedicate to your studies. Depending on these factors, it may take you longer than that. Consult with your mentor if you wish to accelerate your progress through this course of study. The pacing is provided as a guide to the amount of time you should take to develop the necessary competencies and to prepare to complete the required assessments on time. Completing your assessments within the required timeline keeps you on pace for satisfactory academic progress and graduation.

GCC1 - Mathematics Content (5-9) - Precalculus (2 CU's)

This course of study presents the required sequence of learning steps and activities to help you develop competence in the subject area of precalculus. Your competence will be assessed for GCC1/GCC2 as you complete an objective exam at a proctored test site and for GCT1/GCT2 as you complete two GCT performance tasks in TaskStream. This course of study may take up to five weeks to complete depending on your educational background, work experience, and hours that you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate your progress through this course of study.

GCC2 - Mathematics Content (5-9) – Precalculus (1 CU)

This course of study presents the required sequence of learning steps and activities to help you develop competence in the subject area of precalculus. Your competence will be assessed for GCC1/GCC2 as you complete an objective exam at a proctored test site and for GCT1/GCT2 as you complete two GCT performance tasks in TaskStream. This course of study may take up to five weeks to complete depending on your educational background, work experience, and hours that you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate your progress through this course of study.

GCT1 - Mathematics Content (5-9) – Precalculus (1 CU)

This course of study presents the required sequence of learning steps and activities to help you develop competence in the subject area of precalculus. Your competence will be assessed for GCC1/GCC2 as you complete an objective exam at a proctored test site and for GCT1/GCT2 as you complete two GCT performance tasks in TaskStream. This course of study may take up to five weeks to complete depending on your educational background, work experience, and hours that you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate your progress through this course of study.

GCT2 - Mathematics Content (5-9) – Precalculus (1 CU)

This course of study presents the required sequence of learning steps and activities to help you develop competence in the subject area of precalculus. Your competence will be assessed for GCC1/GCC2 as you complete an objective exam at a proctored test site and for GCT1/GCT2 as you complete two GCT performance tasks in TaskStream. This course of study may take up to five weeks to complete depending on your educational background, work experience, and hours that you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate your progress through this course of study.

GDC1 - College Geometry and College Geometry Applications (1 CU)

This course of study outlines the sequence of learning activities designed to help you develop competency in the subject area of college geometry. Your competence will be assessed for GDC1/2 as you complete an objective assessment at a proctored test site and for GDT1/2 as you complete two GDT performance assessments in TaskStream. This course of study may take up to six weeks to complete depending on your educational background, work experience, and time that you are able to dedicate to your studies. Consult with your course of study mentor if you wish to accelerate your progress through this course of study.

GDC2 - College Geometry and College Geometry Applications (1 CU)

This course of study outlines the sequence of learning activities designed to help you develop competency in the subject area of college geometry. Your competence will be assessed for GDC1/2 as you complete an objective assessment at a proctored test site and for GDT1/2 as you complete two GDT performance assessments in TaskStream. This course of study may take up to six weeks to complete depending on your educational background, work experience, and time that you are able to dedicate to your studies. Consult with your course of study mentor if you wish to accelerate your progress through this course of study.

GDT1 - College Geometry and College Geometry Applications (2 CU's)

This course of study outlines the sequence of learning activities designed to help you develop competency in the subject area of college geometry. Your competence will be assessed for GDC1/2 as you complete an objective assessment at a proctored test site and for GDT1/2 as you complete two GDT performance assessments in TaskStream. This course of study may take up to six weeks to complete depending on your educational background, work experience, and time that you are able to dedicate to your studies. Consult with your course of study mentor if you wish to accelerate your progress through this course of study.

GDT2 - College Geometry and College Geometry Applications (1 CU)

This course of study outlines the sequence of learning activities designed to help you develop competency in the subject area of college geometry. Your competence will be assessed for GDC1/2 as you complete an objective assessment at a proctored test site and for GDT1/2 as you complete two GDT performance assessments in TaskStream. This course of study may take up to six weeks to complete depending on your educational background, work experience, and time that you are able to dedicate to your studies. Consult with your course of study mentor if you wish to accelerate your progress through this course of study.

GEC1 - Mathematics Content (5-9) Probability and Statistics I (1 CU)

This course of study presents the required sequence of learning steps and activities to help you prepare for the GEC1/2 objective assessment and GET1/2 performance assessment. Your competence will be assessed when you pass an objective assessment and then a performance assessment. As with any learning activity, you may complete steps more quickly than noted below, or it could take you the full amount of time indicated. This course of study may take up to six weeks to complete, depending on your educational background, work experience, and the time you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate your progress through this course of study. Completing assessments in the required timeline will keep you on track for satisfactory academic progress (SAP) and graduation.

GEC2 - Mathematics Content (5-9) Probability and Statistics I (1 CU)

This course of study presents the required sequence of learning steps and activities to help you prepare for the GEC1/2 objective assessment and GET1/2 performance assessment. Your competence will be assessed when you pass an objective assessment and then a performance assessment. As with any learning activity, you may complete steps more quickly than noted below, or it could take you the full amount of time indicated. This course of study may take up to six weeks to complete, depending on your educational background, work experience, and the time you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate your progress through this course of study. Completing assessments in the required timeline will keep you on track for satisfactory academic progress (SAP) and graduation.

GET1 - Mathematics Content (5-9) Probability and Statistics I (2 CU's)

This course of study presents the required sequence of learning steps and activities to help you prepare for the GEC1/2 objective assessment and GET1/2 performance assessment. Your competence will be assessed when you pass an objective assessment and then a performance assessment. As with any learning activity, you may complete steps more quickly than noted below, or it could take you the full amount of time indicated. This course of study may take up to six weeks to complete, depending on your educational background, work experience, and the time you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate your progress through this course of study. Completing assessments in the required timeline will keep you on track for satisfactory academic progress (SAP) and graduation.

GET2 - Mathematics Content (5-9) Probability and Statistics (1 CU)

This course of study presents the required sequence of learning steps and activities to help you prepare for the GEC1/2 objective assessment and GET1/2 performance assessment. Your competence will be assessed when you pass an objective assessment and then a performance assessment. As with any learning activity, you may complete steps more quickly than noted below, or it could take you the full amount of time indicated. This course of study may take up to six weeks to complete, depending on your educational background, work experience, and the time you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate your progress through this course of study. Completing assessments in the required timeline will keep you on track for satisfactory academic progress (SAP) and graduation.

GFC1 - Mathematics Content: Calculus I (2 CU's)

This course of study outlines the sequence of learning activities to help you develop competence in the subject area of Calculus I. Your competence will be assessed as you complete an objective assessment (GFC) and a performance assessment (GFT). This course of study may take about eight weeks to complete depending on your

educational background, work experience, and the time you are able to dedicate to your studies. Completing assessments within the required timeline will keep you on pace for SAP and graduation.

GFC2 - Mathematics Content: Calculus I (2 CU's)

This course of study outlines the sequence of learning activities to help you develop competence in the subject area of Calculus I. Your competence will be assessed as you complete an objective assessment (GFC) and a performance assessment (GFT). This course of study may take about eight weeks to complete depending on your educational background, work experience, and the time you are able to dedicate to your studies. Completing assessments within the required timeline will keep you on pace for SAP and graduation.

GFT1 - Mathematics Content: Calculus I (2 CU's)

This course of study outlines the sequence of learning activities to help you develop competence in the subject area of Calculus I. Your competence will be assessed as you complete an objective assessment (GFC) and a performance assessment (GFT). This course of study may take about eight weeks to complete depending on your educational background, work experience, and the time you are able to dedicate to your studies. Completing assessments within the required timeline will keep you on pace for SAP and graduation.

GFT2 - Mathematics Content: Calculus I (2 CU's)

This course of study outlines the sequence of learning activities to help you develop competence in the subject area of Calculus I. Your competence will be assessed as you complete an objective assessment (GFC) and a performance assessment (GFT). This course of study may take about eight weeks to complete depending on your educational background, work experience, and the time you are able to dedicate to your studies. Completing assessments within the required timeline will keep you on pace for SAP and graduation.

GGC1 - Calculus II (2 CU's)

This course of study outlines the sequence of learning activities designed to help you develop competency in the subject area of Calculus II. Your competence will be assessed as you complete an objective assessment (GGC1/2) and a performance assessment (GGT1/2). This course of study may take up to eight weeks to complete depending on your educational background, work experience, and the time that you are able to dedicate to your studies. Completing assessments within the required time line will keep you on pace for Satisfactory Academic Progress (SAP) and graduation.

GGC2 - Calculus II (2 CU's)

This course of study outlines the sequence of learning activities designed to help you develop competency in the subject area of Calculus II. Your competence will be assessed as you complete an objective assessment (GGC1/2) and a performance assessment (GGT1/2). This course of study may take up to eight weeks to complete depending on your educational background, work experience, and the time that you are able to dedicate to your studies. Completing assessments within the required time line will keep you on pace for Satisfactory Academic Progress (SAP) and graduation.

GGT1 - Calculus II (2 CU's)

This course of study outlines the sequence of learning activities designed to help you develop competency in the subject area of Calculus II. Your competence will be assessed as you complete an objective assessment (GGC1/2) and a performance assessment (GGT1/2). This course of study may take up to eight weeks to complete depending on your educational background, work experience, and the time that you are able to dedicate to your studies. Completing assessments within the required time line will keep you on pace for Satisfactory Academic Progress (SAP) and graduation.

GHC1 - Mathematics Content (5-9) Linear Algebra (2 CU's)

This course of study outlines the sequence of learning activities to help you develop competence in the subject area of linear algebra. Your competence will be assessed as you complete an objective assessment (GHC1/2) and a performance assessment (GHT1/2). This course of study may take up to eight weeks to complete depending on your educational background, work experience, and the time that you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate your progress through this course of study. It is important that you follow the activities sequentially as you prepare for your assessment. This tool is also designed to help you become an independent learner by providing multiple learning methods.

GHC2 - Mathematics Content (5-9) Linear Algebra (2 CU's)

This course of study outlines the sequence of learning activities to help you develop competence in the subject area of linear algebra. Your competence will be assessed as you complete an objective assessment (GHC1/2) and a performance assessment (GHT1/2). This course of study may take up to eight weeks to complete depending on your educational background, work experience, and the time that you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate your progress through this course of study. It is important that you follow the activities sequentially as you prepare for your assessment. This tool is also designed to help you become an independent learner by providing multiple learning methods.

GHT1 - Mathematics Content (5-9) Linear Algebra (2 CU's)

This course of study outlines the sequence of learning activities to help you develop competence in the subject area of linear algebra. Your competence will be assessed as you complete an objective assessment (GHC1/2) and a performance assessment (GHT1/2). This course of study may take up to eight weeks to complete depending on your educational background, work experience, and the time that you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate your progress through this course of study. It is important that you follow the activities sequentially as you prepare for your assessment. This tool is also designed to help you become an independent learner by providing multiple learning methods.

GHT2 - Mathematics Content (5-9) Linear Algebra (1 CU)

This course of study outlines the sequence of learning activities to help you develop competence in the subject area of linear algebra. Your competence will be assessed as you complete an objective assessment (GHC1/2) and a performance assessment (GHT1/2). This course of study may take up to eight weeks to complete depending on your educational background, work experience, and the time that you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate your progress through this course of study. It is important that you follow the activities sequentially as you prepare for your assessment. This tool is also designed to help you become an independent learner by providing multiple learning methods.

GKE1 - Survey of United States and World History (1 CU)

United States and World History is a survey course organized into 4 thematic strands and each strand covers significant developments in both United States and World History. When you have completed all of the activities in each of the 4 themes, you will be ready to refer for the GKE1 and GKT1 performance tasks. This course of study represents 2 competency units and should take approximately 6 weeks to complete.

GKT1 - Survey of United States and World History (1 CU)

United States and World History is a survey course organized into 4 thematic strands and each strand covers significant developments in both United States and World History. When you have completed all of the activities in each of the 4 themes, you will be ready to refer for the GKE1 and GKT1 performance tasks. This course of study represents 2 competency units and should take approximately 6 weeks to complete.

GLC1 - Behavioral Science Survey and Issues in Behavioral Science (6 CU's)

This course of study outlines the sequence of learning activities to help you develop competence in the subject area of behavioral science (anthropology, sociology and psychology). Your competence will be assessed as you complete the GLC1 objective assessment and the GLT1 summative performance assessment. Instructions for completing these assessments appear at the end of this document. This course of study may take eleven to twelve weeks to complete depending on your educational background, work experience, and the time you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate your progress through this course of study. It is important and therefore recommended that you follow the activities sequentially as you prepare for your assessment.

GLT1 - Behavioral Science Survey and Issues in Behavioral Science (3 CU's)

This course of study outlines the sequence of learning activities to help you develop competence in the subject area of behavioral science (anthropology, sociology and psychology). Your competence will be assessed as you complete the GLC1 objective assessment and the GLT1 summative performance assessment. Instructions for completing these assessments appear at the end of this document. This course of study may take eleven to twelve weeks to complete depending on your educational background, work experience, and the time you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate your progress through this course of study. It is important and therefore recommended that you follow the activities sequentially as you prepare for your assessment.

GMC1 - Introduction to Anatomy & Physiology & Human Physiology (3 CU's)

This course of study provides you with the required sequence of learning steps and activities to assist you in developing competence in the subject area of human anatomy and physiology. Your competence will be assessed through a proctored competency exam (GMC1) and performance tasks (GVT1) that apply critical thinking skills to an understanding of the structure and function of the human body. Depending on your educational background and work experience, this course of study can take up to eleven weeks to complete. It is important to your assessment preparation that you follow this document sequentially. This tool is also designed to help you become an independent learner by providing multiple learning methods. These steps may be completed more quickly than shown below, as determined in consultation with your mentor.

GMT1 - Human Physiology (3 CU's)

This course of study outlines the sequence of learning activities to help you develop competence in the subject area of Human Physiology. Your competence will be assessed as you complete an objective assessment and five performance tasks (GMT1). This course of study may take up to six weeks to complete, depending on your educational background, work experience, and the time that you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate through this course of study. It is important that you follow the activities sequentially as you prepare for your assessment. This course of study is also designed to help you become an independent learner by providing multiple learning methods.

GNC2 - Integrated Natural Sciences (3 CU's)

The course of study outlines the sequence of learning activities to help you demonstrate competence in the subject area of natural sciences. Your competence will be assessed through the proctored objective assessment Integrated Natural Sciences INC1/GNC2 and summative performance assessment Integrated Natural Sciences Applications INT1/2 that assess your ability to use the scientific method and derive conclusion based on research. Depending on your educational background and work experience, this course of study can take up to thirteen weeks to complete. Following this document sequentially is an important part of your assessment preparation. This tool is also designed to help you become an independent learner by providing multiple learning methods. These steps may be completed more quickly than shown below as determined in consultation with your mentor.

GNT1 - Contemporary Nursing Issues (4 CU's)

This course of study presents the required sequence of learning steps and activities to help you develop competence in the subject area of Contemporary Nursing Issues. Your competency will be assessed as you complete a set of summative performance assessments (GNT1). This course of study may take up to eight weeks to complete depending on your educational background, work experience, and the time you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate your progress through this course of study. Completing your assessments within the timeline keeps you on pace for SAP and graduation.

GPC1 - Community Health Nursing (3 CU's)

Your competence will be assessed as you complete the performance tasks for Community Health Nursing (GPT1), the field project for Community Health Nursing (GPC1), and the clinical practicum for Community Health Nursing (CZT1). This course of study represents 8 total competency units and may take up to 12 weeks to complete.

GPT1 - Community Health Nursing (3 CU's)

Your competence will be assessed as you complete the performance tasks for Community Health Nursing (GPT1), the field project for Community Health Nursing (GPC1), and the clinical practicum for Community Health Nursing (CZT1). This course of study represents 8 total competency units and may take up to 12 weeks to complete.

GRT1 - Biochemistry (3 CU's)

This course of study outlines the sequence of learning activities that have been designed to help you develop competence in the subject area of Biochemistry. Your competence will be assessed as you complete a series of performance tasks that make up the GRT1/2 performance assessment. This course of study may take up to seven weeks to complete, depending on your educational background, experience with the subject matter, work experience, and the time you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate your progress through this course of study.

GRT2 - Biochemistry (2 CU's)

This course of study outlines the sequence of learning activities that have been designed to help you develop competence in the subject area of Biochemistry. Your competence will be assessed as you complete a series of performance tasks that make up the GRT1/2 performance assessment. This course of study may take up to seven weeks to complete, depending on your educational background, experience with the subject matter, work experience, and the time you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate your progress through this course of study.

GST1 - Geochemistry (2 CU's)

This course of study outline presents the required sequence of learning steps and activities to help you develop competence in the subject area of Geochemistry. After completing this course of study, your competence will be measured using a series of performance tasks (CGT1 or CGT2) that applies this knowledge. This course of study may take you up to six weeks to complete depending on your educational background, experience with the subject matter, and the time that you are able to dedicate to your studies. Consult with your course mentor if you wish to accelerate your progress through this course of study. Completing your assessments within the required timeline keeps you on pace for SAP and graduation.

GVT1 - Introduction to Anatomy & Physiology & Human Physiology (2 CU's)

This course of study provides you with the required sequence of learning steps and activities to assist you in developing competence in the subject area of human anatomy and physiology. Your competence will be assessed through a proctored competency exam (GMC1) and performance tasks (GVT1) that apply critical thinking skills to an understanding of the structure and function of the human body. Depending on your educational background and work experience, this course of study can take up to eleven weeks to complete. It is important to your assessment preparation that you follow this document sequentially. This tool is also designed to help you become an independent learner by providing multiple learning methods. These steps may be completed more quickly than shown below, as determined in consultation with your mentor.

GYT2- MAES Capstone Oral Defense (3 CU's)

This document has been created to help you understand the requirements of the Capstone Oral Defense. The oral defense is typically conducted via a teleconference with the evaluator. You are required to prepare a multimedia presentation, usually PowerPoint or Keynote, that outlines your project. In it, you will detail the problem you investigated; state and answer your research questions; describe the methodology you used; present the data you

collected; describe the results of your data analysis; summarize your conclusions; and describe strengths and weaknesses of your project. The actual task prompts can be seen below. Consult your assigned evaluator if you have any questions or concerns.

GZT1 - Organizational Systems: Safety and Regulation (1 CU)

This course of study presents the required sequence of learning activities developed to assist you in achieving competency in the safety and regulatory requirements mandated by the Joint Commission and Occupational Safety and Health Association (OSHA) Your competency will be evaluated by your completion of four modules in HealthStream. This course represents one competency unit and should be completed in one week. Learning activities are presented in a sequential order and often build upon prior activities and skills, it is therefore important that you complete the course of study in the order presented.

– H –

HAT1 - Community Health Nursing (3 CU's)

Your competence will be assessed as you complete a series of performance tasks (HAT1) and a fieldwork experience (HGT1). This course of study represents 5 competency units and may take up to 10 weeks to complete.

HFT2 - Healthcare Policy, Organization, and Finance (1 CU)

This course of study presents the required sequence of learning steps and activities to help you develop competence in the subject areas of Healthcare Policy, Organization and Finance. Your competence will be assessed by a series of performance tasks listed at the completion of this course of study when you have completed the learning necessary to build competency and an objective exam. Upon successful completion of the competencies and examination, you will receive a PASS on your AAP for healthcare policy, organization and finance. Although you may progress ahead, we provide six weeks as a guide for this course as the amount of time you should take to develop the competency. Completing your assessments within the required timeline keeps you on pace for Satisfactory Academic Progress and Graduation.

HGC2 - Healthcare Policy, Organization, and Finance (2 CU's)

This course of study presents the required sequence of learning steps and activities to help you develop competence in the subject areas of Healthcare Policy, Organization and Finance. Your competence will be assessed by a series of performance tasks listed at the completion of this course of study when you have completed the learning necessary to build competency and an objective exam. Upon successful completion of the competencies and examination, you will receive a PASS on your AAP for healthcare policy, organization and finance. Although you may progress ahead, we provide six weeks as a guide for this course as the amount of time you should take to develop the competency. Completing your assessments within the required timeline keeps you on pace for Satisfactory Academic Progress and Graduation.

HGT1 - Community Health Nursing (2 CU's)

Your competence will be assessed as you complete a series of performance tasks (HAT1) and a fieldwork experience (HGT1). This course of study represents 5 competency units and may take up to 10 weeks to complete.

HHT1 - Mathematics Content (5-9) Finite Mathematics (2 CU's)

This course of study outlines the sequence of learning activities to help you develop competence in the subject area of Finite Mathematics. Your competence will be fully demonstrated in this subject area as you complete an objective assessment (GAC 1 or 2) and a performance assessment (HHT1 or GAT2). This course of study may take up to five weeks to complete depending on your educational background, work experience, and hours that you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate through this course of study.

HJT1 - Observation and Assessment (2 CU's)

This course of study presents the required sequence of learning activities to help you develop competence in the subject areas of observation and assessment in early childhood education. Your competence will be determined through the EKC1 objective exam and the performance assessment HJT1. This course of study represents five competency units. If you engage in all of the learning activities to develop your competence, this course of study may take up to 10 weeks to complete. Depending on your educational background, work experience, and the time that you are able to dedicate to your studies, you may be able to accelerate your progress through this course of study. Consult with your mentor if you wish to do so.

HMP1 - Human Resources Case Study (3 CU's)

This course of study is a sequence of learning activities designed to help you develop and apply competence in the subject area of Graduate Level Human Resources - Case Study. Your competence will be assessed by completing one performance assessment using a case study scenario. Depending on your educational background and work experience, this course of study may take up to six weeks to complete. Typically, HMP1 is completed before attempting the ABC1 assessment. Completing your assessments within the required completion dates will mean you always achieve your satisfactory academic progress (SAP) goals and lead to graduation.

If at any time you require additional assistance or have any questions while working on this course of study, please feel free to contact your mentor.

HMT2 – Specific Teaching Practices: Science (3 CU's)

This course of study presents the required sequence of learning activities to help you develop competence in the subject area of Science Pedagogy, teaching science. In this case, your competence will be assessed with the objective exam (SNC4 or 5, DEC1 or 2) and a series of performance tasks (SNT4 or 5, DET1 or 2, SNA4 or 5, HMT2) that applies this knowledge. This course of study may take up to 15 weeks to complete depending on your educational background, experience with the subject matter, and the time you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate your progress through this course of study. Completing your assessments within the required timeline keeps you on pace for satisfactory academic progress and Graduation.

HNT2 - MBA Information Technology Management Capstone (6 CU's)

This course of study is the culminating assessment of your MBA Information Technology Management curriculum and covers all previous assessment topics. Your competence will be assessed as you complete a performance assessment (HNT2) consisting of three performance tasks (RHNT task 1, RHNT task 2, and HNT2 task 3). This course of study represents six competency units. You should anticipate 360 hours spent on the work in this course of study. If you engage in all of the learning activities to develop your competence, this course of study may take up to six weeks to complete. Depending on your educational background, work experience, and the time that you are able to dedicate to your studies, you may be able to accelerate your progress through this course of study. If you wish to do so, consult with your mentor.

HPT2 – Master of Education: Learning and Technology Capstone (3 CU's)

The capstone is the culminating assessment of your WGU master's degree program. This Job Aid is your guide to the completion of a successful capstone project. It explains in general what the capstone is and outlines the essential parts of the project. This job aid has been designed to give you an overview of all of the tasks found in the Capstone Project Written Report, and to help guide you through the submissions process. If you have any questions, please visit the Graduate Capstone Community – MAME K-6, MAELL, MAES & M.Ed. 2010. There you may interact with the Community Facilitator if you have additional questions. You may also seek additional guidance from the evaluator once you have begun to submit tasks and an evaluator has been assigned. Make sure you understand the expectations and requirements associated with the capstone project before you begin working on it.

HWC1 - Calculus III & Analysis and Applications (2 CU's)

This course of study outlines the sequence of learning activities to help you develop competence in the subject area of Calculus III & Analysis and Applications. Your competence will be assessed for HWC as you complete an objective assessment at a proctored test site and for HWT as you complete two RHWT performance tasks and a HWT1 performance assessment in TaskStream. This course of study may take up to six weeks to complete depending on your educational background and the time that you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate your progress through this course of study.

HWC2 - Calculus III & Analysis and Applications (1 CU)

This course of study outlines the sequence of learning activities to help you develop competence in the subject area of Calculus III & Analysis and Applications. Your competence will be assessed for HWC as you complete an objective assessment at a proctored test site and for HWT as you complete two RHWT performance tasks and a HWT1 performance assessment in TaskStream. This course of study may take up to six weeks to complete depending on your educational background and the time that you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate your progress through this course of study.

HWT1 - Calculus III & Analysis and Applications (2 CU's)

This course of study outlines the sequence of learning activities to help you develop competence in the subject area of Calculus III & Analysis and Applications. Your competence will be assessed for HWC as you complete an objective assessment at a proctored test site and for HWT as you complete two RHWT performance tasks and a HWT1 performance assessment in TaskStream. This course of study may take up to six weeks to complete depending on your educational background and the time that you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate your progress through this course of study.

HWT2 - Calculus III & Analysis and Applications (2 CU's)

This course of study outlines the sequence of learning activities to help you develop competence in the subject area of Calculus III & Analysis and Applications. Your competence will be assessed for HWC as you complete an objective assessment at a proctored test site and for HWT as you complete two RHWT performance tasks and a HWT1 performance assessment in TaskStream. This course of study may take up to six weeks to complete depending on your educational background and the time that you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate your progress through this course of study.

