WESTERN GOVERNORS UNIVERSITY®

Institutional Catalog

Western Governors University
2018 University Catalog
Volume MMXVIII, No. 3
March 2018

Undergraduate and Graduate Programs
Teachers College
College of Business
College of Information Technology
College of Health Professions

The electronic catalog—the WGU public website—is available at any time by accessing the following URL: www.wgu.edu

The print version of this catalog for students and prospective students may be requested by contacting Darin Hobbs, Registrar at registrar@wgu.edu.

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About Western Governors University

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

The vision of Western Governors University is to serve the needs of today's information age citizens. Now more than ever, people need easy access to affordable, practical education that will give them skills and knowledge they can take directly into the workplace. WGU meets that need directly by providing high-quality, accessible education in fields of study that are in demand. WGU does this through the use of technology to overcome barriers of time and distance. Through the use of the Internet, videoconferencing and other methods, students and teachers create valuable contact that is essential to the learning process without having to incur the expense and inconvenience of traveling to a campus.

WGU awards its competency-based degrees based on what a student knows and can do, rather than on the number of hours a student spends in class. WGU does this by administering assessments that give a student an opportunity to demonstrate his or her mastery of a particular subject area. Those same assessments give an employer or prospective employer confidence in the student's abilities.

An Online University with a Mission

WGU is 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 help students achieve their dreams for a degree and career success by providing a personal, flexible, and affordable education based on real world competencies. Thus, 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.

Today's WGU student body is quite diverse. WGU serves students residing in all 50 states, in both urban and rural settings, and active-duty military personnel and their spouses at overseas military installations. The average WGU student is 37 years old and works full or part-time jobs while attending. Most students pursuing a bachelor's degree already have some college experience.

The mission of Western Governors University 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.

Institutional Core Themes

Mission fulfillment at WGU is defined by a series of critical statements that are at the very heart of the university's operations. Those statements are represented by WGU's core themes. WGU's core themes, their objectives, and measures of success express the university's commitment to the mission. The core themes are universally accepted by faculty and staff and display the values and goals WGU plans to achieve. The metrics assigned to each objective will be evaluated to measure the success of each one, and ultimately signify how effectively WGU is reaching mission fulfillment.

Core Theme 1: *Develop people and leaders that enable WGU to accelerate its pace of innovation and meet scaling demands for rapidly improving student success, an ever-growing student body, and increasing sector influence and peer enablement.*

Core Theme 2: *Advance the quality and relevancy of our academic credentials using a competency-based approach to enable students and graduates with the skills and competencies directly linked to professional readiness and success in the nation's workforce for education, IT, business, and health.*

Core Theme 3: *Accelerate advancements in student progress and attainment by driving the advancement of next-generation learning models that leverage technology, innovative faculty models, individualized learning, integrative program paths, self-service, social engagement, etc.*

Core Theme 4: *Expand access to high quality, affordable post-secondary programs, particularly among the under-served student populations, through greater awareness, credibility, efficiency, enabling partnerships and financial prudence.*

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, 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 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.

Accreditation

Accreditation provides evidence that outside evaluators have carefully reviewed and approved WGU's programs and policies, enables the transfer of credits to other accredited institutions, and legitimizes degree credentials for employers and colleges.

Regional Accreditation

Western Governors University is regionally accredited by the Northwest Commission on Colleges and Universities (NWCCU), one of the major accrediting commissions recognized by the U.S. Department of Education. Regional accreditation is the highest form of accreditation.

Western Governors University has the distinction of being the only university to receive regional accreditation simultaneously from four regional accrediting commissions. This was in part because of our founding by the governors of 19 U.S. states, which encompass a wide geographic region. The Northwest Commission on Colleges and Universities is now considered WGU's home accrediting body.

NCATE

The National Council for Accreditation of Teacher Education (NCATE) is the premier specialized accrediting body for teacher preparation and is recognized by the U.S. Department of Education. NCATE accredits colleges of education that produce over two-thirds of the nation's new teacher graduates annually.

The WGU Teachers College received unconditional accreditation from the National Council for Accreditation of Teacher Education (NCATE). WGU is the first exclusively online university to receive NCATE accreditation for its degree programs that lead to teacher licensure.

This means that all WGU teaching programs, at both the undergraduate and graduate levels were reviewed by this national accreditation agency. In addition, a number of WGU programs have been singled out for national recognition by

NCATE and the specialized professional associations that govern curriculum in those programs; in particular, currently all programs in mathematics, elementary education, science, social science, ELL, and technology have been awarded national recognition.

CCNE

Officially recognized by the U.S. Secretary of Education as a national accreditation agency, the Commission on Collegiate Nursing Education (CCNE) is an autonomous accrediting agency, contributing to the improvement of public health. CCNE ensures the quality and integrity of baccalaureate, graduate, and residency programs in nursing. CCNE accreditation supports and encourages continuing self-assessment by nursing programs and supports continuing growth and improvement of collegiate professional education and post-baccalaureate nurse residency programs.

In 2014, the Commission on Collegiate Nursing Education's (CCNE) Board of Commissioners granted continuing accreditation to the baccalaureate degree program in nursing and the master's degree program in nursing at Western Governors University for ten years, extending to June 30, 2024. The programs received unconditional approval by illustrating full compliance with all key elements.

The bachelor's and master's nursing degree programs at WGU are accredited by the Commission on Collegiate Nursing Education (One Dupont Circle, NW, Suite 530, Washington, DC 20036, 202-887-6791).

CAHIIM

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

University Governance

WGU is governed by the 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 following link provides information about the Board of Trustees, National Advisory Board, and other university officials: http://www.wgu.edu/about_WGU/governors_industry

Board of Trustees (October 2017):

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National Advisory Board:

The WGU National Advisory Board (NAB) consists of major corporations and private foundations that provide ongoing support and advice to the university. The NAB was created in order to enhance the implementation of the WGU mission and aid in the strategic planning process of WGU. The NAB serves at the pleasure of the Board of Trustees and consists of a diverse group of industry representatives, currently including the fields of technology, publishing, and consulting. The primary aim of the NAB is to foster a global and visionary perspective for WGU. Current members include:

AT&T
CenturyLink
Bill & Melinda Gates Foundation
Dell
Google
Hewlett-Packard
Hospital Corporation of America
Lumina Foundation
Alfred P. Sloan Foundation
Microsoft
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Ed.D., University of North Texas

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Vice President, Financial Aid
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Academic Program Governance

Academic programs are developed and guided by WGU administrators working through several councils comprised of academicians and industry experts in the various fields of knowledge. Each WGU academic program has a program council which is the official faculty governing body for a degree or certification program. Program councils, along with the program coordinator, are responsible for overseeing the development of the curriculum (including performance descriptions, subdomains and domains), overseeing all assessments, and updating the curriculum.

In addition to program councils, an Assessment Council comprised of assessment experts is responsible for working with academic program councils, assessment development vendors and WGU assessment staff to ensure that the assessments developed are appropriate tests of the competencies identified by the program councils. For a listing of members of the Academic Leadership, Assessment Council, Health Professions Program Council, Nursing Program Council, General Education Program Council, Business Program Council, Information Technology Program Council, and Education Program Council, please see links available at: www.wgu.edu/about_WGU/governors_industry

Faculty Composition

The faculty at WGU is committed to WGU's unique, student-centric, competency-based approach that places the greatest emphasis on student learning. Because learning at WGU is personalized, we do not use typical online classes that are dependent upon fixed schedules or group pacing. Instead, each student is guided and assisted through a personalized learning experience by faculty and staff serving in different capacities:

Program Mentors

For each student, the primary faculty support is a personally assigned Program Mentor, formerly known as Student Mentors. The role of the Program Mentor is to provide program instruction, coaching, and support from the moment an individual becomes a student to the time he or she graduates. More specifically, Program Mentors:

- Provide instruction and guidance at the program level.
- Provide information on programs, policies, and procedures.
- Assess students' strengths and development areas to help them develop a plan of study.
- Provide feedback on assessments and recommend learning resources.
- Help students to sustain motivation and maintain on-time progress to their degree.
- Recommend appropriate student services.

This support involves regularly scheduled academic progress conversations weekly and active involvement in other aspects of the student's academic career. While not an expert in all subjects, the Program Mentor guides the student through the overall program and offers coaching, direction, and practical advice.

Course Instructors

WGU's Course Instructors are subject matter experts who instruct and support students as they engage specific sections of the WGU curriculum. Their experience and advanced training is specific to the courses they support. They are knowledgeable and can address any issue that might arise related to a course, a learning resource, or an assessment. Specifically, Course Instructors:

- Bring WGU courses of study to life with students via one-to-many or one-to-one forums.
- Provide instructional help (proactively and reactively) and facilitate learning communities.
- Provide content expertise for students who are struggling with course material.

The type and intensity of instructional support varies based on the needs of each student in a particular course, from help with specific questions that arise to more fully engaged tutorial support.

Program Faculty

WGU's Program Faculty is made up of academic experts who can serve in multiple roles, including as program managers, assessment and curriculum developers, and academic program council members. These faculty members work alongside the Course Instructors and Program Mentors to facilitate student learning and success. Specifically:

- *Program Councils*—which include outside experts from academia and industry—oversee and approve curriculum, identify new programs for development, and define program competencies to be in line with the demands of today's employers.
- *Program Managers* are responsible for the overall quality and relevance of their college's degree programs.

- *Curriculum Developers* develop domains, competencies, and objectives for each component of our degree programs. They measure product excellence through feedback, employer acceptance, and graduate success, and continually evaluate and improve learning resources and assessments.

Evaluators

Evaluators are subject matter experts tasked with reviewing assessment submissions in a fair and unbiased manner to determine if competency has been demonstrated. As established professionals within their fields, they bring years of hands-on experience and training to the position. Specifically, they:

- Are experts in their areas of evaluation with advanced degrees in their subject areas, including many with Ph.D. degrees and post-graduate training or certifications.
- Review submissions objectively, applying extensive expertise to the evaluation process.
- Participate in ongoing professional development to ensure high-quality, unbiased evaluations.

Evaluators are dedicated professionals who recognize the purpose of WGU's competency-based model and understand the importance of providing clear and comprehensive feedback to support student development.

Academic 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 assessments any time, day or night, without regard to holidays and other significant dates.

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 a term are based on when the student begins their program. (For example, if a student begins their program March 1st, the first term will last from March 1st to August 31st. The second term would begin September 1st.) Tuition is billed at a flat rate every term. Students pay for time, not by credit hour or by course.

Learning Resources

WGU students use a variety of learning resources to acquire the skills and knowledge needed to complete assessments. These learning resources come in a variety of forms, including, but not limited to:

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

The majority of these learning resources are covered by the Learning Resource fee, and in some degree plans a lab fee, with select textbooks not being covered. These resources are made available through partnerships with third-party education providers.

Student Services

Students enrolling at WGU become much more than a student. They become a part of a community; of students, faculty, mentors, and staff all united under one common goal: student success.

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.

The Student Services team helps students resolve issues, listens to student issues and concerns, and makes 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.

The Student Services team assists 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 call 877.435.7948 or email studentservices@wgu.edu. Representatives are available Monday through Friday from 6 AM to 10 PM MT and Saturday from 7 AM to 7 PM MT (closed Sunday).

Other services available to students include:

Mentoring

WGU will not leave students on their own to figure out what resources are available. Students have a dedicated partner in their education: a mentor committed to connecting them with what is needed to succeed. Our mentoring program is like nothing else in higher education.

Student Success Office

For students having issues or complaints that cannot be resolved by the program mentor, WGU's Student Success Office is available to help. Students always have an advocate for their success throughout the duration of their degree program.

IT Service Desk

As an online university, technology plays a large role in operations. WGU's IT Service Desk is available to help students resolve any technology problem (call 877.435.7948 or email servicedesk@wgu.edu). The Service Desk is open Monday through Friday, 6 AM to 10 PM MT and Saturday and Sunday, 10 AM to 7 PM MT .

WGU Student Assistance Program

WGU has partnered with the Wellness Corporation to provide WellConnect™, a free, voluntary, and confidential service which offers counseling and support services to students. WellConnect provides support with a live clinician by phone 24 hours a day, 7 days a week. Due to WGU's online presence and lack of a physical campus, the WellConnect student assistance program constitutes the extent of healthcare services available to WGU students.

Tools for Success

Students are given all the tools needed to reach out and network with their peers; including message boards, emails, a student portal, and more.

Alumni Community

The Alumni Community provides benefits and resources as a free service to WGU graduates. Graduates have access to the alumni community website when they register as a member. Membership is always free. The Alumni Relations customer service team is always available to answer any questions or concerns.

Alumni Community website: http://alumni.wgu.edu

Alumni Relations team contact info: alumni@wgu.edu or 866-895-2085

Alumni and Student LinkedIn Group: https://www.linkedin.com/groups/51112
This is a closed group. Graduates and students must request to be added as a member.

Benefits and Resources for Graduates:

Networking Tools

Connect with other graduates using the alumni community website member directory or the LinkedIn alumni and student group. Read fellow graduate stories, or submit individual stories to be featured on the website or in the alumni newsletter. The alumni community website also lists upcoming local events.

Continuing Education

Access the alumni library, Skillport, and MindEdge One Hour Courses through the alumni community website. Look for additional continuing education opportunities on the alumni community website benefits page, in the alumni newsletter, and in announcement emails.

Discount Programs

WGU partners with many companies to offer exclusive discounts and benefits to our graduates. Visit the alumni community website benefits page to browse available discounts.

Ongoing Communication

Stay connected to WGU via the alumni newsletter, WGU Night Owl blog, WGU Facebook page, and the WGU Twitter feed.

Opportunities to Volunteer

Host a networking event, work with a student or prospective student who could use advice from someone who's "been there", refer friends to WGU, or donate to the WGU alumni scholarship fund – 100% of donations go toward helping future WGU students.

Career and Professional Development

WGU provides career assistance and resources to graduates and students. Career and Professional Development (CPD) Specialists are available to assist students and graduates develop a career plan, implement job-search strategies, and assist with the creation of marketing tools such as resumes, cover letters, and social media profiles. Additionally, students and graduates have exclusive 24/7 self-service access to professional career resources, such as resume development and practice interview software, self-assessments, and job banks. Live and recorded webinars are also available on a variety of popular career and job search topics.