HXC1 - Mathematics Content: Probability and Statistics II (2 CU's)

This course of study outlines the sequence of learning activities to help you develop competence in the subject area of Probability and Statistics II. Your competence will be assessed as you complete an objective assessment (HXC1/2) and a performance assessment (HXT1/2). This course of study may take up to eight weeks to complete depending on your educational background, work experience, and the time that you are able to dedicate

to your studies. Completing assessments within the required timeline will keep you on pace for satisfactory academic progress and graduation.

HXC2 - Mathematics Content: Probability and Statistics II (1 CU)

This course of study outlines the sequence of learning activities to help you develop competence in the subject area of Probability and Statistics II. Your competence will be assessed as you complete an objective assessment (HXC1/2) and a performance assessment (HXT1/2). This course of study may take up to eight weeks to complete depending on your educational background, work experience, and the time that you are able to dedicate to your studies. Completing assessments within the required timeline will keep you on pace for satisfactory academic progress and graduation.

HXT1 - Mathematics Content: Probability and Statistics II (2 CU's)

This course of study outlines the sequence of learning activities to help you develop competence in the subject area of Probability and Statistics II. Your competence will be assessed as you complete an objective assessment (HXC1/2) and a performance assessment (HXT1/2). This course of study may take up to eight weeks to complete depending on your educational background, work experience, and the time that you are able to dedicate to your studies. Completing assessments within the required timeline will keep you on pace for satisfactory academic progress and graduation.

HXT2 - Mathematics Content: Probability and Statistics II (2 CU's)

This course of study outlines the sequence of learning activities to help you develop competence in the subject area of Probability and Statistics II. Your competence will be assessed as you complete an objective assessment (HXC1/2) and a performance assessment (HXT1/2). This course of study may take up to eight weeks to complete depending on your educational background, work experience, and the time that you are able to dedicate to your studies. Completing assessments within the required timeline will keep you on pace for satisfactory academic progress and graduation.

HYC1 - Mathematics Content (5-12) Abstract Algebra (2 CU's)

This course of study outlines the sequence of learning activities designed to help you develop competence in the subject area of Abstract Algebra. Your competence will be assessed as you complete an objective assessment (HYC), followed by a performance assessment (HYT). This course of study may take up to seven weeks to complete, depending on your educational background, work experience, and the time you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate your progress through this course of study. It is important that you follow the activities sequentially as you prepare for your assessments. This tool is also designed to help you become an independent learner by providing multiple learning methods.

HYC2 - Mathematics Content (5-12) Abstract Algebra (2 CU's)

This course of study outlines the sequence of learning activities designed to help you develop competence in the subject area of Abstract Algebra. Your competence will be assessed as you complete an objective assessment (HYC), followed by a performance assessment (HYT). This course of study may take up to seven weeks to complete, depending on your educational background, work experience, and the time you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate your progress through this course of study. It is important that you follow the activities sequentially as you prepare for your assessments. This tool is also designed to help you become an independent learner by providing multiple learning methods.

HYT1 - Mathematics Content (5-12) Abstract Algebra (2 CU's)

This course of study outlines the sequence of learning activities designed to help you develop competence in the subject area of Abstract Algebra. Your competence will be assessed as you complete an objective assessment (HYC), followed by a performance assessment (HYT). This course of study may take up to seven weeks to complete, depending on your educational background, work experience, and the time you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate your progress through this course of study. It is important that you follow the activities sequentially as you prepare for your assessments. This tool is also designed to help you become an independent learner by providing multiple learning methods.

HYT2 - Mathematics Content (5-12) Abstract Algebra (1 CU)

This course of study outlines the sequence of learning activities designed to help you develop competence in the subject area of Abstract Algebra. Your competence will be assessed as you complete an objective assessment (HYC), followed by a performance assessment (HYT). This course of study may take up to seven weeks to complete, depending on your educational background, work experience, and the time you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate your progress through this course of study. It is important that you follow the activities sequentially as you prepare for your assessments. This tool is also designed to help you become an independent learner by providing multiple learning methods.

HZT1 - Mathematical Modeling and Connections (4 CU's)

This course of study outlines the sequence of learning activities that will help you complete the seven formative tasks and one performance assessment of Mathematical Modeling and Connections (HZT1/2). This course of study may take up to six weeks to complete depending on your educational background and the time that you are able to

dedicate to your studies. Consult with your mentor if you wish to accelerate your progress through this course of study.

HZT2 - Mathematical Modeling and Connections (3 CU's)

This course of study outlines the sequence of learning activities that will help you complete the seven formative tasks and one performance assessment of Mathematical Modeling and Connections (HZT1/2). This course of study may take up to six weeks to complete depending on your educational background and the time that you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate your progress through this course of study.



IBT2- MA, Science Education (5-9) Teacher Work Sample Written Project (3 CU's)

The teacher work sample (TWS) is the final, culminating project in your degree program. It is a formal, scholarly piece of work. You are required to design and develop a 2-week-long (minimum) original, standards-based curriculum unit in your subject matter area. You will then implement (i.e., teach) the unit in your classroom and gather data as to its effectiveness. At the end of the project, you will defend it by presenting your results; you will be answering questions about the rationale you used for what you did, the results you achieved, and the insights you gained during the process.

ICT2- MA, Science Education (5-9) Teacher Work Sample Oral Defense (3 CU's)

At this point, you should have completed your teacher work sample (TWS). This series of activities will walk you through what is required of you for the defense of your professional portfolio. Your defense will consist of a formal presentation and answering questions about your TWS. This typically takes place via conference call.

IDC1 - Introduction to Instructional Design (2 CU's)

This course of study presents the required sequence of learning steps and activities to help you develop competence in the subject area of Introduction to Instructional Design. Your competence will be determined as you complete the objective exam. Depending on your educational background and work experience, this course of study can take up to ten weeks. Following this document sequentially is an important part of your assessment preparation. This tool is also designed to help you become an independent learner by providing multiple learning methods. These steps may be completed more quickly than shown below as determined in consultation with your mentor.

IDT2- MA, Science Education (5-12 Bio) Teacher Work Sample Written Project (3 CU's)

The teacher work sample (TWS) is the final, culminating project in your degree program. It is a formal, scholarly piece of work. You are required to design and develop a 2-week-long (minimum) original, standards-based curriculum unit in your subject matter area. You will then implement (i.e., teach) the unit in your classroom and gather data as to its effectiveness. At the end of the project, you will defend it by presenting your results; you will be answering questions about the rationale you used for what you did, the results you achieved, and the insights you gained during the process.

IFT2- MA, Science Education (5-12 Bio) Teacher Work Sample Oral Defense (3 CU's)

At this point, you should have completed your teacher work sample (TWS). This series of activities will walk you through what is required of you for the defense of your professional portfolio. Your defense will consist of a formal presentation and answering questions about your TWS. This typically takes place via conference call.

IGT2- MA, Science Education (5-12, Chemistry) Teacher Work Sample Written Project (3 CU's)

The teacher work sample (TWS) is the final, culminating project in your degree program. It is a formal, scholarly piece of work. You are required to design and develop a 2-week-long (minimum) original, standards-based curriculum unit in your subject matter area. You will then implement (i.e., teach) the unit in your classroom and gather data as to its effectiveness. At the end of the project, you will defend it by presenting your results; you will be answering questions about the rationale you used for what you did, the results you achieved, and the insights you gained during the process.

IHT2- MA, Science Education (5-12, Chemistry) Teacher Work Sample Oral Defense (3 CU's)

At this point, you should have completed your teacher work sample (TWS). This series of activities will walk you through what is required of you for the defense of your professional portfolio. Your defense will consist of a formal presentation and answering questions about your TWS. This typically takes place via conference call.

IIT2 – MA, Science Education (5-12, Geo) Teacher Work Sample Written Project (3 CU's)

The teacher work sample (TWS) is the final, culminating project in your degree program. It is a formal, scholarly piece of work. You are required to design and develop a 2-week-long (minimum) original, standards-based curriculum unit in your subject matter area. You will then implement (i.e., teach) the unit in your classroom and gather data as to its effectiveness. At the end of the project, you will defend it by presenting your results; you will be answering questions about the rationale you used for what you did, the results you achieved, and the insights you gained during the process.

IJT2 – MA, Science Education (5-12, Geo) Teacher Work Sample Oral Defense (3 CU's)

At this point, you should have completed your teacher work sample (TWS). This series of activities will walk you through what is required of you for the defense of your professional portfolio. Your defense will consist of a formal presentation and answering questions about your TWS. This typically takes place via conference call.

IKT2- MA, Science Education (5-12, Physics) Teacher Work Sample Written Project (3 CU's)

The teacher work sample (TWS) is the final, culminating project in your degree program. It is a formal, scholarly piece of work. You are required to design and develop a 2-week-long (minimum) original, standards-based curriculum unit in your subject matter area. You will then implement (i.e., teach) the unit in your classroom and gather data as to its effectiveness. At the end of the project, you will defend it by presenting your results; you will be answering questions about the rationale you used for what you did, the results you achieved, and the insights you gained during the process.

ILT2- MA, Science Education (5-12, Physics) Teacher Work Sample Oral Defense (3 CU's)

At this point, you should have completed your teacher work sample (TWS). This series of activities will walk you through what is required of you for the defense of your professional portfolio. Your defense will consist of a formal presentation and answering questions about your TWS. This typically takes place via conference call.

INC1 - Integrated Natural Sciences (4 CU's)

The course of study outlines the sequence of learning activities to help you demonstrate competence in the subject area of natural sciences. Your competence will be assessed through the proctored objective assessment Integrated Natural Sciences INC1/GNC2 and summative performance assessment Integrated Natural Sciences Applications INT1/2 that assess your ability to use the scientific method and derive conclusion based on research. Depending on your educational background and work experience, this course of study can take up to thirteen weeks to complete. Following this document sequentially is an important part of your assessment preparation. This tool is also designed to help you become an independent learner by providing multiple learning methods. These steps may be completed more quickly than shown below as determined in consultation with your mentor.

INT1 - Integrated Natural Sciences (4 CU's)

The course of study outlines the sequence of learning activities to help you demonstrate competence in the subject area of natural sciences. Your competence will be assessed through the proctored objective assessment Integrated Natural Sciences INC1/GNC2 and summative performance assessment Integrated Natural Sciences Applications INT1/2 that assess your ability to use the scientific method and derive conclusion based on research. Depending on your educational background and work experience, this course of study can take up to thirteen weeks to complete. Following this document sequentially is an important part of your assessment preparation. This tool is also designed to help you become an independent learner by providing multiple learning methods. These steps may be completed more quickly than shown below as determined in consultation with your mentor.

INT2 - Integrated Natural Sciences (3 CU's)

The course of study outlines the sequence of learning activities to help you demonstrate competence in the subject area of natural sciences. Your competence will be assessed through the proctored objective assessment Integrated Natural Sciences INC1/GNC2 and summative performance assessment Integrated Natural Sciences Applications INT1/2 that assess your ability to use the scientific method and derive conclusion based on research. Depending on your educational background and work experience, this course of study can take up to thirteen weeks to complete. Following this document sequentially is an important part of your assessment preparation. This tool is also designed to help you become an independent learner by providing multiple learning methods. These steps may be completed more quickly than shown below as determined in consultation with your mentor.

IOT2 – English Language Learning (PreK-12) Written Capstone (3 CU's)

This job aid has been designed to give you an overview of all of the tasks found in the Capstone Project Written Report, and to help guide you through the submissions process. If you have any questions, please visit the Graduate Capstone Community – MAME K-6, MAELL, MAES & M.Ed. 2010. There you may interact with the Community Facilitator if you have additional questions. You may also seek additional guidance from the evaluator once you have begun to submit tasks and an evaluator has been assigned.

This document is for those in the MA ELL program, and has been designed to help give you some guidance as to potential Capstone Project topics. Typically, the Capstone Project involves the design, development, and delivery of an at least 2 week long original, standards-based curriculum unit. The unit should be focused on solving an identified educational problem or need. In the case that you do not have access to any ELL students to teach or if your school or district has few ELL resources to work with, this document provides a few potential ideas for alternate topics.

Your research design for the project may take the form of action research, a case study, evaluation study, or other research types. It may be quantitative in nature, qualitative; or a combination of both in a mixed methods study. It may include doing a needs analysis and suggesting an educational plan based on the views of those involved and results of the data gathered, along with ways to evaluate the effectiveness of the plan of a new program when implemented.

In the case that you are unable to work directly with an ELL classroom, or with ELL students who volunteer to engage your curriculum, you may consider these alternate research approaches:

Conduct research in your school or community by investigating one or more of the following: current conditions; ELL teaching practices or lack thereof; current resources for teaching ELLs or lack thereof; current attitudes and beliefs (by teachers, administrators, parents, or students) that may hinder progress of ELLs in a given area, for example.

Conduct research by gathering and analyzing data to answer requests such as: how to improve or begin an ELL program for a given purpose, encourage more parent educational participation with their ELL children, or how to prepare an ELL-related policy document.

Conduct research to discover the level of knowledge in ELL participants and their families or neighborhoods and how teachers and administrations can apply this information in beneficial ways.

Conduct research to gather information for a proposal based on the needs and wants of the community or school for a plan that answers the need for a given program to be implemented.

IQT2- MED, Learning and Technology Capstone Oral Defense (3 CU's)

This document has been created to help you understand the requirements of the Capstone Oral Defense. The oral defense is typically conducted via a teleconference with the evaluator. You are required to prepare a multimedia presentation, usually PowerPoint or Keynote, that outlines your project. In it, you will detail the problem you investigated; state and answer your research questions; describe the methodology you used; present the data you collected; describe the results of your data analysis; summarize your conclusions; and describe strengths and weaknesses of your project. The actual task prompts can be seen below. Consult your assigned evaluator if you have any questions or concerns.

IRT2- MA, Mathematics Education (5-9) Teacher Work Sample Written Project (3 CU's)

The teacher work sample (TWS) is the final, culminating project in your degree program. It is a formal, scholarly piece of work. You are required to design and develop a 2-week-long (minimum) original, standards-based curriculum unit in your subject matter area. You will then implement (i.e., teach) the unit in your classroom and gather data as to its effectiveness. At the end of the project, you will defend it by presenting your results; you will be answering questions about the rationale you used for what you did, the results you achieved, and the insights you gained during the process.

IST2- MA, Mathematics Education (5-9) Teacher Work Sample Oral Defense (3 CU's)

At this point, you should have completed your teacher work sample (TWS). This series of activities will walk you through what is required of you for the defense of your professional portfolio. Your defense will consist of a formal presentation and answering questions about your TWS. This typically takes place via conference call.

ITO1 - Information Technology Management (6 CU's)

This course of study outlines the sequence of learning activities to help you demonstrate competence in the subject area of Information Technology Management (ITO1). Your competency in the subject matter will be accessed via an objective exam. This course of study may take up to eight weeks to complete depending on your educational background, work experience, and the time you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate your progress through this course of study. Following this document sequentially is an important part of your assessment preparation. This tool is also designed to help you become an independent learner by providing multiple learning methods. These steps may be completed more quickly than shown below as determined in consultation with your mentor.

ITP1 - Information Technology Management (3 CU's)

This course of study outlines the sequence of learning activities to help you demonstrate competence in the subject area of Information Technology Management. Your competence will be assessed as you complete two performance tasks (ITP1). Depending on your educational background, work experience, and the time you are able to dedicate to your studies, this course of study can take up to five weeks to complete. Following this document sequentially is an important part of your assessment preparation. This tool is also designed to help you become an independent learner by providing multiple learning methods. These steps may be completed more quickly than shown below as determined in consultation with your mentor.

ITT2- MA, Mathematics Education (5-12) Teacher Work Sample Written Project (3 CU's)

The teacher work sample (TWS) is the final, culminating project in your degree program. It is a formal, scholarly piece of work. You are required to design and develop a 2-week-long (minimum) original, standards-based curriculum unit in your subject matter area. You will then implement (i.e., teach) the unit in your classroom and gather data as to its effectiveness. At the end of the project, you will defend it by presenting your results; you will be answering questions about the rationale you used for what you did, the results you achieved, and the insights you gained during the process.

IUT2- MA, Mathematics Education (5-12) Teacher Work Sample Oral Defense (3 CU's)

At this point, you should have completed your teacher work sample (TWS). This series of activities will walk you through what is required of you for the defense of your professional portfolio. Your defense will consist of a formal presentation and answering questions about your TWS. This typically takes place via conference call.

IVT2- MA, Mathematics Education (K-6) Capstone Oral Defense (3 CU's)

This document has been created to help you understand the requirements of the Capstone Oral Defense. The oral defense is typically conducted via a teleconference with the evaluator. You are required to prepare a multimedia presentation, usually PowerPoint or Keynote, that outlines your project. In it, you will detail the problem you investigated; state and answer your research questions; describe the methodology you used; present the data you collected; describe the results of your data analysis; summarize your conclusions; and describe strengths and weaknesses of your project. The actual task prompts can be seen below. Consult your assigned evaluator if you have any questions or concerns.

IWC1 - Literature, Arts, and the Humanities (2 CU's)

This course of study presents the required sequence of learning steps and activities to help you develop competency in the subject area of literature, arts, and the humanities. Your competence will be assessed as you complete an objective assessment (IWC1) and a performance assessment (IWT1). This course of study may take up to twelve weeks to complete, depending on your educational background, work experience, and the time you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate through this course of study. It is important that you follow the activities sequentially as you prepare for your assessment. This tool is also designed to help you become an independent learner by providing multiple learning methods.

IWT1 - Literature, Arts, and the Humanities (2 CU's)

This course of study presents the required sequence of learning steps and activities to help you develop competency in the subject area of literature, arts, and the humanities. Your competence will be assessed as you complete an objective assessment (IWC1) and a performance assessment (IWT1). This course of study may take up to twelve weeks to complete, depending on your educational background, work experience, and the time you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate through this course of study. It is important that you follow the activities sequentially as you prepare for your assessment. This tool is also designed to help you become an independent learner by providing multiple learning methods.

IXT2 – English Language Learning (PreK-12) Oral Capstone (3 CU's)

This document has been created to help you understand the requirements of the Capstone Oral Defense. The oral defense is typically conducted via a teleconference with the evaluator. You are required to prepare a multimedia presentation, usually PowerPoint or Keynote, that outlines your project. In it, you will detail the problem you investigated; state and answer your research questions; describe the methodology you used; present the data you collected; describe the results of your data analysis; summarize your conclusions; and describe strengths and weaknesses of your project. The actual task prompts can be seen below. Consult your assigned evaluator if you have any questions or concerns.

– J –

JAT2 - Leadership (2 CU's)

This course of study covers leadership. Your competence will be assessed as you complete a performance assessment (JAT2) consisting of two performance tasks (RJAT task 1 and JAT2 task 2). This course of study represents two competency units. You should anticipate about 120 hours of effort spent on the work in this course of study. If you engage in all of the learning activities to develop your competence, this course of study may take up to six weeks to complete. Depending on your educational background, work experience, and the time that you are able to dedicate to your studies, you may be able to accelerate your progress through this course of study. If you wish to do so, consult with your mentor.

JBT2 - eBusiness (2 CU's)

This course of study covers marketing and eBusiness. Your competence will be assessed as you complete a performance assessment (JBT2) consisting of one performance task with three parts. This course of study represents two competency units. If you engage in all of the learning activities to develop your competence, this course of study may take up to six weeks to complete. Depending on your educational background, work experience, and the time that you are able to dedicate to your studies, you may be able to accelerate your progress through this course of study. If you wish to do so, consult with your mentor. You should anticipate about 120 hours of effort spent on the work in this course of study.

JCT2 - Supply Chain Management (3 CU's)

This course of study covers supply chain concepts. Your competence will be assessed as you complete a performance assessment (JCT2), which consists of three performance tasks (RJCT task 1, RJCT task 2, and JCT2 task 3). This course of study represents three competency units. You should anticipate about 180 hours of effort spent on the work in this course of study. If you engage in all of the learning activities to develop your competence, this course of study may take up to nine weeks to complete. Depending on your educational

background, work experience, and the time that you are able to dedicate to your studies, you may be able to accelerate your progress through this course of study. If you wish to do so, consult with your mentor.

JDT2 - Human Resources (2 CU's)

This course of study covers human resources. Your competence will be assessed as you complete a performance assessment (JDT2) consisting of three performance tasks. This course of study represents two competency units. You should anticipate about 120 hours of effort spent on the work in this course of study. If you engage in all of the learning activities to develop your competence, this course of study may take up to six weeks to complete. Depending on your educational background, work experience, and the time that you are able to dedicate to your studies, you may be able to accelerate your progress through this course of study. If you wish to do so, consult with your mentor. This course of study covers RJDT tasks 1 and 2, and JDT2 task 3.

JET2 - Financial Analysis (4 CU's)

During this course of study, you will be expanding your business knowledge, specifically as it pertains to accounting and finance. Identifying potential risks and having a plan in place are important skills acquired in this course of study. You will learn to identify and categorize various levels of risk and understand how risk can impact the operations of a business.

Your competence will be assessed as you complete a performance assessment, which consists of four three-level tasks and one five-level task. This course of study represents four competency units. You should anticipate about 240 hours of effort spent on the work in this course of study. If you engage in all of the learning activities to develop your competence, this course of study may take up to 12 weeks to complete. Depending on your educational background, work experience, and the time that you are able to dedicate to your studies, you may be able to accelerate your progress through this course of study. If you wish to do so, consult with your mentor.

JFT2 - Organizational Management (2 CU's)

This course of study covers leading organizational management. Your competence will be assessed as you complete a performance assessment (JFT2) consisting of three performance tasks (RJFT tasks 1 and 2, and JFT2 task 3). This course of study represents two competency units. You should anticipate about 120 hours of effort spent on the work in this course of study. If you engage in all of the learning activities to develop your competence, this course of study may take up to six weeks to complete. Depending on your educational background, work experience, and the time that you are able to dedicate to your studies, you may be able to accelerate your progress through this course of study. If you wish to do so, consult with your mentor.

JGT2 - Decision Analysis (4 CU's)

This course of study covers quantitative analysis tools used to analyze operations management and to make strategic decisions. A case study in MindEdge, called Shuzworld, is used to create a wide variety of realistic operational management situations. The solutions are determined through analysis of the results from the application of tools (e.g., short-term scheduling techniques, linear programming, decision trees, PERT diagrams).

Your competence will be assessed as you complete a performance assessment (JGT2), with three three-level tasks and one five-level task. If you engage in all of the learning activities to develop your competence, this course of study may take up to twelve weeks to complete if you spend about 20 hours on it per week. Depending on your educational background, work experience, and the time that you are able to dedicate to your studies, you may be able to accelerate your progress through this course of study. If you wish to do so, consult with your mentor.

JHT2 - Strategic Management (2 CU's)

This course of study covers strategic management concepts. Your competence will be assessed as you complete a performance assessment (JHT2) consisting of three performance tasks (RJHT tasks 1 and 2 and JHT2 task 3). This course of study represents two competency units. You should anticipate about 180 hours of effort spent on the work in this course of study. If you engage in all of the learning activities to develop your competence, this course of study may take up to nine weeks to complete. Depending on your educational background, work experience, and the time that you are able to dedicate to your studies, you may be able to accelerate your progress through this course of study. If you wish to do so, consult with your mentor.

JIT2 - Risk Management (2 CU's)

During this course of study you will be expanding your business acumen, specifically as it pertains to risk management and business continuity. Identifying potential risks and having a plan in place are important skills acquired in this course of study. You will learn to identify and categorize various levels of risk and understand how risk can impact the operations of the business.

Your competence will be assessed as you complete a performance assessment (JIT2), which is a five-level task. If you engage in all of the learning activities to develop your competence, this course of study may take up to six weeks to complete. Depending on your educational background, work experience, and the time that you are able to dedicate to your studies, you may be able to accelerate your progress through this course of study. If you wish to do so, consult with your mentor.

JJT2 - Social Responsibility (2 CU's)

The Social Responsibility course of study develops competency in identifying and establishing business practices that managers and business leaders need to develop in order to implement the actions and attitudes required of socially responsible, sustainable, and environmentally friendly organizations. Your competence will be assessed as you complete a performance assessment (JJT2). If you engage in all of the learning activities to develop your competence, this course of study may take up to six weeks to complete. Depending on your educational background, work experience, and the time that you are able to dedicate to your studies, you may be able to accelerate your progress through this course of study. If you wish to do so, consult with your mentor.

JKT2 - MBA Capstone (6 CU's)

This course of study is the culminating assessment of your MBA curriculum and covers all previous assessment topics. Your competence will be assessed as you complete a performance assessment (JKT2) consisting of three performance tasks (RJKT task 1, RJKT task 2, and JKT2 task 3). This course of study represents six competency units. You should anticipate 360 hours spent on the work in this course of study. If you engage in all of the learning activities to develop your competence, this course of study may take up to six weeks to complete. Depending on your educational background, work experience, and the time that you are able to dedicate to your studies, you may be able to accelerate your progress through this course of study. If you wish to do so, consult with your mentor.

JLT2 – Instructional Design Capstone Written Project (3 CU's)

The capstone is the culminating assessment of your WGU master's degree program. This Job Aid is your guide to the completion of a successful capstone project. It explains in general what the capstone is and outlines the essential parts of the project. This job aid has been designed to give you an overview of all of the tasks found in the Capstone Project Written Report, and to help guide you through the submissions process. If you have any questions, please visit the Graduate Capstone Community – MAME K-6, MAELL, MAES & M.Ed. 2010. There you may interact with the Community Facilitator if you have additional questions. You may also seek additional guidance from the evaluator once you have begun to submit tasks and an evaluator has been assigned. Make sure you understand the expectations and requirements associated with the capstone project before you begin working on it.