WGU Career and Professional Development Website: www.wgu.edu/careerservices

The WGU Career and Professional Development Center provides the following resources:

New Student Orientation to Western Governors University

WGU provides information on Career & Professional Development services to all new students during Orientation. Students are invited to complete a voluntary survey regarding their career goals, current employment status and experience level. Upon completing the survey, they are sent an email from the Career & Professional Development Center guiding them to resources and inviting them to connect with a Career & Professional Development (CPD) Specialist.

Career Resources Website

WGU students and graduates have access to the career resources website. Here, students and graduates can find information, tools and resources covering a broad range of career and job search topics, including the WGU Job Board, career planning, resume writing, interviewing, networking and applying to graduate school.

Weekly Career Webinars (WGU CareerWise Webinars)

Career & Professional Development offers weekly career webinars featuring top career authors and experts designed to help students and graduates with all aspects of career management and the job search process. Webinars are organized into tracks that allow for personalization based on the participant's career needs and goals.

Individual Appointments with Career & Professional Development (CPD) Specialists

CPD Specialists provide a variety of services including: career planning, resume/cover letter assistance, interview strategies, search tips and networking assistance.

Resume Assistance

Students and graduates have access to online information and tools to help them create customized and professional resumes. In addition, CPD Specialists assist students/graduates individually by reviewing and critiquing their resumes.

Practice Interviews

CPD Specialists 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. The Career & Professional Development Center also offers practice interview software.

Access to National Job and Internship Postings

Students/graduates have access to the WGU Job Board which includes direct postings from employers as well as a job aggregator. Students and graduates can perform a nation-wide search for entry-level through experienced-level jobs.

Networking Opportunities with WGU Alumni

WGU students/graduates can connect with WGU graduates and other students who have accounts with LinkedIn and/or Facebook.

Information on Applying to Graduate School

The Career & Professional Development Center offers on-line resources and individual advising to students/graduates interested in continuing their education via graduate school.

Note: WGU does not guarantee employment upon degree completion or provide placement services.

Library

WGU's library makes its services and resources easily available to students 24 hours a day. Library services include access to article and E-book databases, Online Reference Support, Interlibrary Loan services, and Course E-reserves.

WGU's library maintains major academic databases, giving students search and full-text access to academic materials through Academic Search Complete, ABI/Inform, Applied Science and Technology Full Text, Art Full Text, Biography Reference Bank, Business Abstracts with Full Text, Business Source Premier, Education Full Text, CINAHL complete, General Science Full Text, Humanities Full Text, Health Business Elite, Hoovers Company Profiles, JSTOR NCTM Journals, Medline Complete, Ovid Nursing Journals, Science Direct, and Wilson Omnifile Fulltext Mega. Students have an array of options when searching for journal articles, including searching through EBSCO discovery service, a federated search engine, by journal title using an A-Z Journal linker, or by subject (e.g., education, science and technology, health sciences, etc.).

Ebrary Academic, and EBSCO Academic, two of our subscription E-book providers, gives students access to over 134,000 full-text electronic books. Students also have access to *Books 24/7*, with an additional 24,400 plus full-text e-books. WGU provides Interlibrary Loan services for its students through the University of Michigan's interlibrary loan service. The University of Michigan University Library in Ann Arbor, Michigan is one of the largest university library systems in the United States. The system, consisting of 19 separate libraries in 11 buildings, altogether holds over 9.55 million volumes, with the collection growing at the rate of 177,000 volumes a year. The library also holds many special collections which align themselves with WGU's various degree programs.

Facilities

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. WGU has various administrative offices placed throughout the United States with the headquarters located in Utah.

WGU Building Locations

Arizona: 432 N 44th St, Ste. 400; Phoenix, AZ 85008 (enrollment center ONLY)

California: 2900 South Harbor Blvd., Suite 201; Santa Ana, CA 92704 (nursing lab ONLY)

Indiana: 10 W Market St, Ste. 1020; Indianapolis, IN 46204

Missouri: 8000 Maryland Ave, Ste. 410; St. Louis, MO 63105 (with enrollment center)

Nevada: 6795 S Edmond St, Floor 3; Las Vegas, NV 89118

Tennessee: 501 Corporate Centre Dr., Ste. 390; Franklin, TN 37067

Texas: 12515-8 Research Blvd, Suite 250; Austin, TX 78759 (with enrollment center)

Utah: 4001 S 700 E, Ste. 700; Salt Lake City, UT 84107 (with enrollment center)

Washington: 20435 72nd Ave. South, Suite 301; Kent, WA 98032

Admissions

General Admission Requirements

WGU seeks to admit individuals who have the capacity and determination to complete a rigorous WGU degree program. The admission process is designed to help students and the university reach an informed decision about a student's likelihood of success.

At WGU we want students to graduate, not just enroll. Consequently, not every applicant is admitted because not every individual is a good “fit” for WGU’s programs and competency-based, online academic model.

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

Admissions Criteria:

- Interview(s) with a WGU Enrollment Counselor
- Prior college experience and work experience
- Results from the WGU Collegiate Readiness Assessment (if required)
- The time commitment one can make to their studies

To be considered for admission to WGU, students must meet the following minimum requirements, although completing these requirements does not guarantee admission:

Undergraduate Programs:

- Apply for admission
- Have earned a high school diploma or GED
- Submit official transcripts for all prior college academic work completed
- Be at least 16 years of age
- Meet any program-specific admissions requirements
- Interview with a WGU Enrollment Counselor to determine “fit” with WGU’s expectations

Graduate Programs:

- Apply for admission
- Submit an official transcript verifying receipt of a bachelor’s degree from a recognized, accredited institution*
- Submit official transcripts for all prior college academic work completed
- Be at least 16 years of age
- Meet any program-specific admissions requirements
- Interview with a WGU Enrollment Counselor to determine “fit” with WGU’s expectations

Prospective students seeking admission to a WGU undergraduate degree program must be no less than 16 years of age. Prospective students seeking admission to WGU undergraduate or graduate licensure degree programs must be no less than 18 years of age at the time of clinical or field placement requirements. Furthermore, prospective students may not be incarcerated in a state or federal penal institution. Prospective students must also meet all other general and specific degree program admission requirements on the WGU website.

For 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.

*Note: More information is available at https://cm.wgu.edu/t5/Admission/Bachelor-s-Degree-for-Admission-to-Graduate-Programs/ta-p/1

Steps and Deadlines for Enrollment

Below is the list of steps and their respective deadlines required for enrollment into an online degree program:

1. Apply for admission and pay the application fee. The application fee is $65. WGU accepts cash, checks, and web checks/EFT at no additional cost. Credit cards (Visa, MasterCard, Discover, and American Express) are also accepted, but a 2.75% credit card fee applies. The application fee must be paid before an application will be fully processed. *Note: WGU does not profit from application fees as they only offset a small portion of admission and enrollment costs.*

2. Send in official transcripts. Provide a high school degree, GED or equivalent or transcripts from a prior college experience are required if a student is seeking transfer credit, confirmation of sufficient background (for post-baccalaureate and master's licensure programs), or if looking to enroll into a graduate program.

Official transcript copies must arrive by the 1st of the month prior to the intended start date for evaluation. Please make arrangements for the official copies to be sent to:
Western Governors University
ATTN: Transcripts Department
4001 South 700 East, Suite 700
Salt Lake City, UT 84107-2533

Note: If, for some reason, a student is unable or does not wish to send prior transcripts, an Enrollment or Admission Counselor can advise on available options.

3. Complete the Readiness Assessment. The WGU Readiness Assessment is a three-part online test designed to determine a student's likelihood of success at WGU, testing competency in reading, writing, and math. An Enrollment Counselor can answer questions regarding this assessment. Potential graduate students are not required to complete the assessment.

4. Complete the Financial Aid application process (if necessary). If a student intends to use federal financial aid to cover tuition expenses, they will need to complete WGU's financial aid application process and be certified as eligible to receive aid no later than the 22nd of the month prior to the intended start date. An Enrollment Counselor can direct a student with financial aid questions to the proper department.

5. Interview with Enrollment Counselor. Individuals will have one or more interviews with a designated Enrollment Counselor to review the student's application, answer questions and explain institution expectations for online learning. The calls ensure individuals have accurate and appropriate information about WGU, the program, and what will be expected. *In addition, a 20- to 30-minute Intake Interview will be required to finalize enrollment and officially establish a program start date.* (The Intake Interview needs to occur by the 15th of the month prior to the intended start date.)

6. Satisfy first tuition obligation. First tuition payment will be due by the 22nd of the month prior to the intended start date. If planning to use financial aid, students need to start the financial aid process right after paying the application fee. There is a payment plan available to those who are not using financial aid. WGU strongly encourages students to make tuition arrangements or finish the financial aid process sooner than the 22nd as this will permit students to begin orientation at any time after the 15th of the month.

7. Complete Orientation. Once cleared to begin, students will begin orientation. This orientation will acquaint students with WGU's unique competency-based academic approach and a link to the various learning resources utilized throughout the program. Students should complete orientation before starting a program on the first of the month.

State-specific requirements:http://www.wgu.edu/admissions/admissions_state_requirements
See the program-specific admission requirements below for additional admission requirements.

Teachers College Admission Requirements

The WGU Teachers College is a recognized leader in online teacher education with students all over the country. Below are admission requirements specific to Teachers College programs that are in addition to WGU's general admissions requirements (also see Academic Programs section for additional program requirements).

http://www.wgu.edu/admissions/tc_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 enrolled in the WGU program.

WGU's teacher licensure programs also include Demonstration Teaching (student teaching). Students must be at least 18 years of age before they may begin the application process or participate in Preclinical Experiences and

Demonstration Teaching. Students must also submit to a criminal background check prior to entering the classroom for this component of the program.

Special Requirements for Programs Leading to Endorsement:

If enrolled 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 the student plans to eventually apply for the endorsement, the following are required:

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

An Enrollment Counselor will instruct a student as to when and how to submit a teaching license prior to or during the program. Students do not need to submit a copy of the license if they are not seeking the endorsement.

Additional Requirements for Entry into the B.A. Mathematics (5-9 or 5-12) Program:

Students are required to show proof of having completed a college-level Pre-calculus or Calculus course with a C or better.

WGU requires this prerequisite because research has determined that students entering this program need to have demonstrated strong college-level mathematics abilities in order to handle the rigors of the challenging mathematics curriculum. The mathematics in this program goes far beyond Calculus and is roughly equivalent to a mathematics major.

Additional Requirements for Entry into the B.A. Science (5-9), B.A. Science (5-12, Geosciences), B.A. Science (5-12, Biological Science) Programs:

Students are required to show proof of having completed both a College Algebra course and a Natural Science course with lab component (in Chemistry, Physics, Biology, or Geosciences) with a grade of C or better.

WGU requires these prerequisites because our research has determined that students entering these programs need to have demonstrated their ability to handle the rigors of both a college-level mathematics course as well as a natural science course with a lab component.

Additional Requirements for Entry into the B.A. Science (5-12, Chemistry), B.A. Science (5-12, Physics) Programs:

Students are required to show proof of having completed both a Pre-Calculus or Calculus course and a Natural Science course with lab component (in Chemistry, Physics, Biology, or Geosciences) with a grade of C or better.

WGU requires these prerequisites because our research has determined that students entering these programs need to have demonstrated their ability to handle the rigors of both a college-level mathematics course as well as a natural science course with a lab component.

Additional Requirements for Entry into the M.S. Educational Leadership Program:

Prior to entry into the M.S. Educational Leadership, students will be required to complete and submit the following documents:*

- Leadership essay
- Case study and practicum agreement
- Supervising administrator verification document (students in Washington, Arkansas, California, Nevada, Ohio, Oregon, Texas, Wisconsin, and Wyoming will use a different version)

*Note: Documents are available at http://www.wgu.edu/admissions/tc_requirements.

Additional Requirements for Entry into Post-Baccalaureate or M.A. in Teaching Programs:

To be considered eligible for enrollment into a Post-Baccalaureate Teacher Preparation Program or M.A. in Teaching degree program, students must provide official transcripts that demonstrate they have earned a bachelor's degree from

a recognized accredited university and meet appropriate content requirements as described at http://www.wgu.edu/admissions/tc_requirements by subject area:

- Elementary Education
- English
- Mathematics
- Science

College of Business Admission Requirements

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

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

Special Requirements for WGU's MBA Programs and M.S. Management and Leadership Program:

- Submit a transcript verifying receipt of a 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.

Special Requirements for WGU's MS Accounting Program:

- Submit a transcript verifying receipt of a bachelor's degree in accounting from a recognized, accredited institution.
- Demonstrate accounting experience through at least one of the following methods:
    - A bachelor's degree in accounting.
    - A Certified Public Accountant (CPA) license.

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

College of Information Technology Admission Requirements

Degrees from the College of Information Technology incorporate up to seven respected industry certifications, depending on the program. Below are admission requirements specific to College of Information Technology programs that are in addition to WGU's general admissions requirements.

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

Special Requirements for WGU's B.S. IT Programs:

- Possess a high school diploma or its equivalent.
- Demonstrate IT experience either through:
    - An associate's degree in IT or equivalent (A.S. or A.A.S. acceptable).
    - A completed Udacity nanodegree in Data Analytics (applicable to the B.S. in Data Management/Data Analytics degree only).
    - High-level IT coursework completed within the last five years:
    - Two or more upper-level networking courses; OR
    - Two or more upper-level object-oriented programming courses (Java, C#, etc.); OR
    - One or more upper-level operating systems courses; OR
    - One or more upper-level information security and assurance courses.
    - Hold high-level IT certification in network, security, programming, data management, operating systems, or hardware management earned within the last five years.
    - Submit a resume showing three-plus years of IT work experience.

Special Requirements for WGU's M.S. Cybersecurity and Information Assurance Program:

- Possess a bachelor's degree from a regionally or nationally accredited institution.
- Demonstrate IT security experience through at least one of the following three methods:
    - Have earned a bachelor's degree in IT security or IT networking that covers at least two CISSP CBK domains.

- Hold a CISSP, CCIE, CCNP, CCNA, CCNA Security, CEH, CHFI, GIAC 2700 or GCWN certification that is valid and earned within the last five years.
- Submit a resume for review showing recent significant IT security experience, of at least three years, which demonstrates at least two CISSP CBK domains.

Special Requirements for WGU's M.S. IT Management Program:

- Possess a bachelor's degree from a regionally or nationally accredited institution.
- Demonstrate IT networking experience through at least one of the following methods:
  - A bachelor's degree in information systems or information technology.
  - Submit a resume for review showing at least 3 years of significant and recent IT experience.
  - Verification of a current high-level certification such as: CCNA, MCSA, CEH or CISSP that has been earned within the last 5 years.

Special Requirements for WGU's M.S. Data Analytics Program:

- Possess a bachelor's degree from a regionally or nationally accredited institution.
- Demonstrate experience with data analysis through at least one of the following methods:
  - A bachelor's degree in information systems, systems engineering, data management, data analysis, CS, software, statistics, accounting/finance.
  - Hold an Udacity nanodegree in data analytics.
  - Submit a resume for review showing at least 3 years of significant and recent experience in data analysis.
  - Verification of a current Oracle SQL, Oracle BI, or SAS certification earned in the past five years.

College of Health Professions Admission Requirements

College of Health Professions emphasizes mastery of the skills and knowledge that are essential to success. Below are admission requirements specific to College of Health Professions programs that are in addition to WGU's general admission requirements.

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

Special requirements for WGU's B.S. Health Information Management Program:

- Possess a high school diploma or its equivalent.
- Demonstrate IT experience either through:
  - Have earned an associate's degree in IT or equivalent (A.S. or A.A.S. acceptable); OR
  - Have earned an associate's degree from an allied health program (A.S or A.A.S. acceptable); OR
  - Have earned an associate's degree in Business Administration (A.S or A.A.S. acceptable); OR
  - Hold transferable IT certifications earned within the last five years; OR
  - Submit a resume showing three-plus years of IT work experience, strategic business management experience, or healthcare-related work experience.

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.
- Must submit a resume and be actively working as an RN at the time of application and enrollment.
- Must submit to a criminal background check through American Databank (www.wgucompliance.com). California residents are also required to provide proof of current immunizations. Additional fees apply.

Special requirements for WGU's M.S. in Nursing (Education, Leadership and Management, or Nursing Informatics) Programs:

- Must possess a bachelor of science in nursing degree (BSN).
- Must possess a current, unencumbered registered nurse (RN) license.
- Must submit a resume and be actively working as an RN at the time of application and enrollment.
- Must submit to a criminal background check through American Databank (www.wgucompliance.com). California residents are also required to provide proof of current immunizations. Additional fees apply.

Special Requirements for WGU's MS Integrated Healthcare Management Program:

- Submit a transcript verifying receipt of a bachelor's degree from a recognized, accredited institution.
- Demonstrate healthcare experience through at least one of the following methods:
    - A bachelor's degree in nursing, pharmacy, or other clinical discipline and current healthcare leadership position for at least 3 years.
    - A clinical graduate degree (M.D., Pharm.D, MSW, etc.) and current healthcare leadership position.
    - A bachelor's degree and current employment in a corporate healthcare leadership position with at least 5 years of progressive responsibility.

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

Notice: There are limited clinical opportunities available in select hospitals in California, Texas, Florida*, Indiana and Utah. Because of limited clinical opportunities, this is a highly selective program.

* Florida students please note: WGU is licensed by the Commission for Independent Education. Additional information regarding this institution may be obtained by contacting the Commission at 325 West Gaines Street, Suite 1414, Tallahassee, FL 32399-0400, toll-free number (888) 224-6684.

WGU is now opening admission 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 admission: Pre-Nursing Curriculum and the Clinical Nursing Program.

Pre-Nursing Enrollment Requirements:

Applicants must have a minimum of a 2.5 GPA in the required nursing sciences to be considered for enrollment into the pre-nursing program. Successful completion of a nursing program admission exam is required prior to enrollment. Enrollment in the university and in the pre-nursing term does not guarantee acceptance into the clinical nursing program. Applicants are required to submit and/or complete the following items:

- Take and pass the ATI TEAS Exam with a minimum total score of 60% and a reading subtest score of at least 60.
- Submit a professional resume.
- Submit a letter of intent.
- Submit one professional letter of recommendation.
- Submit official transcripts from all previous institutions that show completion of required prerequisites.

Note: Preference will be given to those individuals with a prior college degree. All prerequisites must be complete before an application for enrollment can be considered. Applicants who are not native speakers of English are required to take appropriate tests of language proficiency.

Prelicensure Clinical Nursing Program Admission Requirements:

Enrollment into the Pre-Nursing Curriculum and admission into the Clinical Nursing Program is competitive. Students must first be accepted and enrolled into the Pre-Nursing Curriculum. Students who are successful in the Pre-Nursing Curriculum will be allowed to apply for admission for the Clinical Nursing Program. Enrollment in the Pre-Nursing Curriculum is not a guarantee for admission into the Clinical Nursing Program. Students must be at least 18 years of age before beginning the application process or participating in clinical experiences. Students enrolled in the Pre-Nursing Curriculum must successfully pass the Foundations in Nursing Skills performance exam during the pre-nursing term in order to be considered for admission.

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

- Proof of health insurance.†
- Proof of successfully passing of a criminal background check*.
- Proof of successfully passing a urine drug test*.
- Proof of a current immunization record and current negative TB test. To see which immunizations are required, please visit http://www.wgu.edu/wgu/immunizations.
- Proof of meeting the specific physical requirements in accordance with the core performance standards of the

nursing profession. For examples, please visit http://www.wgu.edu/wgu/physical_requirements.
- Participation in an interview with an admissions committee comprised of two or three committee members including the State Director of Nursing or designee.

† *Note: Student malpractice insurance will be provided by WGU at no cost.*

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

Application and acceptance into the program is based on available clinical space, successful completion of all pre-nursing term course requirements, and numerical ranking of the above items, including a WGU pre-nursing term mentor recommendation.

LVN Advanced Placement and 30-Unit Option for California Students:

Licensed vocational nurses are eligible to participate in the 30-Unit Option Track, and persons who desire to pursue this track must complete a total of 30 competency units in Science and Nursing courses. As stated in the BRN regulation under 1429(a), vocational nurses seeking RN licensure must additionally provide to the Board evidence of courses in Anatomy, Physiology, and Microbiology comparable to such courses required for licensure as a registered nurse.

Students expressing interest in the 30-unit option are required to meet with WGU's California Director of Nursing. The California Director, as a minimum, will objectively discuss the requirements for licensure, analyze previous courses that students have completed, and counsel the students on their options for meeting eligibility requirements for becoming a registered nurse. The 30-unit option is published online in the Student handbook (http://sh.wgu.edu/). Individuals completing the 30-unit Option Track are eligible to take the NCLEX-RN licensing exam but are not considered graduates of WGU's Baccalaureate Degree Nursing Program. The 30-Unit Option is a non-degree option and no degree is awarded by the university; however the 30 units completed will be provided to the student on an official university transcript. RN licensure obtained through this option may not be recognized by other State Boards of Nursing.

The university's model of education is built on the demonstration of competencies through rigorously developed methods of assessments. Students can petition to take these assessments as a challenge exam for advanced placement at the time they matriculate into the nursing program.

The LVN advance placement option allows the use of challenge examinations. The challenge exams provide applicants with credit for previous education and the opportunity to obtain credit for other acquired knowledge. Once the applicant is accepted into a cohort term the student can request advanced placement. The generic BSN program uses assessments from the third party vendor ATI for all nursing content areas. Transfer students may challenge these assessments upon admission if they have previously completed courses from an accredited college or university where a grade of C or better was awarded. Once the assessment is passed, the student will be awarded credit by exam for the respective nursing content associated with the assessment. All nursing courses may be challenged.

State Regulatory Information

Western Governors University, in compliance with USDOE State Authorization Regulation Section 600.9, will continue to make a “good faith effort” to receive state authorization or licensure in every state deemed necessary by the administration and monitor developments in state laws where students reside.

NC-SARA

Western Governors University formally became a member of the National Council for State Authorization Reciprocity Agreements (NC-SARA) on October 14, 2016, which results in more efficiency in the state authorization process and more educational options for our students. For additional information on NC-SARA please refer to their website: http://nc-sara.org. Because WGU is based in Utah, our portal agency is the Utah System of Higher Education and all NC-SARA complaints or grievances should be sent to the state as described below.

Students who have a complaint against Western Governors University should first file a complaint with the institution. If Western Governors University does not resolve the complaint, students may file a complaint with the Utah Board of Regents at www.higheredutah.org/sara. The Board of Regents will only consider complaints that were previously unresolved by the institution and may refer a complaint to another agency for investigation.

Alabama

Western Governors University holds a Certificate of Approval from the Alabama Commission on Higher Education (PO Box 302000; Montgomery, Alabama 36130-2000; 334-242-1998; www.ache.alabama.gov).

Western Governors University has been licensed by the Alabama Community College System (formerly the Department of Postsecondary Education) pursuant to the Alabama Private School License Law, Code of Alabama, Title 16-46-1 through 10 (PO Box 302130; Montgomery, Alabama 36130-2130; 334-293-4500; www.accs.cc).

Alaska

Western Governors University operates under the terms of SARA in the state of Alaska.

Arizona

Western Governors University is approved by the Arizona State Board for Private Post-Secondary Education. If a student complaint cannot be resolved after exhausting the Institution’s grievance procedure, the student may file a complaint with the Arizona State Board for Private Post-Secondary Education. The student must Contact the State Board for further details: 1400 W. Washington, Room 260; Phoenix, AZ 85007; Phone: 602-542-5709; Website: www.azppse.gov

Arkansas

Western Governors University operates under the terms of SARA in the state of Arkansas.

California

Due to a lack of physical presence in the state, Western Governors University is not required to seek approval from the California Bureau for Private Postsecondary Education.

Colorado

Western Governors University operates under the terms of SARA in the state of Colorado.

Connecticut

Western Governors University operates under the terms of SARA in the state of Connecticut.

Delaware

Western Governors University has received full approval to operate with degree-granting authority in the State of Delaware, pursuant to the authority granted to the Delaware Department of Education.

District of Columbia

Western Governors University operates under the terms of SARA in the District of Columbia.

Florida

Western Governors University is licensed by the Commission for Independent Education, Florida Department of Education. Additional information regarding this institution may be obtained by contacting the Commission at 325 West Gaines Street, Suite 1414, Tallahassee, FL 32399-0400, toll-free telephone number (888)224-6684. www.fldoe.org/policy/cie

Georgia

Western Governors University operates under the terms of SARA in the state of Georgia.

Hawaii

Western Governors University operates under the terms of SARA in the state of Hawaii.

Idaho

Western Governors University operates under the terms of SARA in the state of Idaho.

Illinois

Western Governors University is exempt from the authorization requirements of the Illinois Board of Higher Education (1 North Old State Capitol Plaza, Suite 333; Springfield, Illinois 62701-1377; 217-782-2551; www.ibhe.org).

Indiana

Western Governors University, known in Indiana as “Western Governors University Indiana” or “WGU Indiana” was chartered by Executive Order 10-04 of Mitchell E. Daniels, Jr., Governor of the State of Indiana, on June 11, 2010.

Iowa

Western Governors University operates under the terms of SARA in the state of Iowa.

Kansas

Western Governors University operates under the terms of SARA in the state of Kansas.

Kentucky

Western Governors University operates under the terms of SARA in the state of Kentucky.

Louisiana

Western Governors University operates under the terms of SARA in the state of Louisiana.

Maine

Western Governors University operates under the terms of SARA in the state of Maine.

Maryland

Western Governors University operates under the terms of SARA in the state of Maryland.

Massachusetts

Western Governors University operates under the terms of SARA in the state of Massachusetts.

Michigan

Western Governors University operates under the terms of SARA in the state of Michigan.

Minnesota

Western Governors University operates under the terms of SARA in the state of Minnesota.

Mississippi

Western Governors University operates under the terms of SARA in the state of Mississippi.

Missouri

Western Governors University, known in Missouri as “Western Governors University Missouri” or “WGU Missouri” was established by Executive Order 13-04 of Jay Nixon, Governor of the State of Missouri, on February 15, 2013.

Western Governors University is approved to operate online degree programs by the Missouri Department of Higher Education (205 Jefferson Street, P.O. Box 1469; Jefferson City, MO 65102-1469; info@dhe.mo.gov)

Montana

Western Governors University operates under the terms of SARA in the state of Montana.

Nebraska

Western Governors University operates under the terms of SARA in the state of Nebraska.

Nevada

Western Governors University, known in Nevada as “Western Governors University Nevada” or “WGU Nevada” was established by an Executive Proclamation of Brian Sandoval, Governor of the State of Nevada, on June 16, 2015.

New Hampshire

Western Governors University operates under the terms of SARA in the state of New Hampshire.

New Jersey

Western Governors University operates under the terms of SARA in the state of New Jersey.

New Mexico

Western Governors University operates under the terms of SARA in the state of New Mexico.

New York

Western Governors University operates under the terms of SARA in the state of New York.

North Carolina

A Tuition Guarantee Bond for North Carolina is held at the office of the president in Salt Lake City, UT and is reviewable upon request to those wishing to see it during business hours.

University of North Carolina Board of Governors
University of North Carolina
Office of the President
910 Raleigh Road
Chapel Hill, NC 27515
Website: www.northcarolina.edu/bog/index.htm

Student complaints with the state may be submitted to:
North Carolina Post-Secondary Education Complaints
University of North Carolina General Administration
c/o Student Complaints
910 Raleigh Road
Chapel Hill, NC 27515-268
(919) 962-4550
Email: studentcomplaint@northcarolina.edu
Website: http://www.northcarolina.edu/complaints

North Dakota

Western Governors University operates under the terms of SARA in the state of North Dakota.

Ohio

Western Governors University operates under the terms of SARA in the state of Ohio.

Oklahoma

Western Governors University operates under the terms of SARA in the state of Oklahoma.

Oregon

Western Governors University is approved to offer online degree programs by the Oregon Higher Education Coordinating Commission (775 Court St, NE; Salem, OR 97301; www.oregon.gov/HigherEd).