JMT2 – Instructional Design Capstone Oral Defense (3 CU's)

This document has been created to help you understand the requirements of the Capstone Oral Defense. The oral defense is typically conducted via a teleconference with the evaluator. You are required to prepare a multimedia presentation, usually PowerPoint or Keynote, that outlines your project. In it, you will detail the problem you investigated; state and answer your research questions; describe the methodology you used; present the data you collected; describe the results of your data analysis; summarize your conclusions; and describe strengths and weaknesses of your project. The actual task prompts can be seen below. Consult your assigned evaluator if you have any questions or concerns.

JNT2 - Instructional Design Analysis (2 CU's)

This course of study presents the required sequence of learning steps and activities to help you develop competence in the subject area of instructional design analysis. Your competence will be determined as you complete the JNT2 performance assessment. Depending on your educational background and work experience, this course of study can take up to four weeks. Following this document sequentially is an important part of your assessment preparation. This tool is also designed to help you become an independent learner by providing multiple learning methods. These steps may be completed more quickly than shown below as determined in consultation with your mentor.

JOT2 - Issues in Instructional Design (2 CU's)

This course of study presents the required sequence of learning steps and activities to help you develop competence in the subject area of Issues in Instructional Design. Your competence will be determined as you complete the JOT2 performance assessments. This course of study can take up to four weeks to complete depending on your educational background, work experience, and the time you are able to dedicate to your studies. Following this document sequentially is an important part of your assessment preparation. This document is also designed to help you become an independent learner by providing multiple learning methods. As with any learning activity, steps may be completed more quickly than shown below.

JPT2 - Instructional Design Production (2 CU's)

This course of study presents the required sequence of learning steps and activities to help you develop competence in the subject area in Instructional Design Production. Your competence will be determined as you complete the JPT2 performance assessment. This course of study can take up to five weeks depending on your educational background, work experience, and the time you are able to dedicate to your studies. Following this document sequentially is an important part of your assessment preparation. This tool is also designed to help you become an independent learner by providing multiple learning methods. These steps may be completed more quickly than shown below as determined in consultation with your mentor.

JQT2 - Issues in Measurement and Evaluation (2 CU's)

This course of study outlines the required concepts to help you demonstrate competence in the subject area of measurement and evaluation. Your competence will be assessed as you complete the performance task that makes up the JQT2 performance assessment at the end of this course of study. This course of study can take up to five weeks to complete depending on your educational background, work experience, and the time you are able to dedicate to your studies. Following this document sequentially is an important part of your assessment preparation. This tool is also designed to help you become an independent learner by providing multiple learning methods. Consult with your mentor if you wish to accelerate your progress through this course of study.

JRT2 - Evaluation Methodology and Instrumentation (2 CU's)

This course of study outlines the concepts you should study to help you demonstrate competence in the subject area of Measurement and Evaluation. Your competence will be assessed through the completion of three performance tasks for the JRT2 assessment. This course of study may take up to five weeks to complete depending on your educational background, work experience, and the time you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate your progress through this course of study. Following this outline sequentially is important. The course of study will help you become an independent learner by providing multiple learning methods.

JST2 - Evaluation Process and Recommendation (2 CU's)

This course of study outlines the required concepts to help you demonstrate competence in the subject area of Evaluation Process and Recommendation. Your competence will be assessed as you complete the performance task that make up the JST2 performance assessment. In preparation for the performance task assessment, three notebook assignments have been provided to guide your learning. These assignments will be completed in your study notebook. This course of study may take up to four weeks to complete depending on your educational background, work experience, and the time you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate your progress through this course of study. Completing the study notebook assignments sequentially is an important part of your assessment preparation. This course of study is also designed to help you become an independent learner by providing multiple learning methods.

JTT2 - Issues in Research Fundamentals (2 CU's)

This course of study outlines the sequence of learning activities to help you develop competence in the subject area of Issues in Research Fundamentals. Your competence will be assessed as you complete a performance task (JTT2). This course of study may take up to four weeks to complete depending on your educational background, work experience, and the time that you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate through this course of study. It is important that you follow the activities sequentially as you prepare for your assessment. This tool is also designed to help you become an independent learner by providing multiple learning methods.

JUT2 - Literature Review for Research (2 CU's)

This course of study outlines the sequence of learning activities to help you develop competence in the subject area of Literature Review for Research. Your competence will be assessed as you complete a performance assessment (JUT2). This course of study may take up to four weeks to complete depending on your educational background, work experience, and the time you are able to dedicate to your studies. Consult with your course mentor if you wish to accelerate your progress through this course of study. It is important that you follow the activities sequentially as you prepare for your assessment. This tool is also designed to help you become an independent learner by providing multiple learning methods.

JVT2 - Research Proposal (2 CU's)

This course of study outlines the sequence of learning activities to help you develop competence in the subject area of Research Proposal. Your competence will be assessed as you complete a performance assessment (JVT2). This course of study may take up to six weeks to complete depending on your educational background, work experience, and the time you are able to dedicate to your studies. The activities, which should be done in sequential order to optimize your understanding, are designed to help you become an independent learner by providing multiple learning methods. Consult with your mentor if you wish to accelerate your progress through this course of study.

– K –

KET1 - Introduction to Programming (4 CU's)

Your competence will be assessed in the subject of Introduction to Programming as you complete a series of performance tasks for performance assessment (KET1). This course of study represents 3 competency units and may take up to 6 weeks to complete.

KFT1 - Object Oriented Design & Development (4 CU's)

This course of study outlines the sequence of learning activities to help you develop competence in the subject area of Object Oriented Design and Development. Your competence will be assessed as you complete a series of performance tasks for performance assessment KFT1. This course of study may take up to 10 weeks to complete

depending on your educational background, work experience, and hours that you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate your progress through this course of study. It is important that you follow the activities sequentially as you prepare for your assessment. This tool is also designed to help you become an independent learner by providing multiple learning methods.

The PDF version will not include the FAQs. FAQs for each topic are available through this web-enabled COS.

– L –

LAE1 - Language and Communication: Essay Writing (2 CU's)

This course of study presents the required sequence of learning steps and activities to help you develop competence in essay writing. Your competence will be assessed through the Language and Communication Assessment (LAE1), a performance assessment completed in TaskStream. It is important to your assessment preparation that you follow this document sequentially. This tool is designed to help you become an independent learner and to guide you to multiple learning resources. Depending on your educational background and work experience, this course of study can take up to four weeks. However, these steps may be completed more quickly than shown below, as determined in consultation with your mentor.

LAT1 - Language and Communication: Research (2 CU's)

This course of study outlines the sequence of learning activities to help you develop competence in the subject area of Language and Communication: Research. Your competence will be assessed as you complete the LAT1 performance assessment consisting of 4 three-level performance tasks (RLAT tasks 1 through 4) and 1 five-level performance task (LAT task 5). This course of study represents two competency units and may take up to five weeks to complete, depending on your educational background, work experience, and the time that you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate your progress through this course of study. It is important that you follow the activities sequentially as you prepare for your assessment.

LCC1 - Literature (3 CU's)

This course of study outlines the sequence of learning activities to help you develop competence in the subject area of Literature. Your competence will be assessed as you complete Survey of Literature (LCC1) and Survey of Literature: Analysis and Interpretation (LCT1). This course of study may take up to twelve weeks to complete depending on your educational background, work experience, and hours that you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate your progress through this course of study. It is important that you follow the activities sequentially as you prepare for your assessment. This tool is also designed to help you become an independent learner by providing multiple learning methods.

LCT1 – Literature (3 CU's)

This course of study outlines the sequence of learning activities to help you develop competence in the subject area of Literature. Your competence will be assessed as you complete Survey of Literature (LCC1) and Survey of Literature: Analysis and Interpretation (LCT1). This course of study may take up to twelve weeks to complete depending on your educational background, work experience, and hours that you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate your progress through this course of study. It is important that you follow the activities sequentially as you prepare for your assessment. This tool is also designed to help you become an independent learner by providing multiple learning methods.

LEC1 - Comprehensive Educational Leadership Integration (2 CU's)

This course of study presents the required sequence of learning steps and activities to help you develop competency in the subject area of Comprehensive Educational Leadership Integration. This course of study outlines the sequence of learning activities to help you develop competence in the subject area of Comprehensive Educational Leadership Integration. Your competence will be assessed as you complete your preparation for your capstone project and embark on your practicum. This course of study may take up to seven weeks to complete depending on your educational background, work experience, and the time you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate your progress through this course of study.

LET1 - Leadership Concepts and Application (4 CU's)

This course of study is a sequence of weekly learning activities designed to help you develop competence in the subject area of Leadership Concepts and Application (LET1). Competence is assessed by completing four performance tasks. This course of study can take up to six weeks to complete depending on your educational background, work experience, and the time you are able to dedicate to your studies. Completing your assessments within the required completion dates will ensure you achieve your satisfactory academic progress goals and progress toward graduation.

LFT1 - Student, Stakeholder, and Market Focus for Educational Leaders (5 CU's)

This course of study presents the required sequence of learning steps and activities to help you develop competency in the subject area of Student, Stakeholder, and Market Focus for Educational Leaders. This course of study can be completed in thirteen weeks, and the assignments are allocated as such.

Completing your assessments within the required timeline keeps you on pace for satisfactory academic progress and graduation. In the event that you need a little more time, please be certain to pace yourself accordingly relevant to your required completion date as set forth in your AAP.

LGT1 - Governance, Finance, Law, and Leadership for Principals (5 CU's)

Governance, Finance, Law, and Leadership for Principals is the second course of study of the two-course introductory sequence in the Educational Leadership Program (Performance Excellence Criteria for Educational Leaders is the other). Your competence will be assessed as you complete performance assessments. This course of study may take up to thirteen weeks to complete depending on your educational background, work experience, and the time you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate through this course of study. It is important that you follow the activities sequentially as you prepare for your assessment. These tools are also designed to help you become an independent learner by providing multiple learning methods. Completing your assessments within the required timeline keeps you on pace for SAP and graduation.

LIT1 - Legal Issues in Business Organizations (3 CU's)

This course of study outlines the sequence of learning activities to help you demonstrate competence in the subject area of Legal Issues for Business Organizations. Your competence will be assessed as you complete a series of performance tasks (LIT1). This course of study can take up to six weeks depending on your educational background, work experience, and the time you are able to dedicate to your studies. Following this document sequentially is an important part of your assessment preparation. This tool is designed to help you become an independent learner by providing multiple learning methods. These steps may be completed more quickly than shown below as determined in consultation with your mentor.

LKT2 - Network Security Part II/Network Security and Policies (2 CU's)

This course of study outlines the sequence of learning activities needed to develop your skills in the subject area of Network Security II/Network Security Policies. You will demonstrate your competency through a performance assessment that contains three scenario-based tasks. This course of study represents one competency unit and may take up to four weeks to complete depending on your educational background, work experience, and hours that you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate your progress through this course of study. The sections and pacing are provided as a guide to the amount of time you should take to develop the competencies necessary and prepare to complete the required assessment on time, keeping you on pace for satisfactory academic progress and graduation.

LMT1 - Measurement, Analysis, and Knowledge Management for Educational Leaders (4 CU's)

This course of study presents the required sequence of learning steps and activities to help you develop competency in the subject area of Measurement, Analysis, and Knowledge Management for Educational Leaders. Your competence will be assessed as you complete a series of performance tasks. This course of study may take up to ten weeks to complete depending on your educational background, work experience, and the time you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate your progress through this course of study.

LNT1 - Process Management for Educational Leaders (3 CU's)

This course of study outlines the sequence of learning activities to help you develop competence in the subject area of Process Management for Educational Leaders. Your competence will be assessed as you complete a series of performance tasks. This course of study may take up to seven weeks to complete depending on your educational background, work experience, and the time you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate through this course of study.

LOT2 - Ethical Hacking Part II: Hacking Countermeasures and Techniques (2 CU's)

This course of study outlines the sequence of learning activities to help you develop competence in the subject area of Ethical Hacking Part II: Hacking Countermeasures and Techniques. Your competence will be assessed as you complete a series of performance tasks. This course of study represents one competency unit and may take up to four weeks to complete depending on your educational background, work experience, and the time that you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate your progress through this course of study.

LPA1 - Language Production Theory and Acquisition (4 CU's)

This course of study outlines the sequence of learning activities to help you develop competence in the subject area of Language Production Theory and Acquisition. Your competence will be assessed as you complete a series of performance tasks. This course of study may take up to eight weeks to complete depending on your educational background, work experience, and the time that you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate your progress through this course of study.

LPT1 - Performance Excellence Criteria for Educational Leaders (4 CU's)

This course of study outlines the sequence of learning activities to help you develop competence in the subject area of Performance Excellence Criteria for Educational Leaders. Your competence will be assessed as you complete performance assessments in LPT1. This course of study may take up to eleven weeks to complete depending on your educational background, work experience, and the time that you are able to dedicate to your studies. Consult

with your mentor if you wish to accelerate your progress through this course of study. It is important that you follow the activities sequentially as you prepare for your assessment. This tool is also designed to help you become an independent learner by providing multiple learning methods.

LQT2 - Information and Security Graduate Capstone (4 CU's)

The capstone culminates your master's degree program at Western Governors University. This course of study is your guide to successfully completing the project. It explains what the capstone is and outlines its essential parts. Expect to spend about 16-18 weeks on this project. When you are ready to begin working on it, you will be assigned to a capstone facilitator. This will be either your own WGU mentor or another mentor with the expertise necessary to guide and advise you as you complete each step of the process. Before beginning work, please meet with your facilitator to review this course of study and to make sure you understand the expectations and requirements associated with the capstone project in your degree program.

LRT1 - Practicum in Educational Leadership (7 CU's)

This course of study presents the required sequence of learning steps and activities to help you develop competency in the subject area of Practicum in Educational Leadership. Your competence will be assessed as you complete a series of performance tasks. This course of study may take up to twenty-one weeks to complete depending on your educational background, work experience, and the time that you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate your progress through this course of study.

LST1 - Strategic Planning for Educational Leaders (2 CU's)

This course of study outlines the sequence of learning activities to help you develop competence in the subject area of Strategic Planning for Educational Leaders. As with any learning activity, steps may be completed more quickly than noted below, or they could take the full amount of time indicated. This course can be completed in five weeks depending on your educational background, work experience, and the time you are able to dedicate to your studies. We provide the pacing as a guide to the amount of time you should take to develop the competencies necessary and to prepare to complete the required assessment on time.

LUT1 - Language and Communication: Presentation (2 CU's)

This course of study outlines the sequence of learning activities to help you develop competence in the subject area of Language and Communication: Presentation. Your competence will be assessed as you complete the three-level performance task (RLUT task 1) and the five-level performance task (LUT task 2). This course of study represents two competency units and may take up to three weeks to complete depending on your educational background, work experience, and the time that you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate your progress through this course of study. It is important that you follow the activities sequentially as you prepare for your assessment.

LWC1 - Fundamentals of Business Law and Ethics (6 CU's)

This course of study outlines the sequence of learning activities to help you demonstrate competence in the subject area of Fundamentals of Business Law and Ethics (LWC1). Your competency in this subject matter will be assessed via an objective exam. The material in this course of study is also related to the courses of study for EST1 and LIT1. This course of study may take up to ten weeks to complete depending on your educational background, work experience, and the time you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate your progress through this course of study. Following this course of study sequentially is an important part of your assessment preparation. This tool is also designed to help you become an independent learner by providing multiple learning methods.

LWT1 - Workforce Focus for Educational Leaders (4 CU's)

This course of study presents the required sequence of learning steps and activities to help you develop competency in the subject area of Workforce Focus for Educational Leaders. As with any learning activity, you may complete the steps quicker than noted here, or they could take you the full amount of time indicated. This course may be completed in ten weeks though you may wish to allow for more time. We provide the pacing as a guide to the amount of time you should take to develop the competencies necessary and prepare to complete the required assessment on time. Completing your assessments within the required timeline keeps you on pace for satisfactory academic progress and graduation.

– M –

MAP1 - Cases in Marketing Management (3 CU's)

This course of study outlines the sequence of learning activities you should complete to demonstrate competence in Cases in Marketing Management. The assessment for this course of study is a performance task consisting of one task that will need to be completed and submitted in TaskStream for grading. Depending on your educational background and work experience, this course of study may take up to seven weeks to complete. These steps may be completed more quickly than shown below, as determined in consultation with your mentor. Following this document sequentially is an important part of your assessment preparation. This course of study is designed to help you become an independent learner by providing multiple learning methods.

MBC1 - Microbiology (3 CU's)

This course of study outlines the sequence of learning activities designed to help you develop competency in the subject area of Microbiology. Your competency will be assessed as you complete an objective assessment (MBC1/MBC2) and a performance assessment (MLT1/MLT2). This course of study may take up to nine weeks to complete, depending on your educational background, work experience, and the time that you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate your progress through this course of study. It is important that you follow the activities sequentially as you prepare for your assessment. This tool is also designed to help you become an independent learner by providing multiple learning methods.

MEC1 - Foundations of Measurement and Evaluation (2 CU's)

This course of study outlines the required concepts to help you demonstrate competence in the subject area of Measurement and Evaluation. Your competence will be assessed by completion of an objective assessment (MEC1). This course of study can take up to seven weeks to complete depending on your educational background, work experience, and the time you are able to dedicate to your studies. Following this course of study sequentially is an important part of your assessment preparation. This tool is also designed to help you become an independent learner by providing multiple learning methods. These steps may be completed more quickly than shown below as determined in consultation with your mentor.

Western Governors University (WGU) is committed to helping students with disabilities achieve their full educational potential. If you have a documented disability and need accommodations to meet your academic goals, we encourage you to send a confidential request to WGU's ADA Compliance Office (adasupport@wgu.edu). Please note that mentors are not authorized to suggest or to provide accommodations. More information regarding student disability rights and responsibilities may be found in the WGU Student Handbook (<http://kb.wgu.edu/article.asp?article=1019&p=3>).

MGC1 - Principles of Management (4 CU's)

This document outlines the sequence of learning activities you should complete to demonstrate competence in the subject area of Principles of Management. Your competence will be assessed by passing the objective assessment for this course of study. This course of study may take up to seven weeks to complete depending on your educational background, work experience, and the time you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate your progress through this course of study. Following this document sequentially is an important part of your assessment preparation. This tool is designed to help you become an independent learner by providing multiple learning methods.

MKC1 - Fundamentals of Marketing and Business Communication (6 CU's)

This course of study outlines the sequence of learning activities to help you demonstrate competence in the subject area of Fundamentals of Marketing and Business Communication. Your competence will be assessed through a comprehensive objective assessment, which consists of 55 multiple-choice questions. To pass, you will need a minimum score of 69% (38 out of 55 questions). Depending on your educational background, work experience, and the time you are able to dedicate to your studies, this course of study can take up to ten weeks. Following this document sequentially is an important part of your assessment preparation. This tool is designed to help you become an independent learner by providing multiple learning methods. These steps may be completed more quickly than shown below as determined in consultation with your mentor.

MKT1 - Marketing Principles and Applications (2 CU's)

This course of study is a sequence of learning activities which will assist you in preparing to demonstrate your competence in the subject area of Marketing Principles and Applications. Depending on your prior educational background, your professional marketing experience, and the time you are able to dedicate to your studies, you should be able to complete this course of study in five weeks or less. Your competence in the subject area will be assessed by a comprehensive performance task. Following this course of study sequentially is an important part of your assessment preparation. This course of study is designed to help you become an independent learner by providing multiple learning methods. These steps may be completed more quickly than shown as you discuss your progress with your mentor.

MLT1 - Microbiology (1 CU)

This course of study outlines the sequence of learning activities designed to help you develop competency in the subject area of Microbiology. Your competency will be assessed as you complete an objective assessment (MBC1/MBC2) and a performance assessment (MLT1/MLT2). This course of study may take up to nine weeks to complete, depending on your educational background, work experience, and the time that you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate your progress through this course of study. It is important that you follow the activities sequentially as you prepare for your assessment. This tool is also designed to help you become an independent learner by providing multiple learning methods.

MYES - Mathematics, YES! (18 CU's)

This course of study outlines the sequence of learning activities to help you develop competence in the subject area of K-6 Mathematics Content and Pedagogy. Your competence will be assessed as you complete a series of performance activities. If you engage in all of the learning activities to develop your competence, this course of study may take up to twenty weeks to complete. Depending on your educational background, work experience, and

the time that you are able to dedicate to your studies, you may be able to accelerate your progress through this course of study. If you wish to do so, consult with your mentor.

– N –

NET2 - Nursing Administration Specialist (5 CU's)

This course of study presents the required sequence of learning activities to help you develop competence in the subject areas of Nursing Leadership and Management. You will need to apply the knowledge and skills from the competencies listed in this course of study to successfully pass the Nursing Administration Specialist assessments. This course may take up to twenty-four weeks to complete depending on your educational background, work experience, and the time you are able to dedicate to your studies. As with any learning activity, steps may be completed more quickly than noted in the course of study, or they could take the full amount of time indicated. Consult with your mentor if you wish to accelerate your progress through this course of study. Completing your assessments within the required timeline keeps you on track for SAP and graduation.

NFT2 - Evidence Based Practice & Nursing Theory (1 CU)

Your competence will be assessed as you complete the NFT2 performance assessment and the NGC2 objective assessment for this course of study

NGC2 - Evidence Based Practice & Nursing Theory (2 CU's)

Your competence will be assessed as you complete the NFT2 performance assessment and the NGC2 objective assessment for this course of study

NMA1 - Professional Role of the ELL Teacher (2 CU's)

This course of study outlines the sequence of learning activities to help you develop competence in the subject area of professionalism for the ELL teacher and leader. This includes issues of program development, ethics, engagement in professional organizations, being a resource for other teachers and paraprofessionals, and becoming an advocate for parents and ELL students. Your competence will be assessed as you complete a series of performance tasks. This course of study may take up to five weeks to complete depending on your educational background, work experience, and the time that you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate your progress through this course of study.

NMT1 - Nurse Educator Specialist (4 CU's)

This course of study presents the required sequence of learning steps and activities to help you develop competence in the subject area of nurse educator. After you have completed this course of study, you will complete two assessments: one is a set of performance tasks and the other is an objective assessment. Once all tasks are completed at the appropriate level of competence and you have passed the objective assessment, you will receive a "Pass" on your AAP for advanced nursing practice. Completing your assessments within the required timeline keeps you on pace for satisfactory academic progress (SAP) and graduation.

NNA1 - Planning, Managing, and Implementing Instruction (4 CU's)

This course of study presents the required sequence of learning steps and activities to help you develop and demonstrate competence in the subject area of Planning, Managing, and Implementing Instruction in English Language Learners (ELL), and in the performance assessment. In this case, your competence will be assessed as you complete a series of performance tasks. It may take you up to nine weeks to complete this course of study. You will be asked to complete each task at a specific time during your work in this course of study. Once all tasks are completed at the appropriate level of competence, you will receive a "Pass" on your AAP for the Planning, Managing, and Implementing Instruction performance assessment.

NNT1 - Nurse Educator Specialist (5 CU's)

This course of study presents the required sequence of learning steps and activities to help you develop competence in the subject area of nurse educator. After you have completed this course of study, you will complete two assessments: one is a set of performance tasks and the other is an objective assessment. Once all tasks are completed at the appropriate level of competence and you have passed the objective assessment, you will receive a "Pass" on your AAP for advanced nursing practice. Completing your assessments within the required timeline keeps you on pace for satisfactory academic progress (SAP) and graduation.

NNT2 - Nursing Education Specialist (5 CU's)

This course of study presents the required sequence of learning steps and activities to help you develop competence in the subject area of nurse educator. After you have completed this course of study, you will complete a set of performance tasks. Once all tasks are completed at the appropriate level of competence, you will receive a "Pass" on your AAP for advanced nursing practice. Completing your assessments within the required timeline keeps you on pace for satisfactory academic progress (SAP) and graduation.

NUT1 - Nursing Informatics (2 CU's)

Your competence will be assessed as you complete the Nursing Informatics performance assessment (NUT1). This course of study may take up to 4 weeks to complete.

NVT2 - Professional Roles and Values (3 CU's)

Your competence will be assessed as you complete a series of Professional Roles and Values performance tasks (NVT2), which are listed in the sequence below. This course of study may take up to 6 weeks to complete.

– O –

OBC1 - Strategy, Change and Organizational Behavior Concepts (7 CU's)

Your competence will be assessed as you complete an OBC1 performance assessment for this course of study. This course of study represents seven competency units and may take up to 14 weeks to complete. Consult with your mentor if you wish to accelerate your progress through this course of study.

ORC1 - Fundamentals of Organizational Behavior (4 CU's)

This course of study outlines the sequence of learning activities to help you demonstrate competence in the subject area of Organizational Behavior. Your competency in the subject matter will be assessed as you take an objective assessment. Depending on your educational background, work experience, and the time you are able to dedicate to your studies, the course can take up to ten weeks to complete. Following this document sequentially is an important part of your assessment preparation. This tool is also designed to help you become an independent learner by providing multiple learning methods. These steps may be completed more quickly than outlined as follows, as determined in consultation with your mentor.

– P –

PFIT - Undergraduate Business Portfolio (3 CU's)

This course of study is designed to help you complete the Undergraduate Business Portfolio assessment. Your competence will be assessed as you complete this performance task (PFBM, PFMM, PFIT, PFHM, PFF1, PFN1). Depending on your educational background and work experience, this course of study can take up to five weeks to complete. Following this document sequentially is an important part of your assessment preparation. This tool is also designed to help you become an independent learner by providing multiple learning methods. Consult with your mentor if you wish to accelerate your progress through this course of study.

PFHM - Undergraduate Business Portfolio (3 CU's)

This course of study is designed to help you complete the Undergraduate Business Portfolio assessment. Your competence will be assessed as you complete this performance task (PFBM, PFMM, PFIT, PFHM, PFF1, PFN1). Depending on your educational background and work experience, this course of study can take up to five weeks to complete. Following this document sequentially is an important part of your assessment preparation. This tool is also designed to help you become an independent learner by providing multiple learning methods. Consult with your mentor if you wish to accelerate your progress through this course of study.