Pennsylvania

Western Governors University operates under the terms of SARA in the state of Pennsylvania.

Rhode Island

Western Governors University operates under the terms of SARA in the state of Rhode Island.

South Carolina

Western Governors University operates under the terms of SARA in the state of South Carolina.

South Dakota

Western Governors University operates under the terms of SARA in the state of South Dakota.

Tennessee

Western Governors University, known in Tennessee as “Western Governors University Tennessee” or “WGU Tennessee” was established through a Memorandum of Understanding between Bill Haslam, Governor of the State of Tennessee, and Robert W. Mendenhall, President of Western Governors University, on July 9, 2013.

Texas

Western Governors University, known in Texas as “Western Governors University Texas” or “WGU Texas” was established by Executive Order RP 75 of Rick Perry, Governor of the State of Texas, on August 3, 2011.

Utah

Western Governors University has met the requirements of Utah Code Ann. §13-34a-203 to be a registered postsecondary school required under 34 C.F.R. 600.9 to be legally authorized by the State of Utah.

Vermont

Western Governors University operates under the terms of SARA in the state of Vermont.

Virginia

Western Governors University operates under the terms of SARA in the state of Virginia.

Washington

Western Governors University, known in Washington as “Western Governors University Washington” or “WGU Washington” was established by the passing of Substitute House Bill 1822, effective on July 22, 2011, with the approval of Christine Gregoire, Governor of the State of Washington.

West Virginia

Western Governors University operates under the terms of SARA in the state of West Virginia.

Wisconsin

Western Governors University operates under the terms of SARA in the state of Wisconsin.

Wyoming

Western Governors University operates under the terms of SARA in the state of Wyoming.

Puerto Rico

Western Governors University is exempt from licensing jurisdiction of the Puerto Rico Council on Education (PO Box 19900; San Juan, PR 00910-1900; 787-641-7100; www.ce.pr.gov).

Tuition and Financial Aid

Tuition and Fees - Effective January 1, 2018

WGU charges tuition at a flat rate every term. Special fees apply to select programs.

Applicable to All Programs
Resource Fee: $145 Per Term
Application Fee: $65 (One Time)
WGU Transcript Order: $5

Note: WGU does not "profit" from application fees, as they help offset only a small portion of enrollment and admission costs. WGU charges a $145 Resource Fee each term. This fee helps cover the use of the online library, e-textbooks, and many other learning resources. With few exceptions, required textbooks are available as e-textbooks, so students won't have to purchase hard copy textbooks.

College of Business
Undergraduate Program Tuition: $3,190 Per Term
Graduate Program Tuition: $3,750 Per Term

College of Information Technology
Undergraduate Program Tuition: $3,190 Per Term + $150 Per Term Program Fee
Graduate Program Tuition: $3,490 Per Term + $150 Per Term Program Fee

College of Health Professions
Bachelor of Science, Nursing (RN to BSN) Tuition: $3,190 Per Term + $175 Per Term Program Fee
Bachelor of Science, Nursing (Prelicensure) Tuition: $4,750 Per Term + $500 Per Term Program Fee*
Bachelor of Science, Health Information Management Tuition: $3,190 Per Term
Master of Science, Nursing (BSN to MSN) Tuition: $3,750 Per Term
Master of Science, Nursing (RN to MSN) Tuition: $3,190 Per Term + $175 Per Term Program Fee (Undergraduate Portion), $3,750 Per Term (Graduate Portion)
Master of Science, Integrated Healthcare Management Tuition: $3,750 Per Term

All nursing programs, excluding the BSN (Prelicensure) program, require an additional one-time Clinical Placement Fee of $350. This fee does not apply to the B.S. Health Information Management or M.S. Integrated Healthcare Management programs.

*B.S. Nursing (Prelicensure) Fees:
- Program Fee: $500 (per term)
- ATI TEAS Exam: $115 (at PSI Testing Centers; cost differs at other sites)
- Uniforms: $146.30 (plus shipping, handling and applicable taxes)
- iTouch unit or handheld device that is compatible with Nursing Central Software (cost varies)
- Lab kit fees: $263.09
- Students may also be required to pay for doctor's visit for a physical examination and immunizations to fulfill specific admissions requirements.
- Drug Screen, Criminal Background Check, and Immunization Tracking System: $94 - Price includes one alias search. There will be a separate charge for each additional alias search. Due to expenses associated with accessing court documents, the fees for students in the following states will be as follows: ME ($31), MI ($10), NH ($60), NV ($12), NY ($67), SD ($15), VT ($30), and WY ($25). Fees are subject to change.

Teachers College
Undergraduate Program Tuition: $3,190 Per Term + $150 Per Term Program Fee
Graduate Programs with Supervised Field Experience Tuition: $3,190 per term + $300 Per Term Program Fee**
Other Graduate Programs Tuition: $3,190 Per Term***

**Includes M.A. Teaching, Post-Baccalaureate, Endorsement Preparation, M.S. Special Education, M.S. Educational Leadership, and M.A. English Language Learning programs.
***Includes all M.A. Mathematics Education and M.A. Science Education programs, all M.Ed. programs, and the M.S. Curriculum and Instruction program.

Individuals pursuing a bachelor's or master's degree in science education will require a home science lab and be assessed a one-time charge of $350 (billed separately along with the first term's tuition).

Tuition Payment and Financial Policies

WGU Financial Policy

Western Governors University is dedicated to providing the best possible education and service to our students. A complete understanding of financial responsibilities is an essential element of a student's education.

The WGU Student Financial Services office is committed to assisting all student account needs; however, students have the primary responsibility to make sure their tuition is paid on time each term.

Payment is Required at the Beginning of Each Term

Tuition for the full term is due by the 1st day of each term. For new students, financial clearance is due on or before the 22nd of the month proceeding the first day of the first term. Acceptance of term registration confirms agreement to pay tuition in full.

For a small enrollment fee, WGU offers a payment plan for those who cannot pay in full by the required date. To enroll in a payment plan, choose the "Make or View Payments" link on the resources tab of the student portal. Payment or payment plan participation is required by the first day of each new term. Students in an active bankruptcy are not eligible for a WGU payment plan.

Payment Deadlines

Payments received or payment arrangements must be completed on the student portal by:

- New student with first term tuition - 22nd day of month prior to term start.
- Renewal term tuition - 1st day of the term.

Financial Aid

It is the student's responsibility to apply for and submit all forms required by the Financial Aid Office and be aware of deadlines for submission. Application for financial aid is not a guarantee of funding. In the event a student is approved for financial aid and is underfunded or becomes ineligible for financial aid funds, they are responsible for the financial obligation on their account. Regardless of the status of a financial aid file, it is the student's responsibility to ensure that tuition and fees are paid by the appropriate deadline.

Payment Methods

WGU accepts cash, checks, and web checks/EFT at no additional cost to the student. Credit cards (Visa, MasterCard, Discover, and American Express) are also accepted, but a 2.75% credit card fee applies. Students may make payments through the "Make or View Payments" link in the online student portal. WGU does not accept post-dated checks. WGU will not hold any check for deposit past the date of the receipt of the check. WGU will not be responsible for any bank fees associated with the deposit of said check. To protect student's financial records, WGU does NOT accept payments over the phone, under any circumstance.

Refunds

If a student is eligible for a refund, the Student Financial Services office will adjust the tuition charges and issue the refund, as applicable. Funds reimbursed to the student are reimbursed via the original payment method; i.e., tuition paid by check is refunded via check, and tuition paid by credit card is refunded to the credit card used for payment. 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. In the case of third party funds; i.e., employer contributions, government funding, military payments, etc, WGU will first verify with the original payer for the appropriate handling of the refund. The student is responsible for any portion of the tuition and fees owed after refunds to all payers.

Billing and Account Statements

A WGU student account billing notice is generated each time a charge or a charge adjustment is applied to a student account. Billing notices are delivered to myWGU student e-mail accounts and can be found in the 'Make or View Payments" link on the resources tab in of the student portal. Monthly account statement notifications are delivered on approximately the 17th day of each month. Notice of monthly account statements is delivered to myWGU student e-mail accounts.

Past Due Accounts

Tuition for the full term is due by the 1st day of each term. Any account not paid in full, awarded financial aid funding or other third party guarantor, or enrolled in an authorized myPAYMENT PLAN is past due on the 2nd day of the term. Past due accounts may be assessed a late fee and may be placed on financial hold for non-payment. Failure to complete payment or payment arrangements with WGU may result in administrative withdrawal.

Automatic Enrollment Confirmation/Not Attending Cancellation for Renewal Term Students

Tuition for renewal terms will be automatically charged on the first day of the term. Thus, if a student will not be attending a subsequent term, *it is necessary for the student to notify their mentor* by telephone or email prior to term enrollment for the term. Once the student has completed term enrollment with the mentor, the student will be liable for charges incurred.

Returned Checks

Payment of tuition or fees with a check that is subsequently returned from the bank unpaid will result in a returned check fee. A student may not satisfy a returned check obligation with a personal check. After two returned checks, Western Governors University will no longer accept a personal check for payment on the student account. All future payments must be made via credit card or money order. Failure to clear a returned check taken in payment for tuition or fees will result in administrative withdrawal from WGU. Once this action is taken, the student cannot be reinstated for the term. The student will owe the prorated portion of tuition in addition to other collection costs and charges necessary for the collection of the returned check. A student may then apply for re-enrollment for the following term when all balances are resolved.

Delinquent Accounts

Failure to meet financial obligations of any kind to the university may result in a financial hold and suspension of future services including enrollment for subsequent terms. In addition delinquent accounts may be referred to a collection agency and the student will be responsible for additional late payment charges, interest, attorney's fees, and other costs and charges necessary for the collection of any amount not paid when due.

Transcripts and Records Policy for Students with Unresolved Financial Obligations

In the event of an unresolved balance of any nature on the student's account the following records will not be released: diplomas, transfer of university competencies and transcripts of university competencies. These records will not be released until the balance is paid in full or the past due balance is resolved. When all financial obligations are resolved, the student is again eligible to receive transcripts and all university services.

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

Student Financial Aid Requirements

WGU is approved by the U.S. Department of Education to offer federal student aid. Because of our more affordable tuition, WGU students are able to graduate without large amounts of student debt to repay. Federal student aid will cover most, if not all, direct education expenses.

Financial Aid can be used for:

- Tuition and fees, including electronic learning materials
- Textbooks
- Technology
- Other educational expenses

To receive consideration for any federal student aid program, students must first file the Free Application for Federal Student Aid (FAFSA) at https://fafsa.ed.gov). When students fill out the FAFSA, they are applying for aid for a specific year; therefore, they will need to renew the FAFSA application each award year.

Most WGU students qualify for at least one type of federal aid. To be eligible for federal student aid (grants, loans, and work-study funds), students must meet the following requirements established by the U.S. Department of Education:

- demonstrate *financial need* (for most programs);
- be a U.S. citizen or an *eligible noncitizen*;
- have a valid Social Security number (with the exception of students from the Republic of the Marshall Islands, Federated States of Micronesia, or the Republic of Palau);
- be registered with Selective Service, if you're a male (you must register between the ages of 18 and 25);
- be enrolled or accepted for enrollment as a *regular student* in an eligible degree or certificate program;
- be enrolled at least half-time to be eligible for Direct Loan Program funds;
- maintain *satisfactory academic progress* in college or career school;
- sign the certification statement on the *Free Application for Federal Student Aid (FAFSA®)* stating that
    - you are not in default on a federal student loan and do not owe money on a federal student grant and
    - you will use federal student aid only for educational purposes; and
- show you're qualified to obtain a college or career school education by
    - having a high school diploma or a recognized equivalent such as a *General Educational Development (GED) certificate*;
    - completing a high school education in a homeschool setting approved under state law (or—if state law does not require a homeschooled student to obtain a completion credential—completing a high school education in a homeschool setting that qualifies as an exemption from compulsory attendance requirements under state law); or
    - enrolling in an eligible career pathway program and meeting one of the "ability-to-benefit" alternatives described at https://studentaid.ed.gov/sa/eligibility/basic-criteria#ability-to-benefit.

Satisfactory Academic Progress

In accordance with federal and state student aid regulations, a student must maintain satisfactory academic progress to qualify for financial aid. Satisfactory academic progress (SAP) is a measurement of student progress toward the completion of a degree or certificate program. A quantitative measure is 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 ineligible to receive federal financial aid for a period longer than 150% of the published length of the program. 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 who fail to maintain SAP are placed on "warning" and may be terminated from federal financial aid eligibility according to the following criteria:

<u>First Term Students*</u>

- First term students who finish their first term with a cumulative SAP of less than 50% are automatically terminated from Federal Financial Aid.
- First term students who complete at least 50% of attempted competency units, but fail to complete the 66.67% required for good standing for SAP are placed on warning for the following term and remain eligible for 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 but not lower than 50% are placed on warning for the following term and remain eligible for federal financial aid. Students in a warning term who achieve a cumulative completion rate of at least a 66.67% are returned to good academic standing. Students in a warning term with completion rates below the 66.67% cumulative SAP are terminated from financial aid eligibility.

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

Students who are terminated 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 termination status to the Financial Aid Appeals Committee.

Scholarship and Grant Recipients

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

Scholarships

Scholarship awards issued by Western Governors University are financial awards provided to students to help them meet a portion of their tuition costs. Awards are limited to the amount of the scholarship, and depending on the amount, the scholarship may or may not cover all tuition and fees. Students are responsible for paying any tuition charges not covered by their scholarship. Unused scholarship monies will not be refunded to the student.

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

Academic Policies

Credit Transfer Guidelines

Policy for granting credit for previous education, training, and experience:
http://www.wgu.edu/admissions/transferring

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 website.

Transferability of Credit; Credit Transfer Limitations

Western Governors University is a special purpose institution whose mission 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.

WGU maintains great relations with community colleges throughout the United States. Information about community college transfers is available at http://www.wgu.edu/admissions/cc_transfer as well as https://partners.wgu.edu/.

General Transfer Guidelines

For undergraduate programs, a personal evaluation of transcripts from prior colleges will be needed to determine whether credits 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. Speaking to an Enrollment Counselor will allow students to get a general idea of what might be able to transfer, but students will be required to submit official copies of their transcripts for an official evaluation. To have an official transcript evaluation completed, students will need to complete the online application form and pay the application fee.

Completed Courses Or A Degree

If students hold an Associates of Applied Science (AAS), Associate of Arts (AA) or Associate of Science (AS) or any Baccalaureate level degree from a school that is recognized by the Department of Education (DOE) as being either regionally or nationally accredited, they should clear most of the lower-division general education requirements for a bachelor's degree. This is also true for most Business and Information Technology College Programs. Certain general education requirements may be satisfied within the Teachers and Health Professions programs.

If students have completed college courses but not earned a degree of any type, they may also be able to clear some degree requirements through a course-by-course transcript evaluation.

The Transcripts Department must receive official transcripts by the 1st of the month prior to the start date of the program. (If seeking a degree leading to teacher licensure, the deadline for transcripts is the 10th of the month prior to program start.) It is a student's obligation to request official transcripts from the institutions previously attended. WGU requests that students order 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

General Transfer Guidelines

Students may transfer up to 75% of their program requirements through course-by-course evaluation of previous college level coursework, industry approved certifications, or though presenting previously completed degrees. Not all programs allow for the maximum percentage of transfer credit so the percentage of eligible transfer credit may differ between programs and colleges. All programs require a minimum of 25% of the coursework to be completed at, and with, WGU.

For Specific Program Transfer Guidelines see: https://partners.wgu.edu/transferguidelines

Transfer Credit for Military Experience/Training in Prelicensure Nursing

During military veterans' transcript reviews, military service records and credits-by-exam will be considered when determining the quantity and quality of applicable competencies in concert with federal, state and local laws, affiliate accrediting body standards, and respective state boards of nursing rules and regulations, such that the maximum competency units (per WGU's transfer policy) may be granted to pre-licensure nursing students. Credit will be limited to didactic course work and will not be extended to credit for clinical experiences.

The following information is provided to assist military veterans with healthcare experience in obtaining advance placement into the Pre-licensure Bachelor of Science Nursing program. To be considered for advanced placement, a request for advanced placement related to military healthcare experience must be completed within two years following discharge as evidenced by Form DD-214. Program prerequisites must be completed and ATI TEAS Exam must be passed. An individual appointment with the Program Director or designee is required.

Veterans with military healthcare experience and a Licensed Vocational Nurse (LVN):

- Transcripts and experience will be reviewed by WGU personnel.
- Credit may be given for previous coursework per WGU's admissions policy. Such exchange will be limited to general education courses.
- Demonstration of competencies must be met via the university's challenge exam process. The college has established the maximum number of competency units that may be challenged.
- The program (WGU) will determine the course(s) the veteran or corpsman must complete based on the criterion established by the college.
- Admissions to the program is on a space available basis and is not guaranteed.
- All general education and requirements must be completed prior to admission into the BSN program.

Veterans with military healthcare experience and not licensed (not an LVN):

- Transcripts and experience will be reviewed by WGU personnel.
- Challenge exams of each course may be requested by the student to demonstrate competency. A course overview will be given prior to the exam. The college has established the maximum number of competency units that may be challenged.
- No challenges will be permitted for experiential learning units (clinical experiences).
- Successful completion of the theory test will be followed by a dosage calculation competency examination.
- Upon successful completion of the tests, a skills assessment of all skills required in first term will be given.

When all criteria have been met, the student will be eligible to progress into the program.

Transferring from WGU

WGU students who may be interested in transferring to another institution—either before or after completing their studies at WGU—should keep in mind the following points:

- All institutions reserve the right to determine their own transfer policies, and not all academic work completed at one institution may transfer to another.
- Students should check the transfer policies at the institution or institutions they are considering by consulting with the admissions or registrar office at those institution(s).
- Students who transfer should request that the WGU registrar send an official transcript of their WGU academic work to the institution(s) where they are applying for admission.
- The WGU transcript will note subject areas (domains) that were successfully completed. Credit equivalencies for the completed domains will be listed.

Term Registration and Enrollment

WGU starts a new term on the first day of every month and the duration is six calendar months in length. Students may only be enrolled in a single term and are considered enrolled and active once term enrollment has been established. Students *register* prior to a term by working with their program mentor to set a scenario of courses to be completed. Students then accept *enrollment* for the term on or after the first day of the new term. The term enrollment process is important because you are agreeing to pay tuition in full, complete the courses by the end of the term, and adhere to the communication protocol with your program mentor. Term enrollment must be completed no later than the 10th day of the start of the term for continuing students and the 20th day of the start of the term for new students. Once term enrollment is established, students are considered enrolled for the term and are responsible for tuition charges. Once students have enrolled in a term, they are committed to the courses and changes to enrollment will not be processed. Students who do not complete registration and enrollment for the new term are administratively withdrawn from the university.

Working Ahead or Accelerating Courses

Students may accelerate their studies by adding additional courses from their active program to the term once they have successfully completed all term requirements (original term enrollment). Students who choose to add additional courses to a term should discuss course acceleration in detail with their program mentor, because accelerated courses not passed before the end of the term will receive a mark of Not Passed on the student's academic transcript and the courses will count against satisfactory academic progress.

https://cm.wgu.edu/t5/Academic-Requirements/Satisfactory-Academic-Progress-SAP/ta-p/140

Marks of Not Passed

Students are responsible for making sure they complete all courses for which they are enrolled in a term. A mark of Not Passed becomes part of the permanent academic record and transcript for all enrolled courses that are not attempted, not completed and not passed. A student's academic history will not be altered due to, but not limited to, changes in program or course updates. Any changes or updates to the degree plan due to a program change or course change does not negate the student's responsibility to complete all courses in term enrollment. Courses transcripted as Not Passed will not be altered should a student decide to pursue a program change or course update. Some academic changes may result in a permanent unresolved not passed on a student's academic history and WGU transcript.

Passing Assessments before Enrolling in a Term

Students are responsible for making sure they complete all course assessments for which they have registered and enrolled in a term. Students who continue to work on a course(s) after a new term begins, and earn a Pass on that course, must enroll in that same course in the new term, including other courses adding up to full-time registration (12 competency units at the undergraduate level and 8 competency units at the graduate level). Students who seek to withdraw or go on term break will have completed course(s) and passed course assessment(s) removed from their record. Further, all submissions in Taskstream made after beginning of the new term will be removed. Students returning from term break, or those granted readmission to the university, must repeat the course(s) and will be held to passing current course requirements.

Passing Vendor Assessments/Certifications not Enrolled in Current Term

Students who attempt and pass a course with a vendor assessment(s)/certification(s) without enrolling in that course in the term shall receive the grade of 'Requirement Satisfied' (RS). The grade of RS does not count toward Satisfactory Academic Progress (SAP) or competency units in registration.

Students who attempt a course-related vendor assessment(s)/certification(s), or take any other third-party assessment (i.e. PRAXIS) without course enrollment and/or referring through WGU's assessment scheduling procedures will not have the cost of the exam/voucher(s) paid nor reimbursed by WGU.

Attendance Policy

WGU does not have an institutional attendance policy. Progress is governed not by attending a class, but by successfully completing 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 are not relevant.

Online learning "WGU style" is quite flexible, even compared to other online universities. The programs are personalized to students' individual schedules, providing the flexibility students need to be successful in all areas of 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.

Communication Protocol

Students and program mentors are required to maintain frequent communication with each other. To assure that this communication takes place, mentors contact students at least as often as detailed in the following protocol:

- During the first term the program mentor and students meet once each week by phone for a substantive discussion about engaging learning and assessments until the student achieves on-time-progress (OTP), i.e., the student's progress reflects that they are meeting on-time-progress toward graduation (OTP).
- After the first term, for students who meet OTP, mentors and students meet at least once every two weeks by phone for a substantive discussion about engaging learning and assessments.
- For students on financial aid warning or termination, the mentor and students meet at least once each week for a substantive discussion about engaging learning and assessments by phone until the student achieves OTP.

If a student misses a regularly scheduled weekly call, the mentor immediately sends an email to the student to re-schedule the appointment. Students who do not respond to this email or other phone outreach within the next 14 days of the last call with the mentor will be deemed inactive. The mentor will attempt to contact inactive students via telephone and email prior to initiating an administrative withdrawal. Inactive students who fail to re-establish phone contact with the program mentor within 20 days of the last call attended by the student may be administratively withdrawn from WGU.

If a student misses a regularly scheduled bi-weekly call, the program mentor immediately sends an email to the student requesting a re-schedule of the appointment and to meet with the mentor within the next 24 hours. Students who do not respond to an email request for re-scheduling and to meet with the program mentor, will be deemed inactive. The mentor will attempt to contact inactive students via telephone and email prior to initiating an administrative withdrawal. Inactive students who fail to re-establish phone contact with the program mentor within 20 days from the date of the last call attended by the student may be administratively withdrawn from WGU.

Students who are repeatedly inactive are subject to more immediate withdrawal.

Computer Requirements

Students should keep the following requirements in mind when selecting a computer to use during their program at WGU. Systems purchased within the past two years will typically come with the following recommended features. Students can check technical readiness of their computer system by using the WGU System Check tool to ensure they meet university requirements.

https://www.wgu.edu/admissions/computer_requirements

To use WGU's online systems, a student must have the following:

Hardware Requirements
- 2 GHz processor or faster
- High-speed internet connection of 1.5 Mb/s or better
- 4 GB RAM or greater
- Built-in or external speakers
- USB 2.0 port or adaptor
- Supported Operating Systems - Windows 7 or higher, MacOS 10.11 or higher
- Unsupported Operating Systems - Chrome OS, Linux, Unix

Note: Online Proctored Assessments will require 3 Mb/s internet connection. Satellite internet users should review the Satellite Internet section below for more information.

Software Requirements
- Microsoft Office 2016 or 365
- WGU recommends that students have an up-to-date anti-virus program

Supported Browsers
- Google Chrome
- Mozilla Firefox
- Apple Safari

Multimedia Apps and Plugins
- Adobe Reader or PDF reader of choice
- Adobe Flash/Shockwave
- Adobe AIR
- Java 7 or higher

Note: WGU strongly encourages up-to-date browser versions which incorporates security fixes and newer technologies, resulting in a better user experience.

Additional Software: WGU students are required to use a number of third-party learning resources. System requirements for these resources vary widely by program and assessment and may differ greatly from those listed above. Information Technology students, in particular, may need to install specific applications that require a more powerful computer or a specific operating system. If a student is concerned that their computer may not meet the minimum requirements for any third-party learning resource or specific applications in the degree program, please contact Student Services, Learning Resources or the IT Service Desk for more information. https://cm.wgu.edu/t5/About-WGU/Contact-WGU/ta-p/148

Satellite Internet: WGU understands that in some cases satellite internet is a student's only option. Certain learning resources such as MyNursingLab and Soomo have experienced issues when being accessed from these types of internet connections. Instances have been found where students are using providers such as Excede or DISH Network.

In order to assist students with this issue, WGU suggests and offers the following:
- Purchase a VPN connection. This allows you to remotely access resources and work around satellite Internet conflicts. WGU does not endorse any specific VPN provider. Perform an Internet search for VPN service providers and setup this service in the way that works best for you. Please make sure to educate yourself about VPN connections if you have security concerns etc.
- WGU will reimburse students for the cost of this service for up to six months, up to $60 of service (1 term = $60).
- If VPN service is required for more than six months, additional reimbursement requests will be reviewed and determined on a case-by-case basis by Academic Services leadership.

The WGU Grading System

Colleges and universities traditionally award credit for classroom hours attended, conferring degrees based on 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, 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 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 identified 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.
- Research papers on particular topics within a 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 results, 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.

WGU Transcripts include five possible marks:

- *Pass*: Certifies successful completion of a course of study. A student has demonstrated 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.
- *Requirement Satisfied*: Recognizes that a student has satisfied the requirements of a course of study through alternate coursework that may not be directly transferred.
- *Transfer*: Signifies that a 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. A course(s) of study in progress will not appear on the transcript until the end of a term.

**Note: Students receive a grade of Pass, Not Passed, or Withdrawn on their permanent academic record and transcript for any course(s) of study for which they enroll in a term, regardless of whether they attempt an assessment. An earned Pass or Not Passed is not replaced with a grade of Withdrawn. Grades of Not Passed and Withdrawn are counted as units not completed and, as such, are counted against satisfactory academic progress.*

https://cm.wgu.edu/t5/Academic-Requirements/Satisfactory-Academic-Progress-SAP/ta-p/140

Progress Reporting

Two key components of progress reporting at WGU are (1) the personalized Degree Plan, 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 Degree Plan that's consistent with the student's academic background and career experience, comfort with independent learning, and the amount of time available to commit to studying.

The Degree Plan becomes the student's "road map" to success. The mentor uses the Degree Plan 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 assessment.

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.

Personal Degree Plan

The degree plan, accessed via the my.wgu.edu student portal, serves as a student's blueprint of program requirements (often called the standard path) and associated learning resources. The degree plan details all of a student's program requirements and allows students and program mentors to work together in planning the path to graduation. The degree plan displays the course details (including status, study plan, competencies covered, competency units, and assessment/preassessment information) and start and end dates. Students access learning resources and make requests to schedule objective assessments or begin performance assessments inside a course on their degree plan.

How Degree Plans Work

For each program, the essential skills and knowledge a highly competent graduate needs to possess for career success have been carefully identified and selected. Degree Plans "map out" the learning resources and assessments each student will need to complete in order to satisfy the requirements of their program. Students are responsible for acquiring the skills for which they have not already demonstrated competency.

A Degree Plan takes into account:

- Existing Competencies – The skills and knowledge the student already possesses when entering the program.
- Learning Resources – The online courses, tutorials, textbooks, and other learning materials available to prepare for WGU assessments.
- WGU Assessments – Tests and assignments that measure competence.

Degree Plans detail all program requirements, including:

- Term details (the amount of time needed to complete a required number of assessments)
- Assessment type, status, and associated learning resources
- Required completion dates (deadlines set within proper guidelines for completing assessments)

All of these will be described in detail by the mentor and established during the first few weeks of the program.

Term Enrollment

A student's Degree Plan may be adjusted by the student and mentor to meet a student's individual needs during term enrollment. Term enrollment must take place within the first 10 days of the start of a new term. Students must be enrolled at least full time (12 competency units for undergraduate students and 8 for graduate students). Satisfactory Academic Progress is based on how to set enrollment each term.