PHT2 - Physics - Modern Physics (3 CU's)

This course of study presents the required sequence of learning activities to help you develop competence in the subject area of Modern Physics. In this case, your competence will be assessed as you complete a series of performance tasks. Later, after working through the Integrated Physics Course of Study, you will be assessed using an objective assessment that covers competencies from this course of study as well as competencies covered in other physics courses of study. This course of study may take you up to nine weeks to complete depending on your educational background, experience with the subject matter, and the time that you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate your progress through this course of study. Completing your assessments within the required timeline keeps you on pace for satisfactory academic progress and graduation.

PMV1 - Psychiatric and Mental Health Nursing (3 CU's)

Your competence will be assessed as you complete the Psychiatric and Mental Health Nursing objective assessment (PMV1) and the Psychiatric and Mental Health Nursing performance assessment (DAT1). This course of study represents 5 competency units and may take 10 weeks to complete.

PNC1 - Integrated Physics (5 CU's)

This course of study outlines the required sequence of learning steps and activities to help you develop competence in the subject area of Integrated Physics. Your competence in this subject matter will be assessed using an objective assessment. This objective assessment will ask questions from all four subdomains of the physics domain: mechanics, waves and optics, electricity and magnetism, and modern physics. This course of study may take up to eleven weeks to complete depending on your educational background, work experience, and the time that you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate your progress through this course of study. Completing your assessments within the required timeline keeps you on pace for SAP and graduation.

PNC2 - Integrated Physics (4 CU's)

This course of study outlines the required sequence of learning steps and activities to help you develop competence in the subject area of Integrated Physics. Your competence in this subject matter will be assessed using an

objective assessment. This objective assessment will ask questions from all four subdomains of the physics domain: mechanics, waves and optics, electricity and magnetism, and modern physics. This course of study may take up to eleven weeks to complete depending on your educational background, work experience, and the time that you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate your progress through this course of study. Completing your assessments within the required timeline keeps you on pace for SAP and graduation.

POP4 - Demonstration Teaching Cohort Seminar and Professional Portfolio (6 CU's)

This course of study presents the required sequence of learning steps and activities to help you develop competence in the subject areas of the Demonstration Teaching Cohort Seminar and Professional Portfolio. Your competence will be assessed as you complete a series of performance tasks (DCS4 and POP4 or DPP4). At the end of this twelve-week cohort seminar, once all tasks are completed at the appropriate level of competence, you will receive a "Pass" on your AAP for the cohort seminar (DCS4). You will receive a "Pass" for the POP4 or DPP4 upon successful completion of the Teacher Work Sample (TWS) and professional portfolio tasks.

NOTE: Students who are enrolled in the Bachelor of Arts in Special Education (BASP) degree program should click [here](#) to access their course of study for the Demonstration Teaching Cohort Seminar experience.

PTSM - Sales and Sales Management Portfolio (3 CU's)

This course of study is designed to help you complete the Sales and Sales Management Portfolio assessment. Your competence will be assessed as you complete this performance task. Depending on your educational background and work experience, this course of study can take up to six weeks to complete. Following this document sequentially is an important part of your assessment preparation. This tool is also designed to help you become an independent learner by providing multiple learning methods. Consult with your mentor if you wish to accelerate your progress through this course of study.

PX42 - Instructional Models and Design, Supervision, and Culturally-Responsive Teaching (7 CU's)

This course of study outlines the sequence of learning activities to help you develop competence in the subject area of Instructional Models and Design, Supervision, and Culturally Responsive Teaching in Special Education. Your competence will be assessed as you complete the objective exam for this assessment. This course of study may take up to twelve weeks to complete depending on your educational background, work experience, and the time that you are able to dedicate to your studies. Please make sure you are working with your mentor as you plan your assessments.

PX52 - Psychoeducational Assessment Practices and IEP Development/Implementation (7 CU's)

This course of study outlines the sequence of learning activities to help you develop competence in the subject areas of psychoeducational assessment practices and IEP development/implementation in the Special Education domain. Your competence will be assessed as you complete the psychoeducational assessment practices and IEP objective exam. This course of study may take up to twelve weeks to complete depending on your educational background, work experience, and the time that you are able to dedicate to your studies. This exam will be scheduled through your AAP. Please make sure you are working with your mentor to schedule and plan your assessments and set AAV for the term.

PX53 - Foundations of Special Education, Law and Legal Issues (7 CU's)

This course of study outlines the sequence of learning activities to help you develop competence in the subject area of Foundations of Special Education, Law and Legal Issues. Your competence will be assessed as you complete the objective exam for this assessment. This course of study may take up to twelve weeks to complete depending on your educational background, work experience, and the time that you are able to dedicate to your studies. Please make sure you are working with your mentor as you plan your assessments.

PX7X - Behavioral Management and Intervention (4 CU's)

This course of study outlines the sequence of learning activities to help you develop competence in the subject area of Behavioral Management and Intervention. Your competence will be assessed as you complete the Praxis Exam 0371: Teaching Students with Behavioral Disorders/Emotional Disturbance. This course of study may take up to nine weeks to complete depending on your educational background, work experience, and the time that you are able to dedicate to your studies.

– Q –

QAT1 - Quantitative Analysis (6 CU's)

This course of study outlines the sequence of learning activities to help you demonstrate competence in the subject area of Quantitative Analysis. Your competence will be assessed as you complete a series of performance tasks. Depending on your educational background, work experience, and the time you will be able to dedicate to your studies, this course of study may take up to eleven weeks. Following this document sequentially is an important part of your assessment preparation. This tool is designed to help you become an independent learner by providing multiple learning methods. These steps may be completed more quickly than shown below as determined in consultation with your mentor.

QDC1 - Quality, Operations, and Decision Science Concepts (8 CU's)

Your competence will be assessed as you complete an objective assessment (QDC1). This course of study represents eight competency units and may take up to 16 weeks to complete.

QLC1 - Quantitative Literacy: College Algebra, Geometry, and Measurement (3 CU's)

This course of study outlines the sequence of learning activities to develop competence in the subject area of Quantitative Literacy: College Algebra, Measurement, and Geometry. The objective assessment, QLC1, which represents three competency units, will be used to assess your competence in this subject area. If you engage in all of the learning activities to develop your competence, this course of study may take up to six weeks to complete. Depending on your educational background, work experience, and the time that you are able to dedicate to your studies, you may be able to accelerate your progress through this course of study. If you wish to do so, consult with your mentor.

QLT1 - Quantitative Literacy: Quantitative Problem Solving and Application (3 CU's)

This course of study outlines the sequence of learning activities to help you develop competence in the subject area of Quantitative Problem Solving and Application. Your competence will be assessed as you complete a performance assessment. This course of study represents three competency units and may take up to six weeks to complete depending on your educational background, work experience, and the time that you are able to dedicate to your studies.

QMC1 - Quantitative Literacy: Statistics, Probability, and Problem Solving (3 CU's)

This course of study outlines the sequence of learning activities to help you develop competence in the subject area of Quantitative Literacy: Statistics, Probability, and Problem Solving. Your competence will be assessed as you complete an objective assessment (QMC1). This course of study represents three competency units. If you engage in all of the learning activities to develop your competence, this course of study may take up to four weeks to complete. Depending on your educational background, work experience, and the time that you are able to dedicate to your studies, you may be able to accelerate your progress through this course of study. If you wish to do so, consult with your mentor.

– R –

RAC2 - Role Development for Advanced Nursing Practice (3 CU's)

This course outline presents the required sequence of learning steps and activities to help you develop competence in the subject area of Nursing Role Development for Advanced Nursing Practice DCT2; Advanced Nursing Ethics and Values DDT2; and Diversity, Global Health, and Disease Prevention RAC2. Depending on your educational background and work experience, this course of study can take up to twelve weeks to complete. After you have completed the course, you will take an objective examination for RAC2. Your competence will be assessed as you complete a series of performance tasks and on an objective exam. Once all tasks are completed at the appropriate level of competence, you will receive a "Pass" on your AAP for advanced nursing practice. Completing your assessments within the required timeline keeps you on pace for Satisfactory Academic Progress and Graduation.

RET1- Issues in Educational Research (2 CU's)

This course of study outlines the sequence of learning activities to help you develop competence in the subject area of Issues in Research Fundamentals. Your competence will be assessed as you complete a performance task. This course of study may take up to four weeks to complete depending on your educational background, work experience, and the time that you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate through this course of study. It is important that you follow the activities sequentially as you prepare for your assessment. This tool is also designed to help you become an independent learner by providing multiple learning methods.

RFC1 - Foundations of Research (2 CU's)

This course of study outlines the sequence of learning activities to help you develop competence in the subject area of Foundations of Research Fundamentals. Your competence will be assessed as you complete an objective assessment (RFC1 or NRC1). This course of study may take up to ten weeks to complete depending on your educational background, work experience, and hours that you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate your progress through this course of study. It is important that you follow the activities sequentially as you prepare for your assessment. This tool is also designed to help you become an independent learner by providing multiple learning methods.

RLT1 - Literature Reviews for Educational Research (2 CU's)

This course of study outlines the sequence of learning activities to help you develop competence in the subject area of Literature Review for Research. Your competence will be assessed as you complete a performance task. This course of study may take up to four weeks to complete depending on your educational background, work experience, and the time you are able to dedicate to your studies. Consult with your course mentor if you wish to accelerate your progress through this course of study. It is important that you follow the activities sequentially as you prepare for your assessment. This tool is also designed to help you become an independent learner by providing multiple learning methods.

RNR1 – Advanced Standing for RN License (50 CU’s)

No Active Course of Study

RPT1 - Research Proposal (2 CU’s)

This course of study outlines the sequence of learning activities to help you develop competence in the subject area of Research Proposal. Your competence will be assessed as you complete performance task RPT1. This course of study may take up to six weeks to complete depending on your educational background, work experience, and the time you are able to dedicate to your studies. The activities, which should be done in sequential order, are designed to help you become an independent learner by providing multiple learning methods. Consult with your mentor if you wish to accelerate your progress through this course of study.

RWT1 - Business Research and Writing (2 CU’s)

This course of study outlines the sequence of learning activities to help you demonstrate competence in the subject area of Business Research and Writing. Your competence will be assessed through the performance assessments of an annotated bibliography, a business report, and a presentation. Depending on your educational background and work experience, this course of study can take up to four weeks. These steps may be completed more quickly as determined in consultation with your mentor. Following this document sequentially is an important part of your assessment preparation. This course of study is designed to help you become an independent learner by providing multiple learning methods.

– S –

SLO1 - Theories of Second Language Acquisition and Grammar (3 CU’s)

This study guide will investigate theories of second language acquisition and English grammar. Specifically, we will focus on syntax, phonetics, morphology, and second language theory. In this course, your competence will be assessed through an objective exam. This course of study may take up to five weeks to complete depending on your educational background, work experience, and the time that you are able to dedicate to your studies. Once the exam is passed at the appropriate level of competence, you will receive a "Pass" on your AAP for the SLO1 assessment.

SPA2 - Secondary Social Science: Social Studies Pedagogy (2 CU’s)

This course of study presents a sequence of learning steps and activities to help you develop competence in the subject area of Social Studies Pedagogy. The course of study introduces you to the theoretical side of social studies instruction. Also, this course of study provides opportunities to practice unit and lesson development in each of the major social studies fields, with a view to various pedagogical objectives. Your competence will be assessed as you complete a series of performance tasks (SPA1 or SPA2). Instructions for completing these tasks appear at the end of the document. The course of study may take up to ten weeks to complete, but it may take longer depending on a number of factors, including the amount of time required for pre-clinical experiences (PCE).

SSC1 - General Education Social Science (1 CU)

This course of study presents the sequence of learning activities to help you develop competence in introductory social science. Your competence will be assessed through the General Education Social Science Assessments (SSC1 and SST1). Depending on your educational background and work experience, this course of study can take up to six weeks. It is important to your assessment preparation that you follow this course of study sequentially. This tool is designed to help you become an independent learner by providing multiple learning methods. These steps may be completed more quickly than shown below as determined in consultation with your mentor.

SST1 - General Education Social Science (2 CU’s)

This course of study presents the sequence of learning activities to help you develop competence in introductory social science. Your competence will be assessed through the General Education Social Science Assessments (SSC1 and SST1). Depending on your educational background and work experience, this course of study can take up to six weeks. It is important to your assessment preparation that you follow this course of study sequentially. This tool is designed to help you become an independent learner by providing multiple learning methods. These steps may be completed more quickly than shown below as determined in consultation with your mentor.

STT1- Supervised Teaching Practicum, Observations 1 and 2 (3 CU’s)

Welcome to demonstration teaching. This assessment is one of several that pertains to your demonstration teaching. As you successfully complete the required observations during your demonstration teaching experience, this assessment will be graded and appear with a mark of Pass on your AAP. Demonstration teaching is typically based on a 12-week placement, though it may be up to 18 weeks depending on state and district requirements.

SUT1- Supervised Teaching Practicum, Observation 3 and Midterm (3 CU’s)

Welcome to demonstration teaching. This assessment is one of several that pertains to your demonstration teaching. As you successfully complete the required observations during your demonstration teaching experience, this assessment will be graded and appear with a mark of Pass on your AAP. Demonstration teaching is typically based on a 12-week placement, though it may be up to 18 weeks depending on state and district requirements.

SVT1- Supervised Teaching Practicum, Observations 4 and 5 (3 CU's)

Welcome to demonstration teaching. This assessment is one of several that pertains to your demonstration teaching. As you successfully complete the required observations during your demonstration teaching experience, this assessment will be graded and appear with a mark of Pass on your AAP. Demonstration teaching is typically based on a 12-week placement, though it may be up to 18 weeks depending on state and district requirements.

SWT1- Supervised Teaching Practicum, Observation 6 and Final (3 CU's)

Welcome to demonstration teaching. This assessment is one of several that pertains to your demonstration teaching. As you successfully complete the required observations during your demonstration teaching experience, this assessment will be graded and appear with a mark of Pass on your AAP. Demonstration teaching is typically based on a 12-week placement, though it may be up to 18 weeks depending on state and district requirements.

– T –

TNV1 - Network Management Part I (6 CU's)

The assessment used to evaluate competence for this course of study is the CompTIA Network+ Certification exam, 2009 edition, which represents your TNV1 objective assessment. This course of study may take up to 7 weeks to complete. This assessment is worth 6 CUs.

TPV1 - Project Management (6 CU's)

This course of study outlines the sequence of learning activities to help you develop competence in the subject area of Project Management. Your competence will be assessed as you complete the assessment (exam code PK0-003). This course of study represents six competency units. If you engage in all of the learning activities to develop your competence, this course of study may take up to seven weeks to complete. Depending on your educational background, work experience, and the time that you are able to dedicate to your studies, you may be able to accelerate your progress through this course of study. If you wish to do so, consult with your mentor.

It is important that you follow the activities sequentially as you prepare for your assessment. This course of study is also designed to help you become an independent learner by providing multiple learning methods.

The PDF version will not include the FAQs. FAQs for each topic are available through this web-enabled course of study.

TSV1 - Security I (6 CU's)

The assessment used to evaluate competence for this course of study is the CompTIA Security+ Certification exam, 2008 edition, which represents your TSV1 objective assessment. This course of study may take up to 7 weeks to complete. This assessment is worth 6 CUs.

TTV1 - IT Fundamentals III (3 CU's)

The assessment used to evaluate competence is the CompTIA A+ Practical Application Certification Exam (220-702), which represents your TTV1 objective assessment. This course of study may require up to 7 weeks to complete.

TWA1 - Technical Writing (4 CU's)

This course of study outlines the sequence of learning activities to help you develop competence in the subject area of Technical Writing. Your competence will be assessed as you complete a series of performance tasks. This course of study may take up to eight weeks to complete depending on your educational background, work experience, and the time you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate through this course of study.

– V –

VUT2 - Vulnerability Assessment (2 CU's)

This course of study outlines the sequence of learning activities to help you develop competence in the subject area of Vulnerability Assessment (VUC2/VUT2). Your competence will be assessed as you complete a performance assessment with a total of three tasks. This course of study represents two competency units. If you engage in all of the learning activities to develop your competence, this course of study may take up to five weeks to complete. Depending on your educational background, work experience, and the time that you are able to dedicate to your studies, you may be able to accelerate your progress through this course of study. If you wish to do so, consult with your mentor. It is important that you follow the activities sequentially as you prepare for your assessment.

– W –

WDV1 - Database Fundamentals I (6 CU's)

This course of study outlines the sequence of learning activities needed to develop your skills in the subject area of Database Fundamentals I. The competencies outlined in the course are evaluated by the 1D0-541, CIW v5 Database Design Specialist assessment. This course of study will require up to 9 weeks to complete, depending on your database experience and your time commitment. This course of study is designed for independent learning,

paced by your mentor, and supported by the content expertise of the course mentor. It is important that you follow the activities sequentially as you prepare for your assessment. Consult with your course mentor if you wish to accelerate your progress through this course of study.

WV1 - IT Fundamentals I (3 CU's)

The assessment used to evaluate competence is the CIW Web Foundations Associate Certification Exam. This course of study will take about 8 weeks to complete.

WPV1 - Software II (3 CU's)

This course of study presents the recommended sequence of learning steps and activities to help you develop competence in the subject area of Software II. In this case, your competence will be assessed when you obtain a passing score on the WPV1 (CIW Perl Fundamentals Exam 1D0-437). This course of study may take up to six weeks to complete depending on your educational background, work experience, and the time that you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate your progress through this course of study. It is important that you follow the activities sequentially as you prepare for your assessment. This tool is also designed to help you become an independent learner by providing multiple learning methods.

The PDF version will not include the FAQs. FAQs for each topic are available through this web-enabled course of study.

WSV1 - Web Technologies (6 CU's)

This course of study outlines the sequence of learning activities to help you develop competence in Web Technologies. Your competence will be assessed as you complete an objective assessment (WSV1). This course of study may take up to twelve weeks to complete depending on your educational background, work experience, and the time that you are able to dedicate to your studies. Consult with your course mentor if you wish to accelerate your progress through this course of study. It is important that you follow the activities sequentially as you prepare for your assessment. This tool is also designed to help you become an independent learner by providing multiple learning methods.

The PDF version will not include the FAQs. FAQs for each topic are available through this web-enabled course of study.

– X –

X352 - Psychoeducational Assessment Practices and IEP Development/Implementation (5 CU's)

This course of study outlines the sequence of learning activities to help you develop competence in the subject areas of psychoeducational assessment practices and IEP development/implementation in the Special Education domain. Your competence will be assessed as you complete the psychoeducational assessment practices and IEP objective exam. This course of study may take up to twelve weeks to complete depending on your educational background, work experience, and the time that you are able to dedicate to your studies. This exam will be scheduled through your AAP. Please make sure you are working with your mentor to schedule and plan your assessments and set AAV for the term.

X353 - Foundations of Special Education, Law and Legal Issues (5 CU's)

This course of study outlines the sequence of learning activities to help you develop competence in the subject area of Foundations of Special Education, Law and Legal Issues. Your competence will be assessed as you complete the objective exam for this assessment. This course of study may take up to twelve weeks to complete depending on your educational background, work experience, and the time that you are able to dedicate to your studies. Please make sure you are working with your mentor as you plan your assessments.

X371 - Behavioral Management and Intervention (5 CU's)

This course of study outlines the sequence of learning activities to help you develop competence in the subject area of Behavioral Management and Intervention. Your competence will be assessed as you complete the Praxis Exam 0371: Teaching Students with Behavioral Disorders/Emotional Disturbance. This course of study may take up to nine weeks to complete depending on your educational background, work experience, and the time that you are able to dedicate to your studies.

X542 - Instructional Models and Design, Supervision, and Culturally-Responsive Teaching (5 CU's)

This course of study outlines the sequence of learning activities to help you develop competence in the subject area of Instructional Models and Design, Supervision, and Culturally Responsive Teaching in Special Education. Your competence will be assessed as you complete the objective exam for this assessment. This course of study may take up to twelve weeks to complete depending on your educational background, work experience, and the time that you are able to dedicate to your studies. Please make sure you are working with your mentor as you plan your assessments.

Alumni and Career Services

WGU Alumni & Career Services (ACS) provides tools, resources and training to assist graduating students and alumni reach their career goals and conduct a successful job search. In addition, ACS builds relationships with employers to facilitate professional connections with highly qualified WGU students and alumni.

<http://alumni.wgu.edu>

Delivery of Services

New student orientation to Western Governors University

WGU provides information on career planning to all new students during the *Education Without Boundaries* course. The career services module provides information on successful career planning as well as available career resources. At the completion of the module, students are asked to write a current resume, complete a career action plan and conduct a SWOT analysis of their career goal.

Career Resources web site: www.wgu.edu/careerservices

WGU students and graduates have access to the career resources web site. Here, students and graduates can find information, tools and resources covering a broad range of career and job search topics, including career planning, resume writing, interviewing, networking and applying to graduate school.

Weekly career webinars (WGU Wednesday Career Café Webinars)

ACS offers weekly career webinars designed to help students and graduates with all aspects of the job search process. Webinars cover a variety of topics including employer information sessions, job search basics, resume writing, networking and interviewing.

Individual appointments with career services mentor and alumni mentors

ACS mentors provide the following services: career advice, resume/cover letter assistance, interview strategies, job search tips as well as hold professional development workshops.

Resources for Students/Graduates

ACS provides the following resources and tools to students and graduates:

Resume Assistance – <http://www.wgu.edu/careerservices>

Students and graduates have access to online information and tools to help them create customized and professional resumes. In addition, career and alumni mentors assist students/graduates individually by reviewing and critiquing their resumes.

Practice Interviews – <http://www.wgu.edu/careerservices>

Career and alumni mentors help prepare students/graduates to succeed in interviews by providing them with information on how to interview and by conducting practice interviews with students/graduates.

Access to national job and internship postings – <http://www.wgu.edu/careerservices>

Students/graduates have access to job banks as well as the NACELink (National Association of Colleges & Employers) Network - a national job bank. This network allows students and graduates to perform a nation-wide search for entry level and experienced-level jobs.

Networking opportunities with WGU alumni – <http://alumni.wgu.edu>

WGU students/graduates can connect with WGU graduates and other students who have accounts with LinkedIn and/or Facebook. The LinkedIn and Facebook networks can be utilized to find jobs as well.

WGU Education Placement Center – <http://wgu.credentialfiles.com/>

Teachers College students and graduates are encouraged to create an electronic placement file to help impress potential employers. ACS assists students and graduates establish a placement file.

Information on applying to graduate school – <http://www.wgu.edu/careerservices>

ACS offers on-line resources and individual advising to students/graduates interested in continuing their education via graduate school.

Description of the Facilities and Equipment Used for Educational Programs

As an online university, WGU does not have a physical campus or equipment other than its state-of-the-art computing and networking resources to meet the needs of students working at a distance. Prospective students are informed of the computer capacity requirements for successful access to all WGU systems and learning resources.

<http://www.wgu.edu/student-experience/life>

How you'll complete your degree



Some aspects of your WGU student experience will be quite similar to what you'd expect at any college. You'll study, write papers, complete assignments, and take tests. You'll interact with your fellow students and faculty (although at a distance rather than in classroom). Other aspects are quite different.

You'll Focus on Demonstrating Competence (not just class attendance)

We don't ask you to accumulate credit hours; we ask you to develop competence—proof that you understand concepts and can translate this understanding into usable knowledge and skills.

There are many advantages to this approach. Here are a couple:

- **With few exceptions, you'll "schedule" your "class" time.** You decide when and where you study. It could be after work. After the kids are put to bed. On a quiet Sunday afternoon.
- **You and your mentor choose the learning resources you need.** How you develop competence is up to you. It could be an online study group, an online learning community, textbooks, or other resources. You have the guidance of a mentor to set your path to success; the steps you take are your decision.

You'll Take and Pass Assessments

Often, we find that adult students like you have already developed many of the competencies you need for degree completion. So instead of making you attend classes, we ask you to prove your knowledge through assessments. Here are some examples of assessments from various programs:

- Assignments involving problem-solving (e.g. science, information technology, etc.)

- Computerized exams consisting of multiple-choice, matching, or other question types (e.g. Mathematics)
- Projects requiring the student to design a lesson plan (e.g. Teaching)
- Reflection essays about case studies (e.g. MBA)
- Research papers on particular topics within the field.

Computer System Requirements

To be successful at WGU students must have Internet access and computer hardware and software that meet the minimum requirements:

Operating systems: *Windows 2000/XP/Vista/7, Mac OS 10.4 Tiger / 10.5 Leopard / 10.6 Snow Leopard, Ubuntu*

Processor Speed: *1.6 GHz or faster RAM (Random Access Memory): 256MB or greater*

Storage: *20GB HD space*

Audio: *Sound card with speakers (external or built in)*

Connectivity: *Internet Service Provider (ISP) account with a High-speed Internet connection, and Email address; Internet Browser: Internet Explorer 7.x or higher, or Mozilla Firefox 3.x*

Suggested Software:

- *Current anti-virus application*
- *Open Office, MS Office, or other office productivity software that is compatible with Office*
- *Adobe Reader*
- *Adobe Flash (for both IE and Firefox)*
- *Adobe Shockwave (for both IE and Firefox)*
- *Adobe AIR*
- *Apple QuickTime*
- *Java*
- *Microsoft Silverlight*

Policy for Granting Credit for Previous Education, Training, and Experience

WGU does not grant credit for prior training or experience. However, students who enter with significant experience in their field of study may be able to pass some of the required WGU assessments on an accelerated schedule.

Transfer guidelines are described below in excerpts from the WGU Web site.