Once term enrollment is completed, assessment required completion dates listed on the Degree Plan for the term may not by changed, although students in consultation with the mentor may add additional assessments to the term through the end of the fifth month of the term. Because students must complete all courses of study for which they are enrolled, they should be sure they are prepared to take and pass additional assessments for which they enroll. Students who enroll for and either do not attempt a course of study or fail a course of study will receive a mark of Not Passed on their academic transcript.

Start and End Dates

Start and End Dates are the dates determined during term enrollment with the mentor to be the date by which a student intends to begin and successfully complete a particular assessment. Many students choose to complete assessments before the End Date. The goal of Start and End dates is to keep students on track for successful completion of a degree program. Mentors will describe the policy in further detail during the introductory calls.

Policy on Student Conduct; Cause for Dismissal; Conditions on Readmissions

The university publishes its policy on student conduct and conditions of dismissal in the online student handbook under Rights and Responsibilities. A link to the WGU Student Handbook, which is also available to students via the password-secured WGU Student Portal, is provided below.

Student Handbook: www.wgu.edu/sh

On Time Progress to Graduation

Western Governors University Promise: We help our students achieve their dreams for a degree and career success by providing a personal, flexible, and affordable education based upon real world competencies. WGU takes an active interest in students' progress through their programs. The university requires students to make measurable progress, toward completion of their degree program, every term.

On-Time Progress (OTP) – Students completing a minimum of 12 competency units at the undergraduate level, and 8 competency units at the graduate level, are considered to be making OTP and be on track for on-time graduation. OTP serves as a baseline from which students can accelerate their programs.

Failure to make progress is inconsistent with the WGU Promise. With this in mind, the university has established the following policy:

Academic Suspension due to lack of progress: Undergraduate students who complete less than 3 competency units in a term, or graduate students who complete less than 2 competency units in a term, are placed on academic suspension and are administratively withdrawn from the university at the end of the term.

Academic Expulsion due to lack of progress: Undergraduate students readmitted to the university following academic suspension and who fail to complete a minimum of 3 competency units in the readmission term are academically expelled and permanently removed from the university. Graduate students readmitted to the university following academic suspension and who fail to complete a minimum of 2 competency units in the readmission term are academically expelled and permanently removed from the university.

Students who wish to appeal administrative withdrawal, due to academic suspension or expulsion may do so in writing to the Registrar's office at records@wgu.edu. Appeals should be submitted between the 25th day of the last month of the current term (the term where less than 3 competency units are completed for undergraduate or 2 are completed for graduate), and up to the 5th day of the suspension term. Appeals must clearly state the reason the student failed to make academic progress and include an explanation of how the student will be academically successful if allowed to continue enrollment.

Students who withdraw due to academic suspension may appeal for readmission after 6 months from the date of suspension. Readmission is not guaranteed and is determined according to readmission standards

Student Accessibility Services

WGU complies with the Americans with Disabilities Act of 1990 (the "ADA"), the Rehabilitation Act of 1973, and other applicable disability discrimination laws. WGU is committed to providing reasonable accommodation(s) to qualified disabled applicants and learners in WGU programs and activities as required by applicable law.

The determination of reasonable accommodation(s) for qualified students with disabilities, and compliance with the ADA and the Rehabilitation Act, are the responsibility of WGU Student Accessibility Services. Student Accessibility Services is the principal point of contact for all students with disability questions or concerns.

WGU encourages current and prospective students needing accommodation(s) and/or resources to contact Student Accessibility Services for assistance. Student Accessibility Services will respond to requests for accommodation(s) in accordance with the Policies and Procedures for Learners with Disabilities published in the online student handbook. Western Governors University respects the independence, rights, and dignity of learners with disabilities; therefore, identifying oneself and/or requesting accommodation(s) is completely voluntary.

WGU complies with applicable laws concerning the confidentiality of disability-related health information and it is committed to ensuring that all information regarding student health remains appropriately confidential; only Student Accessibility Services has access to student health information. Student Accessibility Services retains student health and accommodation information for the length of a student's enrollment at WGU. WGU may infrequently be required by law to disclose disability information without student consent.

Academic Authenticity

Students are provided with the following policy in the student handbook (http://www.wgu.edu/sh) regarding the authenticity of their work:

WGU holds, as a core value, that 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.

"Academic Authenticity" means the ethical completion of WGU coursework. Examples include attributing text, pictures, tables and graphs used in coursework to the creators, and each student completing his/her own coursework. Academic Authenticity is fundamental to the educational process at WGU.

The following policies apply to all WGU students and assessments regardless of location, and every WGU student is expected to uphold these Academic Authenticity rules:

Intellectual Property

- Students may not use any information found, requested, or purchased on the Internet (or elsewhere) that may include WGU assessment materials or responses to those materials (i.e., answers to exam questions or projects completed by someone else).
- Similarly, students may not create and/or transmit responses to assessments or projects, as those responses may potentially be submitted to WGU or another institution by someone else.
- Students may not copy, record, or disclose WGU assessment or project material to anyone else. This includes copying for personal use and disclosure on websites, blogs, and other social media.
- Any previously completed Capstone Project from another WGU degree or another institution is not permitted to be used for the creation and submission of the Capstone Project for the degree in which the student is currently enrolled.
- Students may consent to have their capstone work archived for restricted view by other students and alumni. They may also use and repurpose their capstone and other performance tasks for use when they graduate as an electronic portfolio in furtherance of the academic or professional careers with care not to violate B and C above.

Assessments

A. General

- Unless directed by WGU to work with other students, all assessments and projects must be the student's own individual work.
- Students shall not falsify or deliberately misrepresent information submitted to meet the requirement of any assessment.

B. Objective Assessment

- When taking a proctored WGU assessment, the student may not access any device or material not specifically approved in advance, nor communicate with anyone except the proctor, this includes reading the questions aloud.
- All audio and video equipment must be in working order, and the student is required to remain in the view of the proctor at all times.

C. Performance Assessment

- If students use material from any source, an appropriately formatted citation must be provided. To use the work of another without proper citation is plagiarism and may lead to sanctions, including suspension or expulsion from the university.
- All assessments and projects submitted by any WGU student will be evaluated for compliance with these rules. All written work will be checked by WGU Evaluation Faculty, utilizing Turnitin.com, for evidence of plagiarism. To protect each student's identity, students are encouraged to remove all personal information, such as phone numbers and addresses, from each assessment or project. Turnitin will store a copy of all work submitted to prevent its use by other students.

The Code of Student Conduct defines violations of this policy as "cheating" subject to sanctions up to and including expulsion from the university. Student access to assessment scheduling or task submission may be locked while an investigation of alleged violations of this policy is underway.

Code of Student Conduct

As stated in the WGU Student Handbook:

PREAMBLE

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.

ARTICLE I: DEFINITIONS

1. The term **"WGU"** means Western Governors University.
2. The term **"student"** includes all persons in all locations taking courses at WGU either full time or part time, pursuing undergraduate, graduate, or professional studies. Persons who withdraw after allegedly violating the Student Code, those who are not officially enrolled for a particular term but who have a continuing relationship with WGU or those who have been notified of their acceptance for admission are considered "students".

3. The term **"faculty member"** means any person hired by WGU to conduct learning activities or who is otherwise considered by WGU to be a member of its faculty.
4. The term **"WGU official"** includes any person employed by WGU performing assigned administrative or professional responsibilities.
5. The term **"member of the WGU community"** includes any person who is a student, alumni, faculty member, WGU official and any other person employed by WGU including proctors, graders, coaches, and clinical supervisors.
6. The term **"WGU premises"** includes all land, buildings, facilities, portals, communities, and other property, whether online or physical, in the possession of or owned, used, or controlled by WGU.
7. The term **"Student Conduct Board"** means any person or persons authorized by the Senior Manager of Student Rights and Responsibilities to determine whether a student has violated the Student Code and to decide sanctions that may be imposed when a rules violation has been committed. The chair, or co-chairs, of the Student Conduct Board shall be appointed by the Senior Manager of Student Rights and Responsibilities.
8. The term **"Student Conduct Administrator"** means a WGU official authorized on a case by case basis by the Senior Manager of Student Rights and Responsibilities to investigate complaints, to advise the Student Conduct Board, and to carry out sanctions imposed upon any student(s) found by the Student Conduct Board to have violated the Student Code.
9. The term **"Appellate Board"** means any person or persons authorized by the Senior Manager of Student Rights and Responsibilities to consider an appeal from the Student Conduct Board's determination as to whether a student has violated the Student Code or from the sanctions imposed by the Student Conduct Administrator.
10. The term **"shall"** is used in the imperative sense.
11. The term **"may"** is used in the permissive sense.
12. The Senior Manager of Student Rights and Responsibilities is that person designated by WGU's President to be responsible for the administration of the Student Code.
13. The term **"policy"** means the written regulations of WGU as found in, but not limited to the WGU Student Handbook including this Student Code of Conduct and any student handbook specific to a WGU degree program. All WGU policy is made continuously available to students on the university's website.
14. The term **"cheating"** includes, but is not limited to: (1) using any information found, requested or purchased on the Internet (or elsewhere) containing WGU assessment materials or responses to those materials (i.e., answers to exam questions or projects responses created by someone else); (2) creating or transmitting responses to WGU assessments or projects if you have reason to know those responses may be submitted to WGU by someone else; (3) copying, recording and disclosing WGU assessment or project material for others' use; (4) accessing any device or materials not specifically approved in advance, or communicating with anyone except the proctor when taking a proctored WGU assessment; and (5) working with others on assessments or projects unless specifically directed by WGU; and (6) representing the work of others as your own without proper citation.
15. The term **"plagiarism"** includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.
16. The term **"harassment"** means the use of words, gestures, imagery, and other communication that creates a hostile and intimidating environment to the degree that other members of the WGU community would choose not to participate in communications, programs, or activities.
17. The term **"identity misrepresentation"** means the use of false, stolen or borrowed identification materials (e.g., driver's license) to obtain: i) admission to WGU, ii) access to student financial aid, or iii) access to WGU programs, assessments and other activities.
18. The term **"Complainant"** means any person who submits a charge alleging that a student violated this Student Code. When a student believes that s/he has been a victim of another student's misconduct, the student who believes s/he has been a victim will have the same rights under this Student Code as are provided to the Complainant, even if another member of the WGU community submitted the charge itself.
19. The term **"Accused Student"** means any student accused of violating this Student Code.
20. The term **"Advisor"** includes any member of the WGU community but the Advisor cannot be acting as an attorney.
21. **"Education Records"** are broadly defined to include all records directly related to a student and are protected from disclosure under the Family Educational Rights and Privacy Act (FERPA). Disciplinary Records and Academic Records are considered to be Education Records and as a result are kept confidential in accordance with this law.
22. The **"Disciplinary Record"** includes a statement of charges, summary of information considered by or presented to the Code of Conduct Board, findings or sanctions, records of appeals, and rationale for the decisions.
23. The **"Academic Record"** is defined as information relating to a student's academic performance including

transcripts, narrative notes of the student's academic progress as documented by the student's program mentor(s) and course instructor(s), assessment and evaluation results, external exam scores, and results of any appeals filed by the student.

24. The term **"hazing"** means any action or situation that recklessly or intentionally endangers the mental or physical health or safety of a student for purposes, including, but not limited to, the purpose of initiation or admission into or affiliation with any organization operating under the sanction of a postsecondary institution; includes, but is not limited to pressuring or coercing the student into violating state or federal law; any brutality of a physical nature, such as whipping, beating, branding, forced calisthenics, exposure to the elements, forced consumption of any food, liquor, drug, or other substance, or other forced physical activity that which could adversely affect the physical health or safety of the student; any activity that which would subject the student to extreme mental stress, such as sleep deprivation, forced exclusion from social contact, forced conduct that which could result in extreme embarrassment; other forced activity that which could adversely affect the mental health or dignity of the student. Hazing does not include customary athletic events or other similar contests or competitions or any activity or conduct that furthers a legal and legitimate objective.

ARTICLE II: STUDENT CODE AUTHORITY

1. The Senior Manager of Student Rights and Responsibilities shall determine the composition of the Student Conduct Board and Appellate Boards and determine which Student Conduct Board, Student Conduct Administrator and Appellate Board shall be authorized to hear each matter.
2. The Senior Manager of Student Rights and Responsibilities shall develop policies for the administration of the student conduct system and procedural rules for the conduct of Student Conduct Board Hearings that are not inconsistent with provisions of the Student Code.
3. Decisions made by the Student Conduct Board and/or Student Conduct Administrator designated by the Senior Manager of Student Rights and Responsibilities shall be final, pending the normal appeal process.

ARTICLE III: JURISDICTION OF WGU STUDENT CODE

WGU Student Code of Conduct shall apply to conduct that adversely affects the WGU Community and/or the pursuit of its objectives. Each student shall be responsible for his/her conduct from the time of application for admission through the actual awarding of a degree, even though conduct may occur before courses begin or after courses end, during periods between terms of actual enrollment, and conduct that is not discovered until after a degree is awarded. The Student Code shall apply to a student's conduct even if the student withdraws from school while a disciplinary matter is pending.

ARTICLE IV: DISCRIMINATION, HARASSMENT, SEXUAL MISCONDUCT, STALKING AND RETALIATION

In addition to the Code of Student Conduct, all students at WGU are also subject to the University's Discrimination, Harassment, Sexual Misconduct, Stalking and Retaliation Policy and accompanying Discrimination Grievance Procedures which are separate from the Student Conduct Code standards and procedures. The University's Discrimination and Harassment policy covers behaviors related to discrimination, sexual harassment, sexual assault, inducing incapacitation for sexual purposes, sexual exploitation, relationship violence, stalking, and retaliation.

In cases where the provisions in the Student Conduct Code and the provisions in the Discrimination and Harassment policy and accompanying Discrimination Grievance Procedures are different or inconsistent, the Discrimination and Harassment policy and Discrimination Grievance Procedures supersede. Therefore, all students are expected read the Discrimination and Harassment policy and Discrimination Grievance Procedures, as well as the Code of Student Conduct, to gain a thorough understanding of the expectations and procedures set forth in both processes and the differences between the two. Differences include, but are not limited to, the evidentiary standard used to determine whether a violation has occurred ("preponderance of the evidence" in the Discrimination Grievance Procedures and "clear and convincing evidence" in the Code of Student Conduct), and the procedures for appeal.

When a student has been found in violation of the Discrimination and Harassment policy, the Title IX Coordinator is charged with imposing disciplinary sanctions. Possible sanctions that may be applied are the same as those described in the Student Conduct Code. Disciplinary records for Discrimination and Harassment violations are maintained in the same manner as other disciplinary records under the Student Conduct Code.

ARTICLE V: PROSCRIBED CONDUCT

A. Conduct—Rules and Regulations

Any student found to have committed or to have attempted to commit the following misconduct is subject to the disciplinary sanctions outlined in Article VI:

1. Acts of dishonesty, including but not limited to the following (See Academic Authenticity):
   a. Cheating, plagiarism, or other forms of academic dishonesty.
   b. Identity misrepresentation.
   c. Furnishing false information to any WGU official, faculty member, or office.
   d. Forgery, alteration, or misuse of any WGU document, record, or instrument of identification.
2. Disruption or obstruction of advising, facilitation, instruction, research, administration, disciplinary proceedings or other WGU activities.
3. Unprofessional conduct including harassment, threatening, bullying or verbal abuse of any member of the WGU community by any means (conduct, speech, written notes, electronic mail, etc.). This includes, but is not limited to, the use of threats, profanity, and demeaning or intimidating comments.
4. Physical abuse, threats of physical abuse, and/or other conduct which threatens or endangers the health or safety of any person.
5. Illegal use, possession or distribution of alcohol or any controlled substance on university premises or at university sponsored events.
6. Attempted or actual theft of and/or damage to property of WGU or property of a member of the WGU community.
7. Failure to comply with directions of WGU officials or law enforcement officers acting in performance of their duties and/or failure to identify oneself to these persons when requested to do so.
8. Failure to conform to the standards of professional conduct outlined in the Teachers College Code of Ethics, Professional Behaviors and Dispositions, the WGU Nursing Programs Standards of Professional Conduct and Process for Dispositional Disciplinary Action, and similar standards of professional conduct associated with other WGU field experience programs.
9. Violation of any WGU policy.
10. Violation of any federal, state or local law.
11. Illegal or unauthorized possession of firearms, explosives, other weapons, or dangerous chemicals on WGU premises or use of any such item, even if legally possessed, in a manner that harms, threatens or causes fear to others.
12. Theft, abuse or misuse of WGU computing, information and communication systems (“WGU systems”) and/or protected WGU information, files and resources (“WGU resources”) including but not limited to:
    a. Unauthorized entry into WGU resources to use, read, or change the contents, or for any other purpose.
    b. Unauthorized transfer of WGU resources.
    c. Use of another individual’s user name and/or password.
    d. Use of WGU systems to interfere with the work of another member of the WGU community.
    e. Use of WGU systems to send obscene or harassing messages.
    f. Interfering with the normal operation of WGU systems and WGU resources.
    g. Use of WGU resources in violation of WGU’s Student License Agreement for use of learning resources.
    h. Any violation of the WGU Systems Use Policy.
    i. Unauthorized use of WGU systems and WGU resources to obtain or disclose the personal details of another member of the WGU community.
    j. Tampering with communications.
13. Abuse of the Student Conduct System, including but not limited to:
    a. Failure to obey a notice from the Student Conduct Board or WGU official to appear for a meeting or hearing as part of the Student Conduct System.
    b. Falsification, distortion, or misrepresentation of information before Student Conduct Board.
    c. Disruption or interference with the orderly conduct of a Student Conduct Board proceeding.
    d. Institution of a student conduct code proceeding in bad faith.
    e. Attempting to discourage an individual’s proper participating in, or use of, the student conduct system.
    f. Attempting to influence the impartiality of a member of the Student Conduct Board prior to, and/or during the course of, the Student Conduct Board proceeding.
    g. Harassment (verbal or physical) and/or intimidation of a member of the Student Conduct Board prior to, during, and/or after a student conduct code proceeding.
    h. Failure to comply with the sanction(s) imposed under the Student Code.
    i. Influencing or attempting to influence another person to commit an abuse of the student conduct code system.

B. Attempts and Complicity

Attempts to commit acts prohibited by the Student Conduct Code, and/or knowingly or willfully encouraging or assisting others to commit any of these acts, are also prohibited and may be adjudicated in the same manner.

C. Violation of Law and WGU Discipline

WGU disciplinary proceedings may be instituted against a student charged with conduct that potentially violates both the criminal law and this Student Code (that is, if both possible violations result from the same factual situation) without regard to the pendency of civil or criminal litigation in court or criminal arrest and prosecution. Proceedings under this Student Code may be carried out prior to, simultaneously with, or following civil or criminal proceedings at the discretion of the Senior Manager of Student Rights and Responsibilities. Determinations made or sanctions imposed under this Student Code shall not be subject to change because criminal charges arising out of the same facts giving rise to violation of university rules were dismissed, reduced, or resolved in favor of or against the criminal law defendant.

ARTICLE VI: STUDENT CONDUCT CODE PROCEDURES

A. Charges and Student Conduct Board Hearings

1. Any member of the WGU community may file charges against a student for violations of the Student Code. A charge must be submitted in writing and directed to the Student Conduct Administrator. Any charge should be submitted as soon as possible after the event takes place or is discovered, preferably within the same academic term or 90 days, whichever is later. The Student Conduct Board retains the right to review all work submitted to WGU. The Student Conduct Administrator may conduct an investigation to determine if the charges have merit and/or if they can be disposed of administratively by mutual consent of the parties involved on a basis acceptable to the Student Conduct Administrator. Such disposition shall be final and there shall be no subsequent proceedings. If the student admits violating institutional rules, but sanctions are not agreed to, subsequent process, including hearing if necessary, shall be limited to determining the appropriate sanction(s).
2. All charges shall be presented to the Accused Student in written form. A time shall be set for the Student Conduct Board Hearing, not less than five (5) nor more than fifteen (15) calendar days after the student has been notified. Maximum time limits for scheduling of Student Conduct Board Hearings may be extended at the discretion of the Student Conduct Administrator.
3. Student Conduct Board hearings shall be conducted by telephone conference according to the following guidelines:
   a. Student Conduct Board Hearings normally shall be conducted in private.
   b. The Complainant, Accused Student and their advisors, if any, shall be allowed to attend the entire portion of the Student Conduct Board Hearing at which information is received (excluding deliberations). Admission of any other person to the Student Conduct Board Hearing shall be at the discretion of the Student Conduct Board and/or its Student Conduct Administrator.
   c. In Student Conduct Board hearings involving more than one Accused Student, the Student Conduct Administrator, in his or her discretion, may permit the Student Conduct Board Hearings concerning each student to be conducted either separately or jointly.
   d. The Complainant and the Accused Student may, upon five (5) days advance written notice to WGU, be assisted by an advisor they choose. The advisor must be a member of the WGU community and may not be acting in the capacity of an attorney. If the Complainant and/or the Accused Student fail to provide a minimum of five (5) days' notice the Student Conduct Board hearing may be rescheduled.
   e. The Complainant and/or the Accused Student is responsible for presenting his or her own information, and therefore, advisors are not permitted to speak or to participate directly in any Student Conduct Board hearing. A student should select as an advisor a person whose schedule allows attendance at the scheduled date and time for the Student Conduct Board Hearing; delays will not normally be allowed due to the scheduling conflicts of an advisor.
   f. The Complainant, the Accused Student and the Student Conduct Board may arrange for witnesses to present pertinent information to the Student Conduct Board. At the discretion of the Student Conduct Administrator, WGU will try to arrange the attendance of witnesses who are members of the WGU community, provided such witnesses are identified by the Complainant and/or Accused Student at least five business days prior to the hearing. Witnesses will provide information to, and answer questions from, the Student Conduct Board. Questions may be suggested by the Accused Student and/or Complainant to be answered by each other or by other witnesses. This will be conducted by the Student Conduct Board with such questions directed to the chairperson, rather than to the witness directly. This method is used to preserve the educational tone of the hearing and to avoid creation of an adversarial environment. Questions of whether potential information will be received shall be resolved in the discretion of the chairperson of the Student Conduct Board.

g, Pertinent records, exhibits, and written statements may be accepted as information for consideration by the Student Conduct Board at the discretion of the chairperson.

h. All procedural questions are subject to the final decision of the chairperson of the Student Conduct Board.

i. After the portion of the Student Conduct Board Hearing concludes in which all pertinent information has been received, the Student Conduct Board shall determine by majority vote whether the Accused Student has violated each section of the Student Code which the student is charged with violating.

j. The Student Conduct Board's determination shall be made on the basis of whether it is more likely than not that the Accused Student violated the Student Code.

k. Formal rules of process, procedure, and/or technical rules of evidence, such as are applied in criminal or civil court, are not used in Student Code proceedings.

4. There shall be a single verbatim record, such as an audio recording, of all Student Conduct Board Hearings, however the Board's deliberations shall not be recorded. The record shall be the property of WGU and will become part of the Accused Student's Disciplinary Record and will be maintained on file for seven (7) years following the last date of academic activity. Records for students that are suspended or expelled from the university will be kept indefinitely.
5. If an Accused Student who has been provided appropriate notice, does not attend the Student Conduct Board Hearing, the information in support of the charges shall be presented and considered even if the Accused Student is not present.
6. The Student Conduct Board may accommodate concerns for the personal safety, well-being, and/or fears of confrontation of the Complainant or witnesses during the hearing by permitting participation by separate meeting, separate telephone line, written statement, or other means, where determined to be appropriate by the Student Conduct Administrator.

B. Sanctions

1. Depending upon a student's history of misconduct and the severity of the conduct at issue, the Student Conduct Board may direct the Student Conduct Administrator to impose any of the following sanctions upon a student found to have violated the rules of conduct described in Article V(A):

a. Level 1 Warning—A written (email) notice that a student's conduct is violating or has violated the rules of conduct.

b. Level 2 Warning —A written notice indicating that a student's conduct is violating or has violated the rules of conduct and includes an improvement plan that will demonstrate conduct conforming to the Student Code of Conduct within a specified time period. A Level 2 Warning includes the probability of more severe sanctions for any subsequent violation of the rules of conduct.

c. Loss of Privileges—A written notice of the denial of specified privileges for a designated period of time.

d. Restitution—Compensation for loss, damage, or injury. This may take the form of appropriate service and/or monetary or material replacement.

e. Discretionary Sanctions—Work assignments, essays, service to WGU or other related discretionary assignments.

f. Disciplinary Suspension—Separation of the student from WGU for a definite period of time, after which the student is eligible to return. Conditions for readmission may be specified.

g. Removal from Academic Program – Removal of the student from her/his chosen academic program for behaviors not conforming to the standards of professional conduct outlined in the WGU Teacher's College Code of Ethics, the WGU Nursing College Code of Ethics, and similar standards of professional conduct associated with other WGU licensure programs. WGU may, in its discretion, suggest one or more alternative academic programs. If an alternative program is not acceptable to the student, he or she will be subject to administrative withdrawal.

h. Disciplinary Expulsion—Permanent separation of the student from WGU without the possibility of readmission.

i. Revocation of transcripted grades and/or assessment results – Grades or assessment results that are considered part of the student's Academic Record may be amended.

j. Revocation of Admission and/or Degree—Admission to, or a degree awarded from WGU may be revoked for fraud, misrepresentation, or other violation of WGU standards in obtaining the degree, or for other serious violations committed by a student prior to graduation.

k. Withholding Degree—WGU may withhold awarding a degree otherwise earned until the completion of the process set forth in this Student Conduct Code, including the completion of all sanctions imposed, if any.

2. More than one of the sanctions listed above may be imposed for any single violation.
3. (a) Disciplinary expulsion, removal from academic program or revocation or withholding of a degree are part of the student's permanent academic record. Other disciplinary sanctions shall not be made part of the student's permanent academic record, but shall become part of the student's disciplinary record. (b) In situations involving both an Accused Student and a student claiming to be the victim of another student's conduct, the records of the process and of the sanctions imposed, if any, shall be considered to be the academic records of both the

Accused Student(s) and the student(s) claiming to be the victim because the educational career and chances of success in the academic community of each may be impacted.
4. Following the Student Conduct Board hearing, the Student Conduct Administrator shall advise the Accused Student and the Complainant in writing of the Board's determination and of the sanction(s) imposed, if any.

C. Administrative Holds

If a student fails to respond to a complaint or complete educational sanctions as required, an administrative hold shall be placed on the student's record by the Office of Student Conduct to ensure cooperation with the disciplinary process. In most cases an administrative hold will not prevent a student from completing coursework in the current term, but the student will be prevented from registering in additional courses or obtaining a degree. Depending on the severity of the charges, the Conduct Administrator may also institute an administrative hold pending the outcome of proceedings.

D. Interim Suspension

In certain circumstances, the Senior Manager of Student Rights and Responsibilities, or a designee, may impose a WGU suspension prior to the Student Conduct Board Hearing before the Student Conduct Board.

Interim suspension may be imposed: (a) to ensure the safety and wellbeing of members of WGU community or preservation of WGU property; (b) to ensure the student's own physical or emotional safety and wellbeing; or (c) if the Accused Student poses an ongoing threat of disruption of, or interference with, the normal operations of WGU.

During the interim suspension, an Accused Student shall be denied access to some or all WGU systems or privileges for which the Accused Student might otherwise be eligible, as the Senior Manager of Student Rights and Responsibilities or the Student Conduct Administrator may determine to be appropriate for the purposes of investigation.

The interim suspension does not replace the regular process, which shall proceed on the normal schedule, up to and through the Student Conduct Board Hearing, if required.

The Accused Student shall be notified in writing of this action and the reasons for the suspension. The notice shall include the time, date, and place of a subsequent hearing at which the Accused Student may show cause why his or her continued use of the WGU systems or privileges does not constitute a threat [and at which they may contest whether a WGU rule was violated]. Time lost within the term while the student is on interim suspension may not be added back to the end of the term in the form of a term extension or incomplete grade.