<http://www.wgu.edu/admissions/transferring>.

General Transfer Guidelines

- For **undergraduate programs**, a personal evaluation of your transcripts from prior colleges will be needed to determine whether you will be able to clear any degree requirements. See below for more specific guidelines.
- **WGU does not accept transfer credit at the graduate (master's) level.** (Transcripts are still required for proof of completion of a bachelor's degree.)
- WGU will not complete unofficial transcript evaluations. Speak to an Enrollment Counselor to get a generalized idea of what you might be able to transfer, but you will be required to submit official copies of your transcripts for an official evaluation.
- To have an official transcript evaluation completed for you, you will need to complete the online application form and pay the application fee.

Taken Some Courses or Completed Your Degree?

- If you hold an **Associate of Arts (AA) or Associate of Science (AS)** degree from a regionally accredited or DETC-accredited school, you should clear all or most of the lower-division general education requirements for a bachelor's degree in Business or Information Technology. This is also true for select Teachers College programs.
- If you earned an A.A.S. (or other applied associate's degree), you may be able to clear a significant portion of WGU's lower-division degree requirements.
- If you have completed college courses but not earned a degree of any type, you may also be able to clear some degree requirements through a course-by-course transcript evaluation.

[Learn more about earning transfer credit.](#)

Transferring from a Community College

WGU maintains great relations with community colleges throughout the United States.

[Click here if you are planning to transfer in from a community college.](#)

See below for program-specific transfer guidelines.

[Teachers College Transfer Guidelines](#)

[Information Technology Transfer Guidelines](#)

[Business Transfer Guidelines](#)

[Health Professions Transfer Guidelines](#)

Refund and Cancellation Policy and Procedures

Information about WGU's refund policy is found on the Web site and in the Student Handbook.

From the Web site:

http://www.wgu.edu/tuition_financial_aid/tuition



Answers to your questions
Click a question, see the answer below.

- **When do new terms begin?**
- **Is tuition refundable if I withdraw?**

New terms begin on roughly the first day of every month (some exceptions apply) for most programs. After you have applied and been accepted for admission, you must complete an Intake Interview—generally by the 15th of the month prior to when you plan to start. You'll also be required to make arrangements to pay your first term's tuition (either self-pay or through financial aid) by the 25th of the month prior to when you plan to start. An can help you complete the .

Is tuition refundable if I withdraw?

The application fee is not refundable. Students who withdraw from WGU or stop progress through the 60-percent (60%) point of a six-month term of enrollment for which tuition is assessed will receive a prorated tuition and library fee refund. After that point, there is no provision for a refund.

From the Student Handbook:

www.wgu.edu/sh

Tuition and Fees Refund

Students with a withdrawal date that occurs up through the completion of 60% of a term are eligible for a refund of a prorated portion of the tuition and library fee. Students with a withdrawal date that occurs after 60% of the term has been completed are not eligible for a refund. The admission application fee is non-refundable.

Determining Withdrawal Dates

Withdrawal dates are determined in two ways, either through student-initiated withdrawal (official) or through WGU administrative withdrawal (unofficial). Student-initiated withdrawal occurs when the student notifies WGU of the intent to withdraw. Administrative withdrawal occurs when WGU determines that the student is no longer enrolled based on a variety of reasons such as a student's lack of academic activity, failure to establish academic activity verification at the beginning of a new term or failure to pay tuition.

<i>Student-initiated withdrawals:</i>	The withdrawal date is the date the student notified WGU of the intent to withdraw.
<i>Administrative withdrawals:</i>	Prior to 50% completion of the term, the withdrawal date is the date determined by WGU. At 50% completion of the term or later, the withdrawal date is the last date of

	student academic activity or 50% completion of the term, whichever date is later.
--	---

See [Withdrawal, Student Initiated \(Official\)](#) and [Withdrawal, Administrative \(Unofficial\)](#).

Calculating the Refund

The percentage calculation for eligibility for refund is the number of calendar days enrolled (start of term to withdrawal date) divided by the total number of calendar days in the term. If the percentage is less than or equal to 60% of the term, the student is eligible for a refund. The refund amount is calculated by multiplying the tuition and fee by the percentage of days remaining in the term after the withdrawal date, assuming the student has completed 60% or less of the term.

Refunds

Once eligibility for refund is calculated, the Bursar's Office adjusts tuition charges and issues refunds, as applicable. In the case of financial aid recipients, WGU is required to return unearned financial aid to the appropriate grant or loan program based on the [Return of Title IV Financial Aid](#) funds calculation, and as a result of this calculation, students may owe WGU a portion of tuition and fees that are not covered. Funds reimbursed to the student are reimbursed via the original payment method; i.e., tuition paid by check is refunded by check, and tuition paid by credit card is refunded by credit card.

Tuition Refund Appeal

In the case of exceptional circumstances students may make a tuition refund appeal by submitting a written explanation of the circumstances that warrants an exception to the published refund policy. Exceptional circumstances might include incapacitating illness or injury or unanticipated military service. Supporting documentation to verify the circumstance is required. All appeals should be sent to the Manager of Student Services at studentservices@wgu.edu.

Student Grievance and Complaint Procedure

The University publishes its policy and procedures for students to appeal academic or disciplinary actions in the online student handbook under Student Rights and Responsibilities. Excerpts from the Introduction to the Code of Conduct are shown below, as are the sections on student appeal and Grievance and Complaint.

Grievance initiation and escalation paths are described in detail below, under number 7, Student Rights (Due Process). The initial contact will depend on the nature of the complaint: discrimination or harassment, non-academic complaints; performance task grading appeals; objective assessment scheduling or retake appeals; satisfactory academic progress, term breaks, transcripts or academic history; or complaints about mentors. Students who are unclear about the appropriate procedures and the steps to take may consult Student Services for guidance at (866)903-0110 or studentservices@wgu.edu.

Note that at any time, a student with a complaint or grievance may contact:

Manager of Student Services
Western Governors University
4001 South 700 East, Suite 700
Salt Lake City, UT 84107

www.wgu.edu/sh

1. Introduction

This Western Governors University (WGU) Code of Student Conduct is premised on the belief that respect for individuals, ideas, and the authenticity of student work are all critical to a thriving academic community. Accordingly, WGU holds that all members of the WGU community have a shared responsibility for ethical, responsible, and respectful behavior and should comply in every respect with all applicable laws in addition to the rules WGU has set forth in this Code of Student Conduct.

This Code of Student Conduct sets forth WGU rules in each of the following areas:

- Appropriate Communications
- Academic Authenticity
- Acceptable Use of Technology
- Filing and Investigation of Complaints
- Student Rights (Due Process)
- Disciplinary and Academic Records
- Disciplinary Process and Sanctions
- Student Disposition

Informal Resolution: An accused student will be given an informal opportunity to acknowledge, explain, and/or improve his or her conduct prior to the implementation of any formal disciplinary process. A discussion between the student and his or her mentor or other appropriate WGU staff member(s) may prevent the need for formal disciplinary action. The mentor and appropriate WGU staff members may suggest readings, reconciliatory efforts (e.g., notes of apology or meetings with offended parties), personal reflections, participation in a plagiarism remediation program, or other appropriate means of

redirecting the student's behavior and attitude. If the mentor or staff members are unable to or elect not to resolve the concern with the student, the mentor or staff members will file a complaint with Student Services.

7. Student Rights (Due Process)

A student's rights (due process) include the following:

- **Notice of the Charges.** If Student Services or the Academic Standards Committee determines that a student must be charged with violations of the code, a formal notice will be sent to the student via e-mail within 30 days after a complaint is filed. The notice will include an explanation of the alleged code violation(s); the factual basis for the charges, including, whenever possible, the date, time, and location of the alleged offense; WGU student rights; and an invitation to meet with a Student Services staff member to discuss informal resolution of the charges.
- **Choosing not to Participate:** Students may choose not to participate in the resolution of their case; however, the WGU Student Services or Academic Standards Committee may conduct investigations and the disciplinary process in students' absence. No inference will be drawn from a student's decision not to participate.
- **Hearing:** Students charged with violations of the code are encouraged to fully explore informal resolution of their case. They may, however, elect to have formal resolution of the case through a hearing before the WGU Academic Standards Committee.
- **Appeal:** Students have a right to appeal the decisions of the WGU Student Services or Academic Standards Committee to the provost, whose decision will be considered final.
- **Advisors:** Students may be accompanied by one advisor, at the student's own expense, at any stage of the investigation or disciplinary process.

Grievance and Complaint Procedure

Students who believe they have been treated unfairly by WGU either through the action of individuals or the application of existing policy may have their complaint or grievance addressed by the appropriate procedure. Procedures are described below. Students who are unclear about the appropriate procedures and the steps to take may consult the Student Services Office for guidance at 801-274-3280 or liaison@wgu.edu.

For complaints about a course offered by WGU's education providers, students are expected to:

- bring the issue to the attention of the mentor,
- contact the education provider using the information supplied by the student's Academic Action Plan,
- follow the procedure in place at the education provider institution,
- file the complaint during the period in which the class is being conducted or within 10 working days of the class end date

For non-academic complaints about such issues as billing, financial aid, texts and resources and registration, students are expected to contact the student mentor within 10 days of the occurrence of the issue. If the student has not yet been assigned a mentor or if the issue is not resolved through the student mentor, the student may take the complaint to the Manager of Student Services. If the Manager of Student Services is not able to resolve the issue to the student's satisfaction, the student may appeal the decision of the Manager of Student Services by submitting a brief, written summary of the problem to the Chief Financial Officer within 5 working days of the decision. The decision of the Chief Financial Officer is final.

For academic grievances regarding assessments, students are expected first to contact the mentor within 10 working days of the situation the student wishes to have addressed. If the issue cannot be resolved by the mentor, the mentor forwards the issue to the Program Coordinator. The Program Coordinator investigates and if necessary reports the grievance to the College Director. The College Director discusses the issue with the Director of Assessment. If the student is dissatisfied with the

decision of the Director of Assessment, the student must submit a summary of the complaint in writing to the Provost within 5 working days. The decision of the Provost is final.

For complaints regarding satisfactory academic progress (SAP) or term breaks, students are expected first to contact the mentor within 10 working days of the situation the student wishes to have addressed. If the issue cannot be resolved by the mentor, the student must present the issue to the College Director who will discuss the issue with the Associate Provost for Academic Services within five 5 days of receipt of the mentor's decision. The Associate Provost will make a final decision. If the student wishes to appeal this decision, the student must submit a summary of the complaint in writing to the Provost within 5 working days after receipt of the final decision.

For complaints about mentors, the student should first attempt to resolve the issue with the mentor. If the student and mentor cannot resolve the issue, the student should contact the Manager of Student Services. If upon the final decision of the Manager of Student Services the student wishes to appeal the decision, the student must submit a summary of the complaint in writing to the Provost within 5 working days after receipt of the final decision. The decision of the Provost is final.

Transferability of Credit; Credit Transfer Limitations

Western Governors University is a special purpose institution whose mission and purpose is “...to improve quality and expand access to post-secondary educational opportunities by providing a means for individuals to learn independent of time and place and to earn competency-based degrees and other credentials that are credible to both academic institutions and employers.”

This purpose does not include preparing students for further college study. Students should be aware that transfer of credit is always the responsibility of the receiving institution. Any student interested in transferring credit hours should check with the receiving institution directly to determine to what extent, if any, credit hours can be transferred.

http://www.wgu.edu/admissions/transferring_credits_faq

FAQ for Earning Transfer Credit

Q: Does WGU require transcript submissions?

A: Transcripts are used by your assigned mentor to help develop your personalized Academic Action Plan. WGU requires that all transcripts of all previous academic work completed at other colleges or graduate schools be submitted for evaluation. It is your obligation to request official transcripts from the institutions you have attended when applying for admission. At the present time, we don't require a minimum grade point average (GPA) or SAT/ACT scores for admission.

Q: Can I transfer previously earned college credits to WGU?

A: Yes. If you have completed college coursework at another institution, you may have your transcripts evaluated and may be able to have some or all of the requirements for lower-division domains (i.e. subject areas) in a bachelor's degree program cleared through transfer credits. In some programs, professional certifications may clear additional requirements.

Q: I have lots of credit hours but don't have a bachelor's or associate's degree? What will transfer?

A: It really depends upon the match between the courses you took and the competencies in the WGU degree for which you are applying. Each WGU degree program specifies the "competencies" you must demonstrate or pass to receive your degree. Just having accumulated credits isn't sufficient proof that you have cleared the competencies. Prior courses must be relevant. If your prior coursework directly matches the requirements for your WGU bachelor's degree, you may be able to clear one or more required lower-division domains. However, if your coursework was in subject areas that don't match WGU's degree requirements, you may clear less than you hope.

Q: What credit hours can I expect to transfer into WGU?

A: Many students transfer into a WGU degree program already having accumulated many credit hours or having earned an associate's degree. Transcripts are evaluated on a course-by-course basis according to the following general guidelines:

- If you hold an Associate of Arts (AA) or Associate of Science (AS) degree from a regionally or DETC-accredited school, you should clear all or many of the lower-division requirements for a bachelor's degree in Business or Information Technology. This is also true for select Teachers College programs. Only an official transcript evaluation can determine how many requirements you may be able to waive.
- If you earned an Associate of Applied Science (A.A.S.) or other applied associate's degree, you may be able to clear a significant portion of WGU's lower-division degree requirements.

- If you have completed college courses but have not earned a degree of any type, you may also be able to have some degree requirements cleared through a course-by-course transcript evaluation.
- Graduate-level program requirements are never cleared through transfer because of prior graduate school study. However, competencies obtained through prior study will help students to accelerate toward degree completion.

Q: What happens if I can't clear a domain because I only have one or two courses?

A: The good news is that WGU's competency-based approach still works in your favor. If you "know your stuff," you can accelerate your progress by taking the required assessments as soon as you and your mentor determine you are ready. Thus, you indirectly benefit from your earlier coursework.

Q: What is the deadline for transcript submission?

A: WGU requires that official transcripts of previous academic work completed at other colleges or graduate schools within the last five years be submitted for evaluation.

The Transcripts Departments must receive official transcripts by the 25th of the month prior to the start date of your program. (If you are seeking a [degree leading to teacher licensure](#), the deadline for transcripts is the 10th of the month prior to program start.) It is your obligation to request official transcripts from the institutions you have attended. PLEASE REQUEST TRANSCRIPTS AS SOON AS POSSIBLE.

Transcripts should be mailed directly from the sending institution to the following address:

Transcripts Department
 Western Governors University
 4001 South 700 East, Suite 700
 Salt Lake City, UT 84107
 1-877-435-7948, ext. 3120

[How to request transcripts](#)

Q: What about transcript requirements for graduate students?

A: Students applying to a graduate degree program must submit an official transcript verifying receipt of a bachelor's degree from an accredited institution. Transcripts must be received by the 25th of the month prior to the start of your program. (Some exceptions may apply. Talk to an Enrollment Counselor for exact deadlines.) Graduate-level program requirements are never cleared through transfer. However, competencies obtained through prior study may help graduate students accelerate toward degree completion.

Access to Electronic and Hard Copy Catalog

The electronic catalog—the WGU public Web site—is available at any time by accessing the following URL: <http://www.wgu.edu/>.

The print version of this catalog for students and prospective students may be requested by contacting Darin Hobbs, Registrar, at dhobbs1@wgu.edu.

Catalog Exhibits

WGU Faculty Listing

Catalog Exhibit A: WGU Faculty Listing

Last Name	First Name	Job title	Degree Name	Degree Code	College or University
Allen	Juanita G.	Course Mentor	Doctorate and Above	DOC	University of Utah
Allen	Ryan	Course Mentor	Doctorate of Philosophy	PHD	University of South Dakota
Angel	Leeta	Course Mentor	Master of Business Admin	MBA	Morehead State University
Aranda	Christina	Course Mentor	Master of Arts	MA	University of Utah
Austin	Judy	Course Mentor	Master of Business Admin	MBA	Western Governors University
Avila	Margaret	Course Mentor	Master of Science Nursing	MSN	Cal-State University Long Beach
Beardsley	Bonnie	Course Mentor	Doctorate of Philosophy	PHD	Walden University
Beringer	Robin	Course Mentor	Master of Science	MS	Case Western Reserve University
Brahe	Victoria	Course Mentor	Master of Science Nursing	MSN	University of Phoenix
Brewer	Jackie	Course Mentor	Doctorate of Philosophy	PHD	Capella University
Campbell	Wendy	Course Mentor	Master of Arts	MA	University of Phoenix
Canillas-Dufau	Tori	Course Mentor	Doctorate of Education	EDD	Pepperdine University
Carlson	Evelyn	Course Mentor	Master of Arts	MA	University of Illinois at Chicago
Cassell	Kenneth	Course Mentor	Master of Business Admin	MBA	San Jose State University
Christensen	Brenda	Course Mentor	Master of Business Admin	MBA	University of Utah
Clark	Emily	Course Mentor	Master of Education	MED	Cambridge College
Colum	Diane	Course Mentor	Master of Science	MS	Montclair University
Delia	Cindy	Course Mentor	Master of Science	MS	Aspen University
Dodds	Heather	Course Mentor	Master of Education	MED	University of Phoenix
Dukes	Debra	Course Mentor	Doctorate of Education	EDD	University of Georgia
Dungar	Michael	Course Mentor	Master of Arts	MA	Boston College
Duran	Anthony	Course Mentor	Master of Business Admin	MBA	Northcentral University
Elgas	Norma	Course Mentor	Master of Learning & Technology	MLT	Western Governors University
Elieson	Sanfred	Course Mentor	Doctorate of Philosophy	PHD	University of North Texas
Forman	Keith	Course Mentor	Master of Arts	MA	Naropa University
Franco	Heidi	Course Mentor	Doctorate of Philosophy	PHD	University of Utah

WGU Faculty Listing

Last Name	First Name	Job title	Degree Name	Degree Code	College or University
Gamble	Susan	Course Mentor	Master of Learning Technology	MLT/MCIS/MsEd	Denver University 2001/Capella University - 2008
Gee	Christine	Course Mentor	Master of Education	MED	National University
Geringer	Jennifer	Course Mentor	Doctorate of Philosophy	PHD	University of Wyoming
Gerrity	Theresa	Course Mentor	Master of Science Nursing	MSN	South University
Giddens	Evelyn	Course Mentor	Doctorate of Education	EDD	Capella University
Gillman-McDonald	Brenna	Course Mentor	Doctorate of Philosophy	PHD	University of Utah
Giovanni	Tina	Course Mentor	Master of Arts	MA	Columbia University
Grady	Anita	Course Mentor	Bachelor of Science	BS	Central Missouri State University
Harmston	Richard	Course Mentor	Doctorate of Philosophy	PHD	University of Michigan
Harris	Chalu	Course Mentor	Master of Education	MED	Seattle Pacific University
Holman	Philip	Course Mentor	Master of Arts	MA	Western Governors University
Horgan	Dana	Course Mentor	Master of Education	MED	University of North Carolina at Chapel Hill
Horne	Lisa	Course Mentor	Master of Arts	MA	Brigham Young University
Hulse	Charissa	Course Mentor	Bachelor of Arts	BA	Augsburg College
Ivory	Tontaleya	Course Mentor	Doctorate of Education	EDD	Nova Southeastern University
Izumi	Alisa	Course Mentor	Doctorate of Education	EDD	University of Massachusetts
Jia	Junhua	Course Mentor	Doctorate of Philosophy	PHD	Wayne State University
Johnson	Jocelyn	Course Mentor	Master of Arts	MA	University of Wisconsin
Johnson	Kevin	Course Mentor	Doctorate of Philosophy	PHD	Samford University
Johnston	Mark	Course Mentor	Doctorate of Education	EDD	University of Massachusetts
Jones	Alan	Course Mentor	Master of Business Admin	MBA	Dartmouth College
Karsak	Melanie	Course Mentor	Master of Arts	MA	Gannon University
Kell	Tracey	Course Mentor	Master of Arts	MA	The University of Alabama
Leshin	Cynthia	Course Mentor	Doctorate of Philosophy	PHD	Arizona State University
Lupo	Melissa	Course Mentor	Master of Arts	MA	Cleveland State University
Luther	Brenda	Course Mentor	Doctorate of Philosophy	PHD	University of Utah
Martin	Jonathan	Course Mentor	Master of Education	MED	West Virginia University
McAllister	Janice	Course Mentor	Master of Education	MED	Western Governors University

WGU Faculty Listing

Last Name	First Name	Job title	Degree Name	Degree Code	College or University
McCarver	Patricia	Course Mentor	Doctorate of Philosophy	PHD	California Institute of Integral Studies
McDonald	Aaron	Course Mentor	Master of Science	MS	University of Utah
McLaughlin	Karen	Course Mentor	Master of Education	MED	University of Florida
Messenger	Megan	Course Mentor	Bachelor of Arts	BA	Edinboro University of Pennsylvania
Nelson	Tammy	Course Mentor	Master of Science Nursing	MSN	University of Texas
Nmezi	Murphy	Course Mentor	Doctorate of Medicine	MD	University of Vienna
Olene	Sandra	Course Mentor	Bachelor of Arts	BA	University of Minnesota
Osborn	Jesse	Course Mentor	Bachelor of Arts	BA	Weber State University
Otero	Jose	Course Mentor	Master of Arts	MA	Gannon University
Ouellette	David	Course Mentor	Doctorate of Philosophy	PHD	Virginia Commonwealth University
Parkhurst	Greg	Course Mentor	Doctorate of Philosophy	PHD	University of Wyoming
Perez	Timothy	Course Mentor	Master of Science	MS	National University
Pickett	Wendy	Course Mentor	Master of Arts	MA	Boston University
Pitcher	Denise	Course Mentor	Master of Science	MS	Brigham Young University
Ploesch	Patricia	Course Mentor	Doctorate of Philosophy	PHD	University of California
Reuter	Georgia	Course Mentor	Master of Arts	MA	Appalachian State University
Richards	Susan	Course Mentor	Master of Education	MED	Antioch University Seattle
Riley	Cynthia	Course Mentor	Master of Science	MS	Troy University
Rogers	Katie	Course Mentor	Master of Business Admin	MBA	University of Utah
Schmidt	Stan	Course Mentor	Doctorate of Philosophy	PHD	Brigham Young University
Shah	Robin	Course Mentor	Master of Business Admin	MBA	Keller Graduate School of Management
Shrader	Vincent	Course Mentor	Doctorate of Philosophy	PHD	Brigham Young University
Soto	James	Course Mentor	Master of Science	MS	Carnegie Mellon University
Spencer	Kristin	Course Mentor	Doctorate of Philosophy	PHD	University of Florida
Stefaniak	Alice	Course Mentor	Doctorate of Philosophy	PHD	University of Denver School of Theology
Suetorsak	Rungrudee	Course Mentor	Doctorate and Above	DOC	University of Utah

WGU Faculty Listing

Last Name	First Name	Job title	Degree Name	Degree Code	College or University
Sykes	Kimberly	Course Mentor	Master of Education	MED	East Tennessee State University
Thorsted	Edward	Course Mentor	Master of Business Admin	MBA	University of Utah
Thrippleton-Hunter	Kelly	Course Mentor	Doctorate of Philosophy	PHD	University of California, Riverside
Vance	Leslie	Course Mentor	Doctorate of Philosophy	PHD	Pennsylvania State University
Vellekamp	Karen	Course Mentor	Master of Science	MS	University of New Hampshire
Wade	Keith	Course Mentor	Doctorate of Philosophy	PHD	University of Detroit-Mercy
Walker	Alison	Course Mentor	Doctorate of Philosophy	PHD	UCLA
Watkins	Nicole	Course Mentor	Doctorate of Education	EDD	Concordia University
Weinstein	Gideon	Course Mentor	Doctorate of Philosophy	PHD	Indiana University
Whitson-Whennen	Tonya	Course Mentor	Master of Arts	MA	University of Utah
Williams	Rian	Course Mentor	Masters in Public Admin	MPA	University of Utah
Abdur-Rahman	Veronica	Director State Nursing Program	Doctorate of Philosophy	PHD	Texas Woman's University
Lewis	Carolyn	Director State Nursing Program	Doctorate of Philosophy	PHD	Texas Woman's University
Townsend	Virginia	Director State Nursing Program	Doctorate of Education	EDD	NOVA University
Gunn	Linda	Product Manager	Doctorate of Philosophy	PHD	Union Institute and University
Austin	Debra	Product Manager-Business	Master of Business Admin	MBA	Western Governors University
Carlson	Gary	Product Manager-Business	Master of Science	MS	Dominical University
Storey	Jerald	Product Manager-Business	Doctorate of Philosophy	PHD	University of Utah
Benson	Bryan	Product Manager-Education	Doctorate of Philosophy	PHD	Boston College
Bobo	Lois	Product Manager-Education	Doctorate of Philosophy	PHD	Brigham Young University
Byron	Leigh	Product Manager-Education	Doctorate of Philosophy	PHD	Columbia University
Duncan	Robert	Product Manager-Education	Master of Science	MS	Montana State University
Ross-Fisher	Roberta	Product Manager-Education	Doctorate of Philosophy	PHD	Saint Louis University
Bagshaw	Cheryl	Product Manager-IT	Master of Science	MSE	University of Central Florida
Kowalski	Christine	Product Manager-IT	Doctorate of Education	EDD	National Louis University
Paddock	Charles	Product Manager-IT	Doctorate of Philosophy	PHD	University of Houston
Montague	Erin	Product Manager-Liberal Arts	Master of Science	MS	University of Utah
Nugent	Jill	Product Manager-Liberal Arts	Master of Science	MS	Texas A&M University
Richman	Jana	Product Manager-Liberal Arts	Master of Fine Arts	MFA	University of Arizona
Rossi	Julia	Product Manager-Nursing	Master of Science Nursing	MSN	University of Utah
Lyman	Emily	Program Manager	Master of Arts	MA	Western Governors University

WGU Faculty Listing

Last Name	First Name	Job title	Degree Name	Degree Code	College or University
Hamilton	Jo	Senior Product Manager-Business	Doctorate of Philosophy	PHD	Ohio State University
Lotze	Conrad	Senior Product Manager-Education	Doctorate of Philosophy	PHD	American University
Britton	Gwendolyn	Senior Product Manager-IT	Doctorate of Philosophy	PHD	Nova Southeastern University
Siciliano	Anthony	Senior Product Manager-Liberal Arts	Master of Fine Arts	MFA	Arizona State University
Abshier	Richard	Student Mentor	Master of Business Admin	MBA	Benedictine University
Ader-Beeler	Amie	Student Mentor	Master of Business Admin	MBA	University of Phoenix
Affleck	Alisa	Student Mentor	Bachelor of Science	BS	Brigham Young University
Aguilar-Barnett	Elizabeth	Student Mentor	Master of Education	MED	Northern Arizona University
Aguirre	Jennifer	Student Mentor	Master of Education	MED	Walden University
Aiken	Mark	Student Mentor		MSW	University of Utah
Allen	Candice	Student Mentor	Master of Education	MED	Capella University
Allen	Lori	Student Mentor	Master of Education	MED	University of Arizona
Allred	Scott	Student Mentor	Doctorate of Philosophy	PHD	University of Utah
Ameen	Awais	Student Mentor	Bachelor of Science	BS	University of Utah
Andaya	Derwin	Student Mentor	Bachelor of Arts	BA	San Francisco State University & California State University East Bay
Anderson	Stacey	Student Mentor	Bachelor of Arts	BA	Western Governors University
Anderson	Tyson	Student Mentor	Bachelor of Science	BS	Weber State University
Anderson	Cherisse	Student Mentor	Master of Education	MED	University of South Florida
Ansah-Antwi	Eric	Student Mentor	Master of Business Admin	MBA	Missouri State University
Archer	Thea	Student Mentor	Bachelor of Arts	BA	University of California
Armijo	Rey	Student Mentor	Master of Science	MS	New Mexico Institute of Mining and Technology
Asuao	Kelcey	Student Mentor	Bachelor of Science	BS	Brigham Young University
Atilano	Bonnie	Student Mentor	Bachelor of Science	BS	Arizona State University
Ause-Carlisle,	Megan	Student Mentor	Master of Education	MED	Northern Arizona University
Baggett	Rebecca	Student Mentor	Master of Education	MED	University of Phoenix
Baker	Michelle	Student Mentor	Bachelor of Science	BS	University of Phoenix
Bakker	Denise	Student Mentor	Bachelor of Science	BS	Brigham Young University

WGU Faculty Listing

Last Name	First Name	Job title	Degree Name	Degree Code	College or University
Balcazar	Elizabeth	Student Mentor	Master of Public Admin	MPA	University of Utah
Banks	William	Student Mentor	Master of Business Admin	MBA	American InterContinental University
Barker	Lee	Student Mentor	Bachelor of Arts	BA	University of Phoenix
Barnett	Chelsea	Student Mentor	Bachelor of Science	BS	Brigham Young University
Barton	Robert	Student Mentor	Master of Business Admin	MBA	Utah State University
Batistick	Jill	Student Mentor	Master of Education	MED	AGSIM
Bealor	Nathan	Student Mentor	Bachelor of Science	BS	DeVry University
Beck	Dawn	Student Mentor	Master of Science	MS	University of Phoenix
Bell	Alison	Student Mentor	Master of Arts	MA	Ball State University
Bentley	Linda	Student Mentor	Master of Business Admin	MBA	University of Phoenix
Beus	Roger	Student Mentor	Master of Business Admin	MBA	Western Governors University
Bhatt	Ami	Student Mentor	Master of Science Nursing	MSN	University of Phoenix
Biesinger	Leone	Student Mentor	Bachelor of Science	BS	University of Phoenix
Bingham	Jamie	Student Mentor	Bachelor of Science	BS	University of Utah
Black	Dawn	Student Mentor	Master of Science	MS	Utah State University
Blaine	Stephanie	Student Mentor	Master of Science Nursing	MSN	Western Governors University
Blair	Marilou	Student Mentor	Master of Science	MS	Western Governors University
Blomquist	Casey	Student Mentor	Bachelor of Science	BS	University of Georgia
Blystone	Christopher	Student Mentor	Master of Education	MED	Miami University
Bolke	John	Student Mentor	Master of Science	MS	University of Utah
Bott	Robert	Student Mentor	Master of Arts	MA	University of Utah
Boyles	Lavender	Student Mentor	Master of Education	MED	University of Phoenix
Brake	Whitney E.	Student Mentor	Bachelor of Science	BS	Indiana University
Branch	Kevin	Student Mentor	Master of Education	MED	Brigham Young University
Bringhurst	Janet	Student Mentor	Master of Science	MS	Utah State University
Brinkerhoff	David	Student Mentor	Bachelor of Science	BS	Brigham Young University
Brokaw	Pamela	Student Mentor	Master of Science Nursing	MSN	Brigham Young University
Brown	Lindsey	Student Mentor	Master of Education	M.Ed.	Ball State University
Burlock	Brian	Student Mentor	Bachelor of Science	BS	Moody Bible Institute
Butler	Richard	Student Mentor	Master of Education	MED	University of Utah

WGU Faculty Listing

Last Name	First Name	Job title	Degree Name	Degree Code	College or University
Butori	Theresa	Student Mentor	Master of Education	MED	University of Illinois
Cabral	Jose	Student Mentor	Bachelor of Science	BS	DeVry University
Cakmak	Aslihan	Student Mentor	Master of Business Admin	MBA	Dowling College
Campa	Sergio	Student Mentor	Juris Doctorate	JD	Arizona State University
Capadocia	Purisima	Student Mentor	Doctorate of Education	EDD	West Visayas State University
Carmona	Karla	Student Mentor	Bachelor of Science	BS	University of Northern Colorado
Castro	Mario	Student Mentor	Doctorate of Philosophy	PHD	Arizona State University
Cates	Kelly	Student Mentor	Master of Arts	MA	Arizona State University
Chadwick	Sheila M.	Student Mentor	Master of Education	MED	Indiana University
Chamberlaine	Catherine	Student Mentor	Master of Business Admin	MBA	Duke University
Chavez	Elisa	Student Mentor	Master of Arts	MA	University of Phoenix
Chillis	Rosa	Student Mentor	Master of Education	MED	Wayne State University
Chumley	Diana	Student Mentor	Bachelor of Science	BS	University of Utah
Clark	Sheila	Student Mentor	Master of Science	MS	University of Illinois at Urbana-Champaign
Coates	Leota	Student Mentor	Master of Business Admin	MBA	St. Leo University
Cohen	Michael	Student Mentor	Bachelor of Science	BS	California Lutheran University
Cohen	Lauren	Student Mentor	Master of Business Admin	MBA	Western Governors University
Cord	Stephen	Student Mentor	Master of Business Admin	MBA	Western Governors University
Crane	Janeal	Student Mentor	Master of Education	MED	University of Utah
Crawford	Becky	Student Mentor	Bachelor of Science	BS	Utah Valley University
Creamer	Laura	Student Mentor	Bachelor of Arts	BA	University of Phoenix
Crossland	Annie	Student Mentor	Master of Education	MED	Northern Arizona University
Crowley	Deidra	Student Mentor	Bachelor of Science	BS	Utah State University
Custard	Janelle	Student Mentor	Master of Business Admin	MBA	Myers University
Cutler	Dawn	Student Mentor	Bachelor of Science	BS	Weber State University
Dangerfield	Pamela	Student Mentor	Master of Business Admin	MBA	Texas Tech University
Dannehy	Shawn	Student Mentor	Master of Science	MS	Keller Graduate School of Management
Davis	Cecily	Student Mentor	Master of Science	MS	Utah State University
Dempsey	Melissa A.	Student Mentor	Master of Arts	MA	Marshall University

WGU Faculty Listing

Last Name	First Name	Job title	Degree Name	Degree Code	College or University
Dewell	Kristi	Student Mentor	Master of Science	MS	Indiana State University
Dewindt	Martha	Student Mentor	Master of Learning Technology	MLT	Pepperdine University
Dewsnup	Angie	Student Mentor	Bachelor of Science	BS	Utah State University
Dryer	Brynn	Student Mentor	Bachelor of Arts	BA	University of Arizona
Dupree	Yolanda	Student Mentor	Doctorate of Philosophy	PHD	Regis University
Ellwanger	Lori	Student Mentor	Bachelor of Science	BS	Tennessee Temple University
Elton	Craig	Student Mentor	Bachelor of Arts	BA	University of Utah
Epperson	Joseph	Student Mentor	Bachelor of Science	BS	Kaplan University
Etheridge	Mark	Student Mentor	Master of Arts	MA	University of Chicago
Evangelista	Roel	Student Mentor	Master of Arts	MA	De La Salle University
Evans	James	Student Mentor	Master of Education	MED	Westminster College
Evanson	Jane	Student Mentor	Doctorate of Philosophy	PHD	Florida State University
Evenson	Sheryl	Student Mentor	Bachelor of Science	BS	Northern Arizona University
Falls	Fergus	Student Mentor	Doctorate of Philosophy	PHD	College of St. Scholastica
Farrell	Richard	Student Mentor	Master of Business Admin	MBA	University of California
Fellow	Jill	Student Mentor	Master of Science	MS	Brigham Young University
Fernandez	Cecilia	Student Mentor	Master of Education	MED	Northern Arizona University
Ferrell	Kara	Student Mentor	Master of Education	MED	Indiana University
Fischer	Corey	Student Mentor	Master of Science	MS	Florida State University
Flores	Alberto	Student Mentor	Doctorate of Education	EDD	Arizona State University
Flores	Araceli	Student Mentor	Doctorate of Philosophy	PHD	University of Utah
Flurer	Verity	Student Mentor	Bachelor of Arts	BA	Westminster College
Fooshee	Erica	Student Mentor	Master of Science Nursing	MSN	University of South Alabama
Foss	Angela	Student Mentor	Bachelor of Science	BS	University of Arizona
Francis	David	Student Mentor	Master of Arts	MA	Western Governors University
Fritzler	Susan	Student Mentor	Master of Education	MED	Colorado State University
Fulkerson	Lynnell	Student Mentor	Master of Science Nursing	MSN	University of Phoenix
Genesir	Adrian	Student Mentor	Bachelor of Science	BS	Universidad Tecnologica Nacional, Cordoba, Argentina

WGU Faculty Listing

Last Name	First Name	Job title	Degree Name	Degree Code	College or University
Gentry	Jeffrey	Student Mentor	Doctorate of Philosophy	PHD	University of Southern Mississippi
Gibson	Diane	Student Mentor	Master of Education	MED	Arizona State University
Giraldi	Juan	Student Mentor	Bachelor of Arts	BA	Brigham Young University
Goeres	Joann	Student Mentor	Bachelor of Science	BS	College of Charleston, S.C.
Goggins	Trunnis	Student Mentor	Master of Business Admin	MBA	Anderson University
Gomez	Jose	Student Mentor	Master of Education	MED	Weber State University
Gordon	Melissa	Student Mentor	Bachelor of Science	BS	Utah State University
Gough	Gregory	Student Mentor	Master of Arts	MA	University of Phoenix
Grandestaff	Robert	Student Mentor	Master of Science	MS	University of Phoenix
Grandinetti	Lorraine	Student Mentor	Master of Arts	MA	Trinity International University
GrandPre	David	Student Mentor	Master of Business Admin	MBA	Global Management
Greenberg	Ashley	Student Mentor	Master of Business Admin	MBA	Southern Utah University
Gregson	Rachel	Student Mentor	Master of PA	MPA	University of Utah
Guzman	Rosalva	Student Mentor	Bachelor of Science	BS	University of La Verne
Hadley	Geno	Student Mentor	Bachelor of Science	BS	University of Utah
Hadley	Khirstin	Student Mentor	Bachelor of Arts	BA	Brigham Young University
Hallingquest	Milele K.	Student Mentor	Master of Science	MS	University of Maryland University
Hanamaikai	James	Student Mentor	Bachelor of Arts	BA	Brigham Young University
Handy	Teresa	Student Mentor	Master of Science	MS	Utah State University
Hardy	Patricia	Student Mentor	Master of Education	MED	Arizona State University
Harper-Beckett	Katherine	Student Mentor	Master of Science Nursing	MSN	San Jose State University
Harrison	Brent	Student Mentor	Master of Education	MED	Capella University
Heap	Harold	Student Mentor	Doctorate and Above	DOC	University of Illinois Urbana-Champaign
Hedengren	Margaret	Student Mentor	Bachelor of Science	BS	Duke University
Henderson	Karen	Student Mentor	Master of Education	MED	Indiana University
Hermosillo	Marco X.	Student Mentor	Master of Education	MED	University of Phoenix
Hernandez	Alexis	Student Mentor	Doctorate of Philosophy	PHD	University of Nebraska – Lincoln
Herrick	Suzanne	Student Mentor	Master of Education	MED	Weber State University
Heslop	Michelle	Student Mentor	Master of Education	MED	University of Phoenix

WGU Faculty Listing

Last Name	First Name	Job title	Degree Name	Degree Code	College or University
Hilbert	Gregory	Student Mentor	Master of Arts	MA	Edinboro University of Pennsylvania
Hill	Janis	Student Mentor	Bachelor of Science	BS	Bowling Green State University
Hill	Kara	Student Mentor	Bachelor of Science	BS	University of Utah
Hines-Stringer	Sharon	Student Mentor	Master of Science	MS	West Virginia University
Hirschi	Richard	Student Mentor	Bachelor of Science	BS	University of Utah
Hodson	Kristy	Student Mentor	Master of Science	MS	Utah State University
Howell	Valerie	Student Mentor	Master of Education	MED	Arizona State University
Huang	Michael	Student Mentor	Juris Doctorate	JD	University of Washington
Huff	David	Student Mentor	Doctor of Philosophy	PHD	Wayne State University
Hunter	Sue	Student Mentor	Doctorate of Education	EDD	University of Northern Colorado
Jackson	P. Gay	Student Mentor	Master of Education	MED	Western Governors University
Jacobsen	Ann	Student Mentor	Bachelor of Science	BS	Utah State University
Jensen	Bryan	Student Mentor	Master of Science	MS	Bellevue University
Jeys	Janet	Student Mentor	Master of Arts	MA	Weber State University
Jindra	Jessica	Student Mentor	Master of Science	MS	University of Phoenix
Johnson	Jeremy	Student Mentor	Bachelor of Science	BS	University of Phoenix
Johnson	Lenora	Student Mentor	Doctorate of Education	EDD	Nova Southeastern University
Johnson	Peter	Student Mentor	Bachelor of Science	BS	Western Governors University
Johnston	Rebecca	Student Mentor	Doctorate of Philosophy	PHD	Utah State University
Jones	Ladawn	Student Mentor	Bachelor of Science	BS	University of Utah
Juedes	Caroline	Student Mentor	Bachelor of Arts	BA	University of Arizona
Julander	Chantel	Student Mentor	Bachelor of Arts	BA	University of Utah
Kaplan	Leah	Student Mentor	Undergraduate	UGR	University of Colorado
Keogh	Connie	Student Mentor	Master of Learning Technology	MLT	Western Governors University
Killingsworth	Michelle	Student Mentor	Master of Science Nursing	MSN	Frontier School of Midwifery
Kinder	Robert	Student Mentor	Master of Science	MS	Utah State University
King	Kim	Student Mentor	Bachelor of Arts	BA	University of Utah
King-Robertson	Amy	Student Mentor	Master of Arts	MA	Oakland City University
Knight	Lisa	Student Mentor	Masters in Public Admin	MPA	University of Utah

WGU Faculty Listing

Last Name	First Name	Job title	Degree Name	Degree Code	College or University
Knotts	Reigan	Student Mentor	Master of Education	MED	Bank Street College of Education, NY
Knox	Velveeta	Student Mentor	Master of Education	MED	University of Phoenix
Kocks	Dorothee	Student Mentor	Doctorate of Philosophy	PHD	Brown University
Konderik	Janice	Student Mentor	Master of Education	MED	Northern Arizona University
Kraegel	Teresa	Student Mentor	Master of Arts/Bachelor of Science	MA/BSN	Goddard College/University of Utah
Lamb	Karen	Student Mentor	Master of Education	MED	Arizona State University
Lance	James	Student Mentor	Master of Science	MS	Ball State University
Landry	Kellie	Student Mentor	Bachelor of Science	BS	University of Phoenix
Lang	Christopher	Student Mentor	Master of Business Admin	MBA	University of Indianapolis
Lara	DeAnna	Student Mentor	Master of Science	MS	Arizona State University
Lara	Janis	Student Mentor	Master of Arts	MA	Arizona State University
Larsen	David	Student Mentor	Bachelor of Science	BS	University of Utah
Lauritsen	Amy	Student Mentor	Bachelor of Science	BS	Western International University
Lawler-Mowry	Sherry	Student Mentor	Master of Science	MS	California State University
Lee	Carla	Student Mentor	Master of Education	MED	Lesley College
Legler	Derrick	Student Mentor	Master of Business Admin	MBA	University of Phoenix
Leinbach	William	Student Mentor	Doctorate of Education	EDD	Oregon State University
Lesa	Ta'aumanaia	Student Mentor	Masters in Public Admin	MPA	Brigham Young University
Leshney	Thomas	Student Mentor	Bachelor of Arts	BA	American International College
Lewis	Casilyn	Student Mentor	Master of Science	MS	Illiff School of Theology
Li	Mengyin	Student Mentor	Master of Science	MS	State University of New York
Lightfoot	Betty	Student Mentor	Master of Arts	MA	Argosy University
Long	Deborah	Student Mentor	Master of Business Admin	MBA	DeVry University
Loy	Janet	Student Mentor	Master of Education	MED	Arizona State University
Lutz	Michelle	Student Mentor	Master of Business Admin	MBA	University of Phoenix
Maasberg	William	Student Mentor	Master of Science	MS	University of Southern California
Maldonado	Yesica	Student Mentor	Some College	SC	Arizona State University
Marquez	Veronica	Student Mentor	Bachelor of Science	BS	University of Phoenix
Martin	Timothy	Student Mentor	Doctorate of Education	EDD	University of Southern California

WGU Faculty Listing

Last Name	First Name	Job title	Degree Name	Degree Code	College or University
Martinez	Anita	Student Mentor	Bachelor of Science	BS	New Mexico State University
Martinez	Jaime	Student Mentor	Master of Science	MS	Grand Canyon University
Maxwell	Lisa	Student Mentor	Master of Arts	MA	University of Phoenix
Merritt	Jeneil	Student Mentor	Doctorate of Philosophy	PHD	University of Southern California
Miller	Autumn	Student Mentor	Juris Doctorate	JD	Sandra Day O'Connor College of Law
Miller	Carma	Student Mentor	Master of Science Nursing	MSN	University of Utah/Brigham Young University
Miller	Michael	Student Mentor	Master of Business Admin	MBA	University of Utah
Miller	Todd	Student Mentor	Master of Music	MMU	Boston University
Mitchell	Jessica	Student Mentor	Master of Education	MED	Western Washington University
Moenich	Elizabeth	Student Mentor	Master of Arts	MA	Chapman University
Mohammed	Paul	Student Mentor	Master of Business Admin	MBA	University of Utah
Molinos	Michael	Student Mentor	Bachelor of Science	BS	Brigham Young University
Moore	Linda	Student Mentor	Bachelor of Science	BS	Utah Valley University
Motley	Tiffani	Student Mentor	Master of Business Admin	MBA	University of Phoenix
Moulton	Matt	Student Mentor	Master of Education	MED	Ball State University
Mulcock	Natalie	Student Mentor	Master of Business Admin	MBA	University of Phoenix
Nathan	Monika	Student Mentor	Master of Science	MS	Capella University Michigan
Natt	Kiessence	Student Mentor	Bachelor of Science	BS	University of Utah
Nell	Wanda	Student Mentor	Master of Education	MED	Westminster College Salt Lake
Nelson	Camille	Student Mentor	Masters in Public Admin	MPA	University of Utah
Nerud	Kimberly	Student Mentor	Master of Science Nursing	MSN	University of Phoenix
New	Matthew	Student Mentor	Master of Education	MED	Western Governors University
Nyman	Candice	Student Mentor	Master of Science	MS	Utah State University
Obremski	Mark	Student Mentor	Bachelor of Science in IT	BSIT	University of Phoenix
Oliveira	Mary	Student Mentor	Master of Business Admin	MBA	Western Governors University
Olson	Melanie	Student Mentor	Master of Education	MED	University of Phoenix
Ortiz	Francisco	Student Mentor	Bachelor of Science	BS	Utah Valley State University
Ott	Sara	Student Mentor	Master of Education	MED	Walden University
Owen	Mary	Student Mentor	Master of Arts	MA	Western Governors University

WGU Faculty Listing

Last Name	First Name	Job title	Degree Name	Degree Code	College or University
Pahulu	Seini	Student Mentor	Master of Science	MS	Brigham Young University
Palma	Martin	Student Mentor	Masters in Public Admin	MPA	University of Utah
Palmer	Kathleen	Student Mentor	Bachelor of Arts	BA	Utah State University
Park	Joann	Student Mentor	Master of Arts	MA	University of California
Parmelee	Kay	Student Mentor	Master of Science	MS	Chapman University
Percupchick	Harry	Student Mentor	Management	DM	University of Phoenix
Perez	Ann	Student Mentor	Bachelor of Science	BS	University of South Carolina
Perez	Monica	Student Mentor	Bachelor of Arts	BA	Western Governors University
Perry	Caron	Student Mentor	Master of Science	MS	Utah State University
Peterson	Sally	Student Mentor	Bachelor of Science	BS	Utah State University
Pett	Amy	Student Mentor	Master of Business Admin	MBA	University of Phoenix
Phillips	Mitsu	Student Mentor	Master of Business Admin	MBA	Western Governors University
Pita	Todd	Student Mentor	Bachelor of Science	BS	Utah Valley University
Pitts	Sheila	Student Mentor	Master of Arts	MA	Argosy University
Poor	Hillary	Student Mentor	Master of Science	MS	University of Utah
Pope	Donna	Student Mentor	Bachelor of Science	BS	Texas A&M, Commerce
Porter	John	Student Mentor	Bachelor of Arts	BA	Oregon State University
Price	Anne	Student Mentor	Master of Education	MED	Washington University
Quitoriano	Cheryl J	Student Mentor	Bachelor of Science	BS	Arizona State University
Rahsaz	Amir	Student Mentor	Bachelor of Science	BS	California State University
Rasmuson	Amanda	Student Mentor	Bachelor of Science	BS	University of Phoenix
Ready	James	Student Mentor	Master of Business Admin	MBA	DeVry University
Reasoner	Ted	Student Mentor	Master of Science	MS	Purdue University
Reiser	Janae	Student Mentor	Master of Education	MED	University of Phoenix
Reyes	Trish	Student Mentor	Master of Science Nursing	MSN	University of Phoenix
Rice	Jamie	Student Mentor	Bachelor of Arts	BA	University of Utah
Richards	Frances	Student Mentor	Master of Business Admin	MBA	City University
Rinquest	Robert	Student Mentor	Bachelor of Science	BS	University of Phoenix
Rivera	Dorian	Student Mentor	Master of Arts	MA	Ball State University
Roberts	Penny	Student Mentor	Doctorate of Education	EDD	Pepperdine University
Roche	Heather	Student Mentor	Bachelor of Science	BS	Brigham Young University

WGU Faculty Listing

Last Name	First Name	Job title	Degree Name	Degree Code	College or University
Roland	Mark	Student Mentor	Master of Education	MED	University of Arizona
Rombola	Sydney	Student Mentor	Master of Arts	MA	Brigham Young University
Rose	Lesele	Student Mentor	Doctorate of Philosophy	PHD	Capella University
Rucker	Amy	Student Mentor	Master of Education	MED	Western Kentucky University
Rumore	Ingrid	Student Mentor	Master of Arts	MA	Northern Arizona University
Ryan	Marcella	Student Mentor	Master of Education	MED	Gratz College
Sant	Nicole	Student Mentor	Master of Education	MED	Southern Utah University
Saucedo	Benjamin	Student Mentor	Master of Arts	MA	Eastern Michigan University
Sawyers	Annette	Student Mentor	Master of Science Nursing	MSN	University of Southern Indiana
Scales	Rebecca	Student Mentor	Master of Education	MED	Western Governors University
Schumann	Michelle	Student Mentor	Master of Business Admin	MBA	ITT Technical Institute
Seely	Michael	Student Mentor	Master of Business Admin	MBA	University of Phoenix
Seiler	Julie	Student Mentor	Master of Business Admin	MBA	University of Phoenix
Sejas	Kendra	Student Mentor	Master of Arts	MA	Wright State University
Shappee	Judith	Student Mentor	Master of Arts	MA	University of Arizona
Shelton,	Andy	Student Mentor	Master of Business Admin	MBA	Western Governors University
Shupe	Candis	Student Mentor	Master of Education	MED	University of Utah
Siddoway	Brianna	Student Mentor	Master of Arts	MS	University of Phoenix
Sieperman	Ruth	Student Mentor	Master of Science Nursing	MSN	University of Phoenix
Simonis	Margaret	Student Mentor	Master of Arts	MA	Ball State University
Skillman - Dougherty	Holly	Student Mentor	Master of Education	MED	Ball State University
Smith	Erin	Student Mentor	Doctorate of Philosophy	PHD	University of London
Smith	Kendra	Student Mentor	Master of Education	MED	University of Phoenix
Smith	Vinton	Student Mentor	Bachelor of Science	BS	University of Phoenix
Smith	Angela	Student Mentor	Master of Arts	MA	Angelo State University
Spade	Christina M.	Student Mentor	Master of Education	MED	Northern Arizona University
Spalding	Joseph	Student Mentor	Master of Arts	MA	University of Phoenix
Spencer	Jerry	Student Mentor	Master of Education	MED	Utah State University
Spicer	Theresa	Student Mentor	Master of Business Admin	MBA	University of St. Thomas
Spoonmore	John	Student Mentor	Master of Education	MED	Butler University

WGU Faculty Listing

Last Name	First Name	Job title	Degree Name	Degree Code	College or University
St Martin	Judy	Student Mentor	Doctorate of Philosophy	PHD	Michigan State University
St. John,	Joseph	Student Mentor	Master of Education	MED	University of Portland
Steighner	Tammy	Student Mentor	Master of Science Nursing	MSN	University of Phoenix
Stevenson	Cynthia	Student Mentor	Master of Arts	MA	University of Phoenix
Stokes	Cortni	Student Mentor	Master of Science	MS	Utah State University
Stoklosa	Shanon	Student Mentor	Master of Education	MED	Temple University
Stone	Craig	Student Mentor	Master of Arts	MA	University of Phoenix
Story	Colleen	Student Mentor	Doctorate of Philosophy	PHD	Capella University
Strong	Michelle	Student Mentor	Master of Education	MED	University of Phoenix
Studdard	Scarlette	Student Mentor	Doctorate of Philosophy	PHD	University of Georgia
Stueben	Scott	Student Mentor	Master of Science	MS	Colorado Technical University
Sydnor Kahl	Rochelle	Student Mentor	Master of Education	MED	Northern Arizona University
Szewczyk	Christopher	Student Mentor	Master of Arts	MA	Florida Institute of Technology
Tarlip	Kristen	Student Mentor		MAED	University of Phoenix
Taylor	Cathy	Student Mentor	Master of Science	MS	Chaminade University
Thames	Richard	Student Mentor	Bachelor of Science	BS	USU
Thayne	Melissa	Student Mentor	Master of Science	MS	University of Utah
Thomas	Leah	Student Mentor	Master of Education	MED	Indiana Wesleyan University
Thomas	Stephanie	Student Mentor	Bachelor of Science	BS	Northern Arizona University
Thompson	Terri	Student Mentor	Master of Business Admin	MBA	University of Indianapolis
Thompson	Stacy	Student Mentor	Bachelor of Arts	BA	Western Governors University
Thorsvik	Nichole	Student Mentor	Bachelor of Arts	BA	Western Washington University
Thurgood	Lindsey	Student Mentor	Master of Education	MED	University of Utah
Tinney	Mari	Student Mentor	Doctorate of Philosophy	PHD	Utah State University
Toomalatai	Tracy	Student Mentor	Bachelor of Science	BS	University of Utah
Torgerson	Richard	Student Mentor	Master of Arts	MA	Brigham Young University
Towns	David	Student Mentor	Master of Arts	MA	University of Phoenix
Travis	Susan	Student Mentor	Master of Arts	MA	University of Phoenix
Troxel	Jennifer	Student Mentor	Master of Science	MS	University of Phoenix
Tuddenham	Chelsa	Student Mentor	Master of Science	MS	Utah State University
Tunks	Kristan	Student Mentor	Bachelor of Science Nursing	BSN	Westminster College

WGU Faculty Listing

Last Name	First Name	Job title	Degree Name	Degree Code	College or University
Twitty	Casey	Student Mentor	Master of Education	MED	University of Phoenix
Underwood	Roxanne	Student Mentor	Master of Science	MS	Utah State University
Van Der Wyst	Rachelle	Student Mentor	Master of Education	MED	University of Phoenix
Vasquez	Hector	Student Mentor	Doctorate of Education	EDD	Oklahoma State University
Vaughn	Kassandra	Student Mentor	Master of Business Admin	MBA	Auburn University
Vester	Adam	Student Mentor	Doctorate of Philosophy	PHD	University of Utah
Waite	Alicia	Student Mentor	Master of Education	MED	University of Phoenix
Wall	Ryan	Student Mentor	Bachelor of Science	BS	University of Phoenix
Wampler	Sandra	Student Mentor	Master of Education	MED	Butler University
Ward	Cori	Student Mentor	Master of Business Admin	MBA	University of Utah
Ward	Deborah	Student Mentor	Master of Business Admin	MBA	University of Phoenix
Warren	Geoffrey	Student Mentor	Master of Education	MED	Northern Arizona University
Watson	Chad	Student Mentor	Master of Business Admin	MBA	Indiana Wesleyan
Watson	Cindy	Student Mentor	Master of Science Nursing	MSN	Andrews University
Weida	Kristine	Student Mentor	Bachelor of Science	BA	University of New Hampshire
Wells	Stephanie	Student Mentor	Master of Science	MS	Utah State University
Wheeler	Melissa	Student Mentor	Master of Science	MS	Indiana University
Whitman	Rebecca	Student Mentor	Master of Education	MED	University of Texas at El Paso
Wicks	Lindsey	Student Mentor	Master of Science	MS	Walden University
Wiggins	Paul	Student Mentor	Master of Business Admin	MBA	University of Phoenix
Wilde	Mineta	Student Mentor	Master of Learning Technology	MLT	Western Governors University
Wilkin	Terrence	Student Mentor	Master of Science	MS	Loyola University Of Chicago
Wilkins	Teresa	Student Mentor	Master of Education	MED	Indiana University
Willard	Jeffrey	Student Mentor	Master of Business Admin	MBA	Western Governors University
Wilson	Gary	Student Mentor	Master of Arts	MA	University of Phoenix
Wingerter	Stephen	Student Mentor	Bachelor of Arts	BA	Penn State
Woodworth	Sarah	Student Mentor	Master of Education	MED	Western Governors University
Wright	Traci	Student Mentor	Master of Arts	MA	California State University Fullerton
Yokley	Jarral	Student Mentor	Doctorate of Philosophy	PHD	Tennessee State University
Young	Malia	Student Mentor	Master of Science	MS	Utah State University

WGU Faculty Listing

Last Name	First Name	Job title	Degree Name	Degree Code	College or University
Zemelka	Robert	Student Mentor	Master of Business Admin	MBA	Western Governors University
Zlatan	Prste	Student Mentor	Master of Arts	MA	University of Utah

Catalog Exhibit B: Sample Program Guide Book

Please note that as we are not able to insert a professionally bound Program Guide Book into this Catalog, we have included a sample version, downloaded from the WGU Web site.

Directions to download a copy for any program of interest:

Each program listing on the WGU public Web site contains a link to the associated Program Guide Book, which is in PDF format for easy downloading or printing. The master program listing, with links to individual programs, is at http://www.wgu.edu/degrees_and_programs.

Directions to acquire a print copy for any program of interest:

Contact a WGU Enrollment Counselor at enrollment@wgu.edu to obtain the published version of any Program Guide Book.



Master of Arts in **Mathematics Education for Grade 5–12 Teachers**

The Master of Arts in Mathematics Education (5–12) is a competency-based degree program that prepares already licensed teachers both to be licensed to teach mathematics in grades 5–12 and to develop significant skills in mathematics curriculum development, design, and evaluation. All work in this degree program is online and includes Mathematics, and Mathematics Education. All students complete a culminating Teacher Work Sample.

Understanding the Competency-Based Approach

Practically speaking, what does it mean when we say that WGU programs are competency-based? Unlike traditional universities, WGU does not award degrees based on credit hours or on a certain set of required courses. Instead, students earn their degrees by demonstrating their skills, knowledge, and understanding of important concepts through a series of carefully designed assessments.

Progress through your degree program is governed, not by classes, but by satisfactory completion of the required assessments that demonstrate your mastery of the competencies. Of course, you will need to engage in learning experiences as you brush up on competencies or develop knowledge and skills in areas in which you may be weak. For this learning and development, WGU has a rich array of learning resources in which you may engage under the direction of your mentor. You will work closely with your mentor to schedule your program for completing the assessments. (We discuss assessments in much more detail later in this guide.) You will work closely with additional faculty members as you proceed through courses of study that are designed to lead you through the content you must master in order to pass individual assessments.

The benefit of this competency-based system is that it makes it possible for people who are knowledgeable about a particular subject to make accelerated progress toward completing a WGU degree even if they lack college experience. You may have gained your skills and knowledge of a subject on the job, accumulated wisdom through years of life experience, or, indeed, took a course on a particular subject. WGU awards a degree to you based on the skills and knowledge that you possess and can demonstrate, not the number of credits you have on your transcript.

Accreditation

Western Governors University is the only university in the history of American higher education to have earned accreditation from four regional accrediting commissions. WGU's accreditation was awarded by (1) the Northwest Commission on Colleges and Universities, (2) the Higher Learning Commission of the North Central Association of Colleges and Schools, (3) the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, and (4) the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges. The university's accreditation status is now managed by the Northwest Commission on Colleges and Universities (NWCCU). The university is also accredited by the Distance Education and Training Council (DETC), and the WGU Teachers College is accredited by the National Council for Accreditation of Teacher Education (NCATE). The nursing programs are accredited by the Commission on Collegiate Nursing Education (CCNE).

State Licensure Requirements

Many states have specific licensure requirements that are not part of WGU programs that you will have to fulfill in addition to the degree requirements of your program. These state licensure requirements might include, but are not limited to, subject-specific licensure exams, performance assessments, course work related to state history, basic skills exams, and background clearances. The WGU Student Handbook outlines the credentialing requirements of

each state. Teacher candidates should consult the applicable section to become familiar with their state's expectations regarding licensure.

The Academic Action Plan (AAP)

The focus of your program is your Academic Action Plan (AAP). The AAP is a detailed blueprint of the learning resources and assessments that comprise your program. The length of your program depends on both the amount of new information you need to learn and the amount of time you plan to devote each week to study.

Students will vary widely in the specific skills and information they need to learn. For example, some may be highly knowledgeable in a subject matter and would not need to engage in new learning opportunities. Others may find that portions of the program require completely new learning and that they may need to take an online class or participate in a study module to acquire the knowledge and skills needed to pass the program competencies in that area. Some individuals may be able to devote as little as 15–20 hours per week to the program, while others may have more time. For this reason, you will complete pre-assessments to help your mentor form a profile of your prior knowledge and experience for use in creating your AAP.

WGU's Mentoring Approach

Our mentoring approach is a powerful component of the WGU educational experience. When you enroll at WGU, you will begin interacting with your personal mentor, course mentors, and support staff. Your mentor takes an active role and a personal interest in your success. Whether by e-mail or phone, your mentor will be your "point person" of communication throughout your program. Your mentor will help motivate you to work hard to complete your program. When you have questions or concerns, your mentor team will help you resolve them.

You and your mentor will work together to evaluate your educational background, strengths, and weaknesses. With this analysis, your mentors will help determine in which areas you are already competent (and can move quickly to assessment) and areas you need to work on; this will become your personalized AAP. Your mentor will direct you to the Courses of Study that contain the best learning resources for you (courses, texts, independent study modules, etc.) and are supported by course mentors that serve as your content experts for each area of study. As you proceed through your academic program, you and your mentor will determine when you are ready for the required assessments. If you are ready, your assessment will be scheduled. You will follow this same process as you proceed through each domain.

Connecting with Other Mentors and Fellow Students

As you proceed through your AAP, you may also have direct contact with other faculty members. These communications can take a variety of forms, including participation in learning communities, office hours via the courses of study, and webinars. As a WGU student, you will have access to your own personal MyWGU Student Portal that will provide a gateway to courses of study, learning communities, and program communities where you will have interactions with faculty and other students. Courses of study and communities are specifically designed to support you as you develop competencies in preparation for your assessments through the utilization of threaded discussions, blogs, and chats that are guided by content experts. You will access your program community during the Education Without Boundaries

introductory course to network with peers who are enrolled in your program and to receive continued support through professional enrichment and program-specific chats, blogs, and discussions. WGU also provides a Student Services Associate to help you and your mentor solve any special problems that may arise.

Education Without Boundaries

Education Without Boundaries (EWB) is a required introductory course that focuses on acquainting the student with WGU's competency-based model, distance education, technology, and other resources and tools available for students. You will also utilize tutorials, message boards, online chats, and other activities to connect with other students in your program. During the EWB course you will be introduced to your mentor and you will develop your Academic Action Plan (AAP).

Transferability of Prior College Coursework

Because WGU is a competency-based institution, it does not award degrees based on credits but on demonstration of competency. However, if you have completed college coursework at another accredited institution, you may have your transcripts evaluated and may be able to have some lower-division or co-requisite assessments cleared. The guidelines for determining what will "clear" through transfer vary based on the degree program.

The following transfer guidelines generally apply to graduate programs: Graduate domains (i.e., subject areas) cannot be cleared through transfer. Requirements in the domains that can be considered the degree major cannot be cleared through transfer. Furthermore, WGU does not clear any requirements based on the student's professional experience and does not perform a "resume review" or "portfolio review" that will automatically clear any degree requirements. Degree requirements and transferability rules are subject to change in order to keep the degree content relevant and current.

Remember, WGU's competency-based approach lets you take advantage of your knowledge and skills, regardless of how you obtained them. Even when you do not directly receive credit, the knowledge you possess may help you accelerate the time it takes to complete your degree program.

Satisfactory Academic Progress and Continuous Enrollment

WGU is a "continuous enrollment" institution, which means you will be automatically enrolled in each of your new terms while you are at WGU. Your terms are six months long, and your first term will begin the first day of the month that you enrolled in the EWB introductory course. Longer terms and continuous enrollment allow you to focus on your studies without the hassle of unnatural breaks between the shorter terms that you would experience in a more traditional environment. At the end of every six-month term, you and your mentor will review the progress you have made and revise your Academic Action Plan for your next six-month term.

WGU requires that students make measurable progress toward the completion of their degree programs every term. We call this satisfactory academic progress (SAP). SAP will be particularly important for financial aid students because you must make SAP in order to maintain eligibility for financial aid. We measure your progress based on the assessments you are able to pass, not on your accumulation of credit hours or course grades. Every time you

pass an assessment, you are demonstrating that you have mastered skills and knowledge in your degree program. For comparison to traditional grading systems, passing an assessment means you have demonstrated competency equivalent to a “B” grade or better.

WGU has assigned competency units to each assessment so that we can track your progress through the program. A competency unit is equivalent to one semester credit of learning. Some assessments may be assigned three competency units while other assessments may be as large as 12 competency units.

We will measure your SAP quantitatively by reviewing the number of competency units you have completed each term. Graduate students must enroll in at least eight competency units each term, and undergraduate students must enroll in at least 12 competency units each term. In order to remain in good academic standing, you *must* complete at least 66.67% of the units you attempt. Additionally, during your first term at WGU you must pass at least three competency units in order to remain eligible for financial aid. We know that SAP is complex, so we will discuss it in greater detail during the EWB introductory course and your mentor will provide additional guidance.

Assessments

Your AAP will include the assessments needed to complete your program. To obtain your degree you will be required to demonstrate your skills and knowledge by completing the following assessments:

Performance Assessments contain, in most cases, multiple scored tasks such as projects, essays, and research papers. Performance assessments contain detailed instructions and rubrics for completing each task and are submitted in TaskStream, an online project management and grading tool. Performance assessments also include observations and reflections of videotaped and real classroom situations. These pre-clinical experience performance assessments provide reflection instruction and enable students to analyze teaching and learning in real classroom situations and to apply pedagogical knowledge.

Objective Assessments are designed to evaluate your knowledge and skills in a domain of knowledge. Most objective assessments include multiple-choice items, multiple-selection items, matching, short answer, drag-and-drop, and point-and-click item types, as well as case study and video-based items.

Essay Assessments are used to measure your ability to integrate and apply concepts. Your writing will be scored against competency-based rubrics established by the faculty.

Capstone Project: Students must also complete a capstone project. For this project students will design, develop, and evaluate an instructional product for which there is an identified need. If carefully planned in advance, individual domain projects may serve as components of the capstone. The capstone project consists of two parts: the instructional package and the written capstone report. The instructional package should include the instructional materials, activities, and assessments. The capstone report describes in detail the development of the instructional product. It must be in APA format.

Oral Defense: The final Master's exam will be a comprehensive oral defense. This exam may be face to face when possible but will most likely be done through a telephone conference. Questions related to your work in the program will test your preparation and ability to synthesize and practically apply information obtained from your courses, self-directed study, and project experiences. The purpose of the exam is a checkpoint to assure that you have acquired the critically required skills and knowledge specified in the program competencies.

As mentioned earlier, we have assigned competency units (CUs) to each assessment in order to measure your academic progress. As a graduate student, you will be expected to enroll in a minimum of eight competency units each term. A standard plan, at eight units per term, would look similar to the one that follows.

Your personal progress can be faster, but your pace will be determined by the extent of your transfer units, your time commitment, and your determination to proceed at a faster rate.

STANDARD PATH FOR MASTER OF ARTS IN MATHEMATICS EDUCATION (5-12)

CODE	ASSESSMENTS	CU	TERM
EWOB	Education Without Boundaries	1	1
GCC2	Pre-Calculus	1	1
GCT2	Pre-Calculus Applications	1	1
GEC2	Probability and Statistics I	1	1
GET2	Probability and Statistics I Applications	1	1
DNT2	Specific Teaching Practices: Mathematics Teaching Topics	1	1
DFT2	Specific Teaching Practices: Mathematics Technology	1	1
DLT2	Specific Teaching Practices: Mathematics History and Contributions	1	1
AYC2	Specific Teaching Practices: Mathematics Pedagogy	1	2
GFC2	Calculus I	2	2
GFT2	Calculus I Applications	2	2
GGC2	Calculus II	2	2
AAT2	Calculus II Applications	1	2
GDC2	College Geometry	1	3
GDT2	College Geometry Applications	1	3
GHC2	Linear Algebra	2	3
GHT2	Linear Algebra Applications	1	3
HWC2	Calculus III and Analysis	1	3
HWT2	Calculus III and Analysis Applications	2	3
HXC2	Probability and Statistics II	1	4
HXT2	Probability and Statistics II Applications	2	4
HYC2	Abstract Algebra	2	4
HYT2	Abstract Algebra Applications	1	4
HZT2	Mathematical Modeling and Connections	3	4
ITT2	MA, Mathematics Education (5-12) Teacher Work Sample Written Project	3	5
IUT2	MA, Mathematics Education (5-12) Teacher Work Sample Oral	3	5

In this example, the program will take five terms for the student to complete. The standard path shown above lists the courses of study (assessments) and the associated competency units by term. The AAP will include greater detail about the courses of study, including the assessments and their associated standard learning resources.

Learning Resources

You will work with your mentor to select the various learning resources needed to prepare for the required assessments. In most cases, the learning materials you will use are independent learning resources (ILRs) such as textbooks, e-learning modules, study guides, simulations, virtual labs, and tutorials. WGU works with dozens of educational providers, including enterprises, publishers, training companies, and higher educational institutions to give you high quality and effective instruction that matches the competencies that you are developing. The cost of many learning resources is included in your tuition, and you can enroll directly in those through your AAP as your mentor has scheduled them. Some resources (e.g., many textbooks) are not covered by your tuition, and you will need to cover those costs separately. WGU has excellent bookstore and library arrangements to help you obtain the needed learning resources.

Areas of Study Within the Master of Arts in Mathematics Education (5–12) Program

The WGU Master of Arts in Mathematics Education (5–12) program content is based on research on effective instruction as well as national and state standards. It provides the knowledge and skills that enable teachers to teach effectively in diverse classrooms. The M.A. in Mathematics Education (5–12) program content and training processes are consistent with the accountability intent of the No Child Left Behind Act of 2001. The degree program is focused on the preparation of highly qualified teachers. As described in the federal legislation, a highly qualified teacher is one who not only possesses full state certification, but also has solid content knowledge of the subject(s) he or she teaches.

The following section includes the larger domains of knowledge, which are then followed by the subject-specific subdomains of knowledge, their associated assessments (including the four-character code that is used to identify the assessment), and the sample learning resources that have recently been used to help students gain the competencies needed to pass the assessments. Your specific learning resources and level of instructional support will vary based on the individual competencies you bring to the program and your confidence in developing the knowledge, skills, and abilities required in each area of the degree. Please note that the learning resources included in the following sections are *sample resources* that will vary based on your own academic action plan (AAP) and the resources current at the time you enroll in the program. The AAP and learning resources are dynamic, so you need to review your AAP and seek the advice of your mentor regarding the resources before you purchase them.

Middle-High School Mathematics Content Domain

This domain focuses on the following areas of mathematics: Pre-Calculus, College Geometry, Probability and Statistics, Linear Algebra, Calculus and Analysis, Abstract Algebra, and Mathematical Modeling and Connections.

Probability & Statistics I

This sub-domain focuses on applications of probability and statistics to solve problems, make predictions, data collection and analysis, and probability distributions.

Probability and Statistics I (GEC2)

Proctored, computer-based objective assessment

Probability and Statistics I Applications (GET2)

Performance assessment

Sample Learning Resources:

Triola, M. F. (2006). *Elementary statistics* (10th ed.).

Precalculus

This sub-domain focuses on the complex number system and trigonometry.

Precalculus (GCC2)

Proctored, computer-based objective assessment

Precalculus Applications (GCT2)

Performance assessment

Sample Learning Resources:

Blitzer, R. (2007). *Algebra & trigonometry* (3rd ed.).

Larson, R., & Hostetler, R. P. (2007). *Precalculus* (7th ed.).

Calculus I

This sub-domain focuses on limits, derivatives, continuity, and applications of differential calculus to mathematics and the sciences.

Calculus I (GFC2)

Proctored, computer-based objective assessment

Calculus I Applications (GFT2)

Performance assessment

Sample Learning Resources:

Thinkwell: Calculus 1 & 2

Thomas, Jr., G.B., Weir, M. D., Hass, J., & Giordano, F. R. (2008). *Thomas's calculus, early transcendentals* (Media Upgrade, 11th ed.).

Calculus II

This sub-domain focuses on integration techniques and applications, the solution of differential equations, and the analysis of sequences.

Calculus II (GGC2)

Proctored, computer-based objective assessment.

Calculus II Applications (AAT2)

Performance assessment.

Sample Learning Resources:

Thomas, Jr., G.B., Weir, M. D., Hass, J., & Giordano, F. R. (2008). *Thomas's calculus, early transcendentals* (Media Upgrade, 11th ed.).

College Geometry

This sub-domain focuses on synthetic, analytic, and transformational geometry and modeling, measurement, spatial visualization and proofs of theorems in both Euclidean and non-Euclidean Geometries.

College Geometry (GDC2)

Proctored, computer-based objective assessment

College Geometry Applications (GDT2)

Performance assessment

Sample Learning Resources:

Honors Geometry–Self Study, by Stanford EPGY

Thinkwell: Geometry

Venema, G. A. (2006). *Foundations of geometry*.

Linear Algebra

This sub-domain focuses on matrices, vector spaces, linear transformations and their applications.

Linear Algebra (GHC2)

Proctored, computer-based objective assessment

Linear Algebra Applications (GHT2)

Performance assessment

Sample Learning Resources:

Lay, D. C. (2006). *Linear algebra and its applications* (3rd ed.).

Calculus III and Analysis

This sub-domain focuses on real analysis, vectors, multivariable functional analysis, and infinite series.

Calculus III and Analysis (HWC2)

Proctored, computer-based objective assessment

Calculus III and Analysis Applications (HWT2)

Performance assessment

Sample Learning Resources:

Thomas, Jr., G.B., Weir, M. D., Hass, J., & Giordano, F. R. (2008). *Thomas's calculus, early transcendentals* (Media Upgrade, 11th ed.).

Thinkwell: Calculus 1 & 2

Calculus 1, 2 & 3 by Stanford EPGY

Real Analysis–Self Study, by Stanford EPGY

Probability and Statistics II

This sub-domain focuses on problem solving, descriptive statistics, statistical inference, sampling, confidence intervals, and hypothesis testing.

Probability and Statistics II (HXC2)

Proctored, computer-based objective assessment

Probability and Statistics II Applications (HXT2)

Performance assessment

Sample Learning Resources:

Triola, M. F. (2006). *Elementary statistics* (10th ed.).

Abstract Algebra

This sub-domain focuses on number theory, groups, rings, fields, and proofs of theorems involving these algebraic structures.

Abstract Algebra (HYC2)

Proctored, computer-based objective assessment

Abstract Algebra Applications (HYT2)

Performance assessment

Sample Learning Resources:

Nicodemi, O. E., Sutherland, M. A., & Towsley, G. W. (2007). *An introduction to abstract algebra with notes to the future teacher.*

EPGY: Modern Algebra–Self Study, By Stanford EPGY

Mathematical Modeling and Connections

This sub-domain focuses on connections among mathematical disciplines and to the sciences.

Mathematical Modeling and Connections (HZZ2)

Specific Teaching Practices

Content focuses on the effective teaching of mathematics in grades 5–12.

Specific Teaching Practices: Mathematics Teaching Topics (DNT2)

Performance assessment

Specific Teaching Practices: Mathematics History & Contributions (DLT2)

Performance assessment

Specific Teaching Practices: Mathematics Technology (DFT2)

Performance assessment

Specific Teaching Practices: Mathematics Pedagogy (AYC2)

Proctored, computer-based assessment

Sample Learning Resources:

Eves, H. (1990). *An introduction to the history of mathematics* (6th ed.).

Pearson Achievement: Teaching Mathematics in Grades 5–12.

Posamentier, A. S., Smith, B. S., Stepelman, J. (2006). *Teaching secondary mathematics: Techniques and enrichment units* (7th ed.).

Van De Walle, J. (2004). *Elementary and middle school mathematics: Teaching developmentally* (5th ed.).

Teacher Work Sample Written Project

The Teacher Work Sample Written Project is the culmination of the student's WGU degree program. It requires the demonstration of competencies through a deliverable of significant scope that includes both a written project and an oral defense.

MA, Mathematics Education (5-12) Teacher Work Sample Written Project (ITT2)

The Teacher Work Sample is a written project containing a comprehensive, original, research based curriculum unit designed to meet an identified educational need. It provides direct evidence of the candidate's ability to design and implement a multi-week, standards-based unit of instruction, assess student learning, and then reflect on the learning process. The WGU Teacher Work Sample requires students to plan and teach a multi-week standards-based instructional unit consisting of seven components: 1) Contextual factors, 2) learning goals, 3) assessment, 4) design for instruction, 5) instructional decision making, 6) analysis of student learning, and 7) self-evaluation and reflection.

MA, Mathematics Education (5-12) Teacher Work Sample Oral Defense (IUT2)

The final master's exam will be a comprehensive oral defense. This exam may be face-to-face when possible but will most likely be held by telephone conference. Questions related to your work in the program will test your preparation and ability to synthesize

and practically apply information obtained from your courses, self-directed study, and project experiences. The oral exam will include a presentation (typically PowerPoint) and defense of the Teacher Work Sample (TWS). Candidates will be asked to reflect upon the TWS, note its strengths and weaknesses, discuss its impact on student learning, and suggest future improvements. The purpose of the exam is a checkpoint to ensure that you have acquired the critically required skills and knowledge specified in the program competencies.

External Content Exams

Prior to graduation, Western Governors University requires that candidates pass the state-mandated content exam that aligns with their WGU program. This exam may or may not be the PRAXIS II. Specific information regarding required content exams required for each program can be found in the WGU Student Handbook. It is the candidates' responsibility to register and pay for the required exams and submit their official passing score reports to WGU.

Need More Information? WGU Student Services

WGU has a Student Services team dedicated exclusively to helping students achieve their academic goals. The Student Services Office is available during extended hours to assist students with general questions and administrative or accessibility issues. Student Services team members help students resolve issues, listen to student issues and concerns, and make recommendations for improving policy and practice based on student feedback. The Student Services team provides a formal means by which students can express their views, and those views in turn inform the decisions we make.

Student Services team members also assist students with unresolved concerns to find equitable resolutions. Prior to contacting the Student Services Office with a complaint, a student should always work first with his or her mentor. Mentors have the expertise to guide students toward goals and direct them to the resources they need to be successful. If, however, a student has an issue or problem that cannot be resolved by the mentor, the student is invited to contact the Student Services Office. To contact the Student Services team, please feel free to call **(866) 903-0110** or email studentservices@wgu.edu. We are available **Monday through Friday, 6 AM to 12 AM and Saturday and Sunday, 10 AM to 7 PM, MT.**

If you have inquiries or concerns that require technical support, please contact the WGU IT Service Desk. The IT Service Desk is available **Monday through Friday, 6 AM to 12 AM and Saturday and Sunday, 10 AM to 7 PM, MT.** To contact the IT Service Desk, please call 1-877-HELP-WGU (877-435-7948) and select option 2 or email servicedesk@wgu.edu.

For the most current information regarding WGU support services, please visit the "Help" tab on the Student Portal. To access the Student Portal, please visit: <http://my.wgu.edu>.

Catalog Exhibit C: Sample Coaching Report



WESTERN GOVERNORS UNIVERSITY

ASSESSMENT RESULTS ANALYSIS

Student Name: Any Student
 Student ID Number: 000XXXXXX
 Assessment: LAC1
 Date of Assessment: 05/24/2010
 Length of Assessment: 111 minutes
 Points Possible: 61.0
 Assessment Cut Score: 58%
 Student Score: 76%
 Status: Pass

This Coaching Report will give you an indication of your strengths and weaknesses by competency and topic areas. In general, competency areas with a score below the overall assessment cut score will require further study. For example, if the cut score for this assessment is 70%, any competency areas with scores below 70% should be revisited. If a topic appears as a hyperlink, you can click it to access the corresponding section of the Course of Study. Please be aware that not all topics are linked to a section of the Course of Study.

Strive to develop a deeper conceptual understanding as you concentrate on these topics. If you need assistance with this Coaching Report or have other questions or concerns about this course, please contact a course mentor.

Competency: 105.2.1 Inquiry & Research	Overall: 82.6%
Topic: 2.1 - Assessing Information	0.66 / 1.0 points
Topic: 2.1 - Research Questions	0.67 / 1.0 points
Topic: 2.1 - Understanding Primary and Secondary Sources	2.8 / 3.0 points

Competency: 105.3.1 Adaptation	Overall: 89.9%
Topic: 3.1 - Adapting your writing for audience and purpose	5.4 / 6.0 points

Competency: 105.1.1 Reading With Comprehension	Overall: 77.8%
Topic: 1.1 - Main Ideas	6.23 / 8.0 points

--	--

Competency: 105.4.1 Analyzing Small Group Communication	Overall: 70.8%
Topic: 4.1 - Converting a Paper into a Presentation	0.67 / 1.0 points
Topic: 4.1 - Listening and Nonverbal communication	2.0 / 3.0 points
Topic: 4.1 - Small-Group Interaction	3.0 / 4.0 points

Competency: 105.4.2 Planning a Presentation	Overall: 83.5%
Topic: 4.2 - Converting a Paper into a Presentation	1.67 / 2.0 points

Competency: 105.1.2 Reading Critically	Overall: 86.0%
Topic: 1.2 - Making Inferences	2.0 / 2.0 points
Topic: 1.2 - Point of view, Bias, and Inconsistency	3.8 / 4.0 points
Topic: 1.2 - Reading Texts Critically	6.25 / 8.0 points

Competency: 105.3.2 Writing as a Process	Overall: 62.5%
Topic: 3.2 - Writing as a Process	2.5 / 4.0 points

Competency: 105.2.2 Evaluating Information	Overall: 90.0%
Topic: 2.2 - Assessing Information	4.5 / 5.0 points

Competency: 105.2.3 Documenting Sources	Overall: 55.6%
Topic: 2.3 - Avoiding Plagiarism	1.0 / 1.0 points
Topic: 2.3 - Documenting Sources in APA Style	0.67 / 1.0 points
Topic: 2.3 - Writing Annotated Bibliographies in APA Style	0.0 / 1.0 points

Competency: 105.3.3 Mechanics of Writing	Overall: 35.8%
---	-----------------------

Topic: 3.3 - Punctuation

1.45 / 3.0 points

Topic: 3.3 - Sentence Structure

0.7 / 3.0 points

WESTERN GOVERNORS UNIVERSITY
CONSOLIDATED FINANCIAL STATEMENTS

For years ended June 30, 2010 and 2009



Mayer Hoffman McCann P.C.

An Independent CPA Firm

175 South West Temple, Suite 650
Salt Lake City, Utah 84101
801-364-9300 ph
801-364-9301 fx
www.mhm-pc.com

INDEPENDENT AUDITORS' REPORT

To the Board of Trustees

WESTERN GOVERNORS UNIVERSITY

We have audited the accompanying consolidated statements of financial position of Western Governors University as of June 30, 2010 and 2009, and the related consolidated statements of activities and cash flows for the years then ended. These consolidated financial statements are the responsibility of management of Western Governors University. Our responsibility is to express an opinion on these consolidated financial statements based on our audits.

We conducted our audits in accordance with U.S. generally accepted auditing standards and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the University's internal control over financial reporting. Accordingly, we express no such opinion. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audits provide a reasonable basis for our opinion.

In our opinion, the consolidated financial statements referred to above present fairly, in all material respects, the consolidated financial position of Western Governors University as of June 30, 2010 and 2009, and the changes in its net assets and its cash flows for the years then ended in accordance with U.S. generally accepted accounting principles.

In accordance with *Government Auditing Standards*, we have also issued our report dated December 10, 2010, on our consideration of Western Governors University's internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audits.

Our audits were conducted for the purpose of forming an opinion on the basic financial statements of Western Governors University taken as a whole. The accompanying schedule of expenditures of federal awards is presented for the purpose of additional analysis as required by U.S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*, and is not a required part of the basic financial statements. Such information has been subjected to the auditing procedures applied in the audits of the basic financial statements and, in our opinion, is fairly stated, in all material respects, in relation to the basic financial statements taken as a whole.

Mayer Hoffman McCann P.C.

Salt Lake City, Utah
December 10, 2010

WESTERN GOVERNORS UNIVERSITY
CONSOLIDATED STATEMENTS OF FINANCIAL POSITION

June 30, 2010 and 2009

<u>ASSETS</u>	June 30,	
	2010	2009
CURRENT ASSETS		
Cash and cash equivalents	\$ 17,855,705	\$ 14,586,711
Student accounts receivable, net of allowance for doubtful accounts (2010, \$2,144,849; 2009, \$1,797,220)	7,258,983	1,676,796
Contributions receivable, net	32,228	84,041
Grants receivable	250,000	-
Other receivables	170,000	-
Investments, at fair value	18,126,951	13,678,383
Prepaid expenses and other assets	145,921	498,637
TOTAL CURRENT ASSETS	43,839,788	30,524,568
INVESTMENTS, at fair value	19,372,250	11,061,623
LONG-TERM CONTRIBUTIONS RECEIVABLE, net	144,650	176,878
PROPERTY AND EQUIPMENT, net	1,781,908	1,609,760
INFORMATION SYSTEMS, net	908,413	476,640
TOTAL ASSETS	\$ 66,047,009	\$ 43,849,469
<u>LIABILITIES AND NET ASSETS</u>		
CURRENT LIABILITIES		
Accounts payable	\$ 5,085,233	\$ 4,141,178
Accrued expenses	7,323,099	4,406,367
Deferred tuition and student deposits	24,161,437	16,707,449
Refundable advances	1,421,437	801,861
TOTAL CURRENT LIABILITIES	37,991,206	26,056,855
OTHER LONG-TERM LIABILITIES	614,684	628,424
TOTAL LIABILITIES	38,605,890	26,685,279
NET ASSETS		
Unrestricted	27,145,209	16,835,581
Temporarily restricted	245,910	278,609
Permanently restricted	50,000	50,000
TOTAL NET ASSETS	27,441,119	17,164,190
TOTAL LIABILITIES AND NET ASSETS	\$ 66,047,009	\$ 43,849,469

See Notes to Financial Statements

WESTERN GOVERNORS UNIVERSITY
CONSOLIDATED STATEMENTS OF ACTIVITIES

Years ended June 30, 2010 and 2009

	June 30,	
	2010	2009
CHANGES IN UNRESTRICTED NET ASSETS		
UNRESTRICTED REVENUES, SUPPORT AND GAINS		
Tuition and fees	\$ 109,044,778	\$ 77,622,829
Less: Tuition from scholarships and waivers	<u>(3,144,227)</u>	<u>(2,574,759)</u>
Tuition and fees, net	<u>105,900,551</u>	<u>75,048,070</u>
Federal grants	1,751,359	1,381,873
Contributions and grants	1,837,698	892,148
In-kind donations	187,801	-
Return on investments	1,081,928	138,768
Gain on sale of property and equipment	400	1,668
Other income	1,909	23,864
Total support and gains	<u>4,861,095</u>	<u>2,438,321</u>
TOTAL UNRESTRICTED REVENUES, SUPPORT AND GAINS	<u>110,761,646</u>	<u>77,486,391</u>
NET ASSETS RELEASED FROM RESTRICTIONS	<u>218,563</u>	<u>129,426</u>
TOTAL UNRESTRICTED REVENUES, SUPPORT, GAINS AND NET ASSETS RELEASED FROM RESTRICTIONS	<u>110,980,209</u>	<u>77,615,817</u>
EXPENSES		
Academic services	62,770,801	45,323,573
Information systems	8,858,307	5,786,391
Institutional support	8,690,779	7,468,352
Marketing	20,350,694	14,249,642
TOTAL EXPENSES	<u>100,670,581</u>	<u>72,827,958</u>
CHANGE IN UNRESTRICTED NET ASSETS	10,309,628	4,787,859
NET ASSETS, BEGINNING OF YEAR	<u>16,835,581</u>	<u>12,047,722</u>
NET ASSETS, END OF YEAR	<u>\$ 27,145,209</u>	<u>\$ 16,835,581</u>
CHANGES IN TEMPORARILY RESTRICTED NET ASSETS		
TEMPORARILY RESTRICTED SUPPORT AND GAINS		
Loss on investments	\$ (24,536)	\$ (34,310)
Contributions	210,400	121,426
Net assets released from restrictions	<u>(218,563)</u>	<u>(129,426)</u>
CHANGE IN TEMPORARILY RESTRICTED NET ASSETS	(32,699)	(42,310)
NET ASSETS, BEGINNING OF YEAR	<u>278,609</u>	<u>320,919</u>
NET ASSETS, END OF YEAR	<u>\$ 245,910</u>	<u>\$ 278,609</u>

See Notes to Financial Statements

WESTERN GOVERNORS UNIVERSITY
CONSOLIDATED STATEMENTS OF CASH FLOWS

Years Ended June 30, 2010 and 2009

	June 30,	
	2010	2009
CASH FLOWS FROM OPERATING ACTIVITIES		
Increase in net assets	\$ 10,276,929	\$ 4,745,549
Adjustments to reconcile increase in net assets to cash from operating activities:		
Depreciation	1,068,034	910,146
Amortization	407,684	370,530
Decrease in discount on contributions receivable	(4,985)	(5,046)
Return on investments	(1,057,392)	104,458
Gain on sale of property and equipment	(400)	(1,668)
Increase in allowance for doubtful accounts	347,629	730,107
Decrease (increase) in operating assets:		
Student accounts receivable, net	(5,929,816)	1,608,084
Contributions receivable, net	89,026	22,406
Grants receivable	(250,000)	-
Other receivables	(170,000)	-
Prepaid expenses and other assets	352,716	(111,388)
Increase (decrease) in operating liabilities:		
Accounts payable	944,055	478,324
Accrued expenses	2,916,732	(1,567,931)
Deferred tuition and student deposits	7,453,988	5,706,378
Refundable advances	619,576	801,861
Other long-term liabilities	(13,740)	33,121
NET CASH FLOWS FROM OPERATING ACTIVITIES	17,050,036	13,824,931
CASH FLOWS FROM INVESTING ACTIVITIES		
Purchase of investments	(25,140,895)	(22,846,245)
Sale of investments	13,439,092	9,930,109
Purchase of property and equipment	(1,242,442)	(789,009)
Sale of property and equipment	2,660	22,510
Purchase of information systems	(839,457)	(277,295)
NET CASH FLOWS FROM INVESTING ACTIVITIES	(13,781,042)	(13,959,930)
NET INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS	3,268,994	(134,999)
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	14,586,711	14,721,710
CASH AND CASH EQUIVALENTS, END OF YEAR	\$ 17,855,705	\$ 14,586,711

See Notes to Financial Statements

WESTERN GOVERNORS UNIVERSITY

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

(1) Summary of significant accounting policies

Principles of consolidation – The accompanying consolidated financial statements include the accounts of Western Governors University and WGU Indiana, Inc. (collectively “the University”). All significant intercompany balances and transactions between Western Governors University and WGU Indiana, Inc. have been eliminated in the consolidation.

Nature of operations – Western Governors University is a non-profit corporation located in Salt Lake City, Utah, founded in 1997 by various governors of the western United States, committed to improving quality and expanding access to post-secondary educational opportunities. The University is an online, competency-based, degree-granting institution that delivers its programs using the Internet and other advanced telecommunications and networking technologies. The University is accredited by the Northwest Commission on Colleges and Universities, and the Accrediting Commission of the Distance Education Training Council. The University’s Teacher College is also accredited by The National Council for Accreditation of Teacher Education. The University’s mission is to improve quality of and expand access to postsecondary educational opportunities by providing a means for individuals to learn, independent of time or place, and to earn competency-based degrees and other credentials that are credible to both academic institutions and employers. WGU Indiana, Inc. was organized on June 11, 2010 as an Indiana nonprofit corporation with the purpose of operating and administering an organization of higher learning. Western Governors University is the sole member.

Basis of presentation – The accompanying consolidated financial statements have been prepared using the accrual method of accounting and follow U.S. generally accepted accounting principles and report information regarding the consolidated financial position and activities of the University according to three classes of net assets: unrestricted, temporarily restricted and permanently restricted net assets. Classification of restricted net assets is determined by the nature of any donor imposed restrictions.

Unrestricted net assets - are those not subject to donor-imposed restrictions. Unrestricted net assets may be designated for specific purposes by action of the University or may otherwise be limited by contractual agreements with outside parties.

Temporarily restricted net assets - carry specific donor-imposed restrictions on the expenditure or other use of the contributed funds. Temporary restrictions may expire either due to the passage of time or through actions of the University pursuant to stipulations indicated by the donor.

Permanently restricted net assets - include gifts of cash and other assets that are required to be retained permanently by the University. Generally the donors of these assets permit the University to use all or part of the investment return on these assets.

Expenses are reported as decreases in unrestricted net assets. Expiration of donor-imposed restrictions that simultaneously increase one class of net assets and decrease another are reported in the statement of activities as net assets released from restrictions.

WESTERN GOVERNORS UNIVERSITY

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

(1) Summary of significant accounting policies (continued)

Use of estimates – The preparation of consolidated financial statements in conformity with U.S. generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the consolidated financial statements, and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

Cash and cash equivalents – The University considers all money market funds and highly liquid debt instruments with an original maturity of three months or less to be cash equivalents.

Student accounts receivable – Student accounts receivable are stated at unpaid balances, less an allowance for doubtful accounts. The University provides for losses on student accounts receivable using the allowance method which is based on past experience of payments received. According to the University's policy, student accounts receivable are considered past due if the payment is not collected by the beginning of each term unless students sign up for the installment plan. Students on the installment plan are required to pay their tuition by a specified due date. Any amounts not paid by the due date are considered past due. It is the University's policy to charge off uncollectible student accounts receivable when management determines the receivable will not be collected.

Contributions receivable – Unconditional contributions are recognized as revenues in the period the donor's commitment is made. Contributions receivable that are expected to be collected within one year are recorded at net realizable value. Contributions receivable that are expected to be collected in future years are recorded at the present value of their estimated future cash flows. The discounts on those amounts are computed using a risk adjusted rate applicable to the commitments received. Amortization of the discounts is included in contribution revenue. Conditional pledges are not recognized until they become unconditional, that is when the conditions on which they depend are substantially met. Contributions of assets other than cash are recorded at their estimated fair values.

Contributions of long-lived assets without donor stipulations concerning the use of such assets are reported as revenue of the unrestricted net asset class. Contributions of cash or other assets with donor stipulations to be used to acquire long-lived assets are reported as revenues of the temporarily restricted net asset class until the acquisition of such assets, at which time the restrictions are considered to be released.

All contributions are available for unrestricted use unless specifically restricted by the donor. Restricted contributions received from donors are reported as temporarily restricted or permanently restricted support and as an increase in the respective net asset class. Allowance is made for uncollectible contributions receivable based upon the University's judgment and analysis of past collection experience and other relevant factors.

WESTERN GOVERNORS UNIVERSITY

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

(1) Summary of significant accounting policies (continued)

Investments – Investments are initially recorded at their acquisition cost if they are purchased and at estimated fair value if they were received as a contribution. Subsequent to acquisition, all debt and equity securities are valued and reported at their fair value. Return on investments is reported on the statement of activities and consists of interest and dividend income on investments and unrealized and realized gains and losses. Fair value is determined on the following basis: *equity and fixed-income investments* – including corporate securities, index funds, and corporate notes and bonds are valued at the last sale price (if quotations are readily available) or at the closing bid price in the principal market in which such securities are normally traded (if no sale price is available).

The estimated fair value of certain alternative investments such as funds of funds – limited partnerships is based on valuations provided by the external investment managers as of June 30, 2010. The University believes the carrying amount of these financial instruments is a reasonable estimate of fair value. Because alternative investments are not readily marketable, their estimated value is subject to uncertainty and therefore may differ from the value that would have been used had a ready market for such investments existed. Such difference could be material.

The University maintains accounts with several brokerage firms. The accounts contain cash and securities. The University's investments in securities are exposed to various risks, such as interest rate, credit, company, and overall market volatility. Due to the level of risk associated with these investment securities, it is at least reasonably possible that changes in the values of investment securities will occur in the near term and that such changes could materially affect the amounts reported in the University's consolidated financial statements.

Property and equipment – The University capitalizes all expenditures for property and equipment for which the cost exceeds \$5,000 and has a useful life of more than one year. Donated property and equipment is recorded at fair value on the date of donation. Depreciation and amortization are computed on the straight-line method over the following estimated useful lives:

<u>Assets</u>	<u>Useful Lives</u>
Computers	2 years
Equipment	5 years
Furniture and fixtures	5 years
Leasehold improvements	Lesser of remaining life of the lease or 15 years
Buildings	12 years

Information systems – The University capitalizes internally developed software costs associated with its Student Information System. Capitalized costs include direct costs of materials, services consumed and payroll related costs for employees directly associated with the project. Maintenance and minor upgrades or enhancements are expensed as incurred. The University also purchases software and software licenses which are capitalized at cost. Software is amortized using the straight-line method over four years.

WESTERN GOVERNORS UNIVERSITY

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

(1) Summary of significant accounting policies (continued)

Long lived assets – Long lived assets are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount of assets may not be recoverable in accordance with the Financial Accounting Standards Board Accounting Standards Codification 380, (“ASC 380”, formerly known as Statement of Financial Accounting Standard (SFAS) No. 144, *Accounting for the Impairment or Disposal of Long-Lived Assets*). When such events or changes in circumstances indicate that an asset may not be recoverable, an impairment loss is required to be recognized in an amount by which the asset’s net book value exceeds its estimated fair value. No impairment loss was recorded for the years ended June 30, 2010 and 2009.

Refundable advances – The University has been awarded various grants from private foundations and the federal government. Unspent amounts may be subject to return at the request of the grantor. Revenue will be recognized as the University incurs expenses related to the various grants.

Fair value of financial instruments – The University’s significant financial instruments are cash and cash equivalents, receivables, other short-term assets and liabilities. For these financial instruments, carrying values approximate fair value.

Revenue recognition and deferred tuition – Deferred tuition is recorded when students are billed and revenue is recognized as income in the period in which the education services are provided.

Federal grants – Government grants normally provide for the recovery of direct and indirect costs, subject to audit. The University recognizes revenue associated with direct and indirect costs as they are incurred.

Expense allocation – The costs of providing various programs and other activities have been summarized on a functional basis in the statement of activities. All direct costs are charged to the related functional area. Indirect costs are charged to programs and supporting services based on estimates made by management taking into account the nature of the expense and how it relates to the functional area. General and administrative costs include those expenses that are not directly identifiable with any other specific function but provide for the overall support and direction of the University.

In-kind contributions – In-kind contributions are recorded as revenue and expense in the accompanying financial statements. These contributions consist of equipment, services and office space all of which are recorded at their estimated fair values.

Advertising costs – Advertising costs are charged to operations when incurred. Advertising expense was approximately \$2,742,269 and \$1,146,009 for the years ended June 30, 2010 and 2009, respectively.

Income taxes – The University qualifies as a tax-exempt organization under Section 501(c)(3) of the Internal Revenue Code, and is generally exempt from federal and state income taxes, except for taxes on income from activities unrelated to its exempt purpose. The University has no tax positions taken, or expected to be taken, in a tax return that do not meet the “more-likely than-not” criteria. Accordingly, no provision for income taxes has been made in the accompanying consolidated financial statements.

WESTERN GOVERNORS UNIVERSITY

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

(1) Summary of significant accounting policies (continued)

Subsequent event – The University has reviewed and evaluated material subsequent events from the balance sheet date of June 30, 2010 through the consolidated financial statements issue date of December 10, 2010. All appropriate subsequent event disclosures, if any, have been made in the notes to the consolidated financial statements.

Reclassification – Certain items in the 2009 financial statements have been reclassified to conform to the 2010 presentation.

Fair Value Measurements - Definition and Hierarchy – In accordance with the provisions of FASB ASC 820 (“ASC 820”, formerly known as Statement of Financial Accounting Standard (SFAS) No. 157, *Fair Value Measurements*), fair value is defined as the price that would be received to sell an asset or paid to transfer a liability (i.e., the “exit price”) in an orderly transaction between market participants at the measurement date.

In determining fair value, the University uses various valuation approaches. ASC 820 establishes a hierarchy for inputs used in measuring fair value that maximizes the use of observable inputs and minimizes the use of unobservable inputs by requiring that the most observable inputs be used when available. Observable inputs are inputs that market participants would use in pricing the asset or liability developed based on market data obtained from sources independent of the University. Unobservable inputs are inputs that reflect the University’s assumptions about the assumptions market participants would use in pricing the asset or liability developed based on the best information available in the circumstances. The hierarchy is broken down into three levels based on the observability of inputs as follows:

Level 1—Valuations based on quoted prices in active markets for identical assets or liabilities that the University has the ability to access. Valuation adjustments and block discounts are not applied to Level 1 instruments. Since valuations are based on quoted prices that are readily and regularly available in an active market, valuation of these products does not entail a significant degree of judgment.

Level 2—Valuations based on one or more quoted prices in markets that are not active or for which all significant inputs are observable, either directly or indirectly.

Level 3—Valuations based on inputs that are unobservable and significant to the overall fair value measurement.

The availability of observable inputs can vary from product to product and is affected by a wide variety of factors, including, for example, the type of product, whether the product is new and not yet established in the marketplace, the liquidity of markets and other characteristics particular to the transaction. To the extent that valuation is based on models or inputs that are less observable or unobservable in the market, the determination of fair value requires more judgment. Accordingly, the degree of judgment exercised by the University in determining fair value is greatest for instruments categorized in Level 3.