E. Appeals
1. A decision reached by the Student Conduct Board or a sanction imposed by the Student Conduct Administrator may be appealed by the Accused Student(s) or Complainant(s) to the Appellate Board within five (5) business days of the decision. Such appeals shall be in writing and shall be delivered to the Student Conduct Administrator or his or her designee.
2. Except as required to explain the basis of new information, an appeal shall be limited to a review of the verbatim record of the Student Conduct Board Hearing and supporting documents for one or more of the following purposes:
   a. To determine whether the Student Conduct Board Hearing was conducted fairly in light of the charges and information presented, and in conformity with prescribed procedures giving the complaining party a reasonable opportunity to prepare and to present information that the Student Code was violated, and giving the Accused Student a reasonable opportunity to prepare and to present a response to those allegations. Deviations from designated procedures will not be a basis for sustaining an appeal unless significant prejudice results.
   b. To determine whether the decision reached regarding the Accused Student was based on substantial information, that is, whether there were facts in the case that, if believed by the fact finder, were sufficient to establish that a violation of the Student Code occurred. To determine whether the sanction(s) imposed were appropriate for the violation of the Student Code which the student was found to have committed.
   c. To consider new information, sufficient to alter a decision or other relevant facts not brought out in the original hearing, because such information and/or facts were not known to the person appealing at the time of the original Student Conduct Board Hearing.
3. If an appeal is upheld by the Appellate Board, the matter shall be returned to the original Student Conduct Board and Student Conduct Administrator for reopening of Student Conduct Board Hearing to allow reconsideration of the original determination and/or sanction(s). If an appeal is not upheld, the matter shall be considered final and binding upon all involved.

ARTICLE VII: INTERPRETATION AND REVISION

A. Any question of interpretation or application of the Student Code shall be referred to the Senior Manager of Student Rights and Responsibilities or his or her designee for final determination.

B. The Student Code shall be reviewed every two (2) years under the direction or discretion of the Senior Manager of Student Rights and Responsibilities. In the interim this code may be amended at any time upon appropriate notice to students. Suggested revisions may be made to the Student Conduct Administrator to be reviewed by a panel assigned by the Associate Provost for Academic Services.

Refund and Cancellation Policy

Information on WGU's refund policy is found on the website and in the student handbook.

New terms begin on the first day of every month for all programs. After applying and being accepted for admission, students must complete an Intake Interview—generally by the 15th of the month prior to when starting. Students are also required to make arrangements to pay the first term's tuition (either self-pay or through financial aid) by the 22nd of the month prior to the starting month. An Enrollment Counselor can help students complete the admission process.

Tuition and Fees Refund

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 refund. After that point, there is no provision for a refund. The admission application fee is non-refundable.

Note: Florida residents enrolling in the B.S. in Nursing program are eligible for an application fee refund ($65) if they cancel the Enrollment Agreement during the first 3 days after signing.

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.

Student-initiated withdrawals: The withdrawal date is the date the student notified WGU of the intent to withdraw. Administrative withdrawals: The withdrawal date is the last date of student academic activity or 50% completion of the term.

Calculating the Refund

The percentage calculation for refund eligibility is based on 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 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 Student Accounts 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 Complaint Process

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(s) addressed by the procedures described in the Student Complaint Policy (available in the student handbook). Students who are unclear about the appropriate procedures may contact Student Services for guidance at (877) 435-7948 or studentservices@wgu.edu.

Informal Complaints

An informal complaint can arise from any student dissatisfaction. With some exceptions, WGU encourages students to handle complaints as close to the source as possible by discussing issues with the relevant WGU department, staff member or supervisor. This practice allows issues to be resolved more quickly by individuals with required expertise. The Student Complaint Policy describes procedures established to promote direct interaction with responsible university departments and staff.

Formal Complaints

If a student is unsure how to approach a concern or an earlier complaint cannot be resolved informally, the student may initiate a formal complaint by sending a written explanation of the concern to WGU Student Services at studentservices@wgu.edu. The written complaint must describe who has been involved, the current status of the concern, and steps taken to resolve the concern informally.

WGU Student Services will work to swiftly resolve each complaint and in every case will respond within 10 business days. If Student Services is not able to resolve the concern to the student's satisfaction, within 5 business days the student may appeal the decision by submitting a brief, written summary of the concern to WGU's Associate Provost for Academic Services. The decision of the Associate Provost shall be final.

Discrimination and Harassment

If a complaint involves any type of alleged discrimination or harassment in violation of the WGU Discrimination, Harassment, Sexual Misconduct, Stalking and Retaliation Policy or the student wishes to remain anonymous, the student may immediately make a formal complaint to the Title IX Coordinator per the process outlined in the WGU Discrimination Grievance Procedures. Contact information for the Title IX Coordinator is:

Dr. Lucas Kavlie - Title IX Coordinator
Western Governors University
4001 South 700 East, Suite 700
Salt Lake City, UT 84107-2533
TitleIX@wgu.edu
Direct: 385.428.8783
Toll Free: 877.435.7948 x8783

Consumer Complaint Process

In the event that students believe that their issue with the university cannot be resolved through the grievance and complaint processes noted above, they have the right to contact our accrediting agencies and/or various state agencies. WGU publishes Consumer Complaint Process information in the online student handbook.

https://cm.wgu.edu/t5/Student-Rights-Responsibilities/Consumer-Complaint-Process/ta-p/160

Academic Programs

College of Business

- B.S. Business Management
- B.S. Business—Healthcare Management
- B.S. Business—Human Resource Management
- B.S. Business—Information Technology Management
- B.S. Marketing Management
- B.S. Accounting
- Master of Business Administration (MBA)
- MBA Information Technology Management
- MBA Healthcare Management
- M.S. Management and Leadership
- M.S. Accounting

College of Health Professions

- B.S. Nursing (Prelicensure)
- B.S. Nursing (RN to BSN)
- B.S. Health Information Management
- M.S. Nursing—Education
- M.S. Nursing—Leadership and Management
- M.S. Nursing—Nursing Informatics
- M.S. Nursing—Education (RN to MSN)
- M.S. Nursing—Leadership and Management (RN to MSN)
- M.S. Nursing—Nursing Informatics (RN to MSN)
- M.S. Integrated Healthcare Management

College of Information Technology

- B.S. Cybersecurity and Information Assurance
- B.S. Data Management/Data Analytics
- B.S. Information Technology
- B.S. Cloud and Systems Administration
- B.S. Network Operations and Security
- B.S. Software Development
- M.S. Cybersecurity and Information Assurance
- M.S. Data Analytics
- M.S. Information Technology Management

Teachers College

Bachelor's Degrees with Licensure:

- B.A. Interdisciplinary Studies (Elementary Education)
- B.A. Mathematics (5-9)
- B.A. Mathematics (5-12)
- B.A. Science (5-9)
- B.A. Science (Biological Science, 5-12)
- B.A. Science (Chemistry, 5-12)
- B.A. Science (Geosciences, 5-12)
- B.A. Science (Physics, 5-12)
- B.A. Special Education (K-12)

Post-Baccalaureate Teacher Certification:

- Post-Baccalaureate Teacher Preparation Program, Elementary Education

Master's Degrees with Licensure:

- M.A. Teaching, Elementary Education
- M.A. Teaching, English (5-12)
- M.A. Teaching, Mathematics (5-9)
- M.A. Teaching, Mathematics (5-12)
- M.A. Teaching, Science (5-12)

Master's Degrees for Already-Licensed Teachers:

- M.S. Special Education (K-12)
- M.S. Educational Leadership
- M.A. English Language Learning (ELL) (PreK-12)
- M.A. Mathematics Education (K-6)
- M.A. Mathematics Education (5-9)
- M.A. Mathematics Education (5-12)
- M.A. Science Education (5-9)
- M.A. Science Education (Chemistry, 5-12)
- M.A. Science Education (Physics, 5-12)
- M.A. Science Education (Biological Science, 5-12)
- M.A. Science Education (Geosciences, 5-12)
- M.Ed. Instructional Design
- M.Ed. Learning and Technology
- M.S. Curriculum and Instruction

Endorsement Programs:

- Endorsement Preparation Program in Educational Leadership
- Endorsement Preparation Program in English Language Learning (ELL) (PreK-12)

WGU publishes all available programs on the university website (http://www.wgu.edu/degrees_and_programs).

WGU's public website 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.

Each degree listing includes 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.

A WGU course 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 course to guide students in acquiring the skills, knowledge, and abilities needed to pass the assessment.

Information provided for each course includes: the Assessment/Course Code; the Course 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 apply to that program.

College of Business

The WGU College of Business adheres to the university mission statement and, as part of the college's strategic planning, has adopted several guiding principles or tenets that track closely with that mission:

- **Obsessive, Unified Approach to Success:** The college works together as a unified team to seamlessly educate and obsessively support student and alumni success.
- **Learning:** All students can master complex competencies and advance their fluencies with sufficient effort, commitment and self-management, together with support from the business college.
- **Employer-Driven Programs:** The college develops and delivers quality programs that serve the current and future needs of employers and thereby serve students.
- **Flexibility and Individualization:** The college serves each student for his or her needs for learning and interest through flexible and individualized education.
- **Improvement and Innovation:** The college relentlessly improves programs and continuously innovates for increasing rates of graduation and real-world outcomes for alumni.

Bachelor of Science, 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, WGU competency-based assessments, and a capstone project.

CCN	Course Number	Course Description	CUs	Term
BUS 2301	C483	Principles of Management	4	1
MATH 1010	C463	Intermediate Algebra	3	1
ENGL 1010	C455	English Composition I	3	1
SOCG 1010	C273	Introduction to Sociology	3	1
GEOG 1311	C255	Introduction to Geography	3	2
MATH 1015	C278	College Algebra	4	2
ENGL 1020	C456	English Composition II	3	2
MGMT 3000	C715	Organizational Behavior	3	2
HRM 2100	C232	Introduction to Human Resource Management	3	3
COMM 1011	C464	Introduction to Communication	3	3
MATH 1030	C459	Introduction to Probability and Statistics	3	3
BUS 2100	C711	Introduction to Business	3	3
PHIL 3010	C168	Critical Thinking and Logic	3	4
HIST 1010	C121	Survey of United States History	3	4
HUMN 1010	C100	Introduction to Humanities	3	4
BUS 3000	C717	Business Ethics	3	4
ITEC 2001	C182	Introduction to IT	4	5
SCIE 1015	C452	Integrated Natural Science Applications	4	5
ECON 2100	C719	Macroeconomics	3	5
BUIT 2200	C268	Spreadsheets	3	5
ECON 2000	C718	Microeconomics	3	6
LAW 3000	C713	Business Law	3	6
ACCT 2311	VYC1	Principles of Accounting	4	6
MKTG 3000	C712	Marketing Fundamentals	3	6
BUSI 3731	VZT1	Marketing Applications	3	7
ACCT 3310	UFC1	Managerial Accounting	3	7
ECON 3600	FVC1	Global Business	3	7
BUS 2600	C716	Business Communication	3	7
BUS 3100	C723	Quantitative Analysis For Business	3	8
MGMT 3400	C722	Project Management	3	8
BUIT 3000	C724	Information Systems Management	3	8
MGMT 4400	C721	Change Management	3	8
HRM 3200	C234	Workforce Planning: Recruitment and Selection	3	9

CCN	Course Number	Course Description	CUs	Term
FINC 3000	C708	Principles of Finance	3	9
MGMT 4100	C720	Operations and Supply Chain Management	3	9
MGMT 4800	C714	Business Strategy	3	9
BUS 4400	QHT1	Business Management Tasks	3	10
BUS 4840	QGT1	Business Management Capstone Written Project	4	10
			Total CUs: 120	

Bachelor of Science, Business - Healthcare Management

The Bachelor of Science, Business - Healthcare Management degree requires completion of courses focused on healthcare management areas in addition to our existing general education and business core curriculum. This program is designed to prepare WGU graduates for a variety of entry level managerial positions in healthcare organizations. The BS, Business - Healthcare Management degree program prepares you with the knowledge and skills to serve in a variety of non-clinical or health care services roles at skilled nursing facilities, residential care facilities, small to medium healthcare facilities, and coordination specialist, managers for Accountable Care Organizations, insurance companies, or community health organizations. In addition, you would have the ability to join other organizations focused on developing, manufacturing, and providing medical related products or services such as pharmaceutical and medical device companies, case management organizations and the financial services sector of the healthcare industry. You will learn the factors affecting complex medical systems and organizational integration of the Patient Protection and Affordable Care Act (ACA) with its complex rules and compliance standards. You will be able to utilize healthcare data and make appropriate recommendations to improve patient outcomes and satisfaction. Additionally, you will learn care coordination to improve organizational efficiencies and operations.

CCN	Course Number	Course Description	CUs	Term
MGMT 3000	C715	Organizational Behavior	3	1
ENGL 1010	C455	English Composition I	3	1
LAW 3000	C713	Business Law	3	1
PHIL 3010	C168	Critical Thinking and Logic	3	1
BUS 2301	C483	Principles of Management	4	2
ENGL 1020	C456	English Composition II	3	2
GEOG 1311	C255	Introduction to Geography	3	2
HRM 2100	C232	Introduction to Human Resource Management	3	2
BUS 3000	C717	Business Ethics	3	3
HCM 2210	C426	Healthcare Values and Ethics	3	3
COMM 1011	C464	Introduction to Communication	3	3
MATH 1010	C463	Intermediate Algebra	3	3
HCM 2110	C425	Healthcare Delivery Systems, Regulation, and Compliance	3	4
MKTG 3000	C712	Marketing Fundamentals	3	4
MATH 1015	C278	College Algebra	4	4
BUS 2600	C716	Business Communication	3	4
SOCG 1010	C273	Introduction to Sociology	3	5
BUIT 2200	C268	Spreadsheets	3	5
BUIT 3000	C724	Information Systems Management	3	5
HCM 2310	C427	Technology Applications in Healthcare	3	5
HUMN 1010	C100	Introduction to Humanities	3	6
MATH 1030	C459	Introduction to Probability and Statistics	3	6
ECON 2100	C719	Macroeconomics	3	6
HCM 3210	C429	Healthcare Operations Management	3	6
HCM 3410	C431	Healthcare Research and Statistics	3	7
ECON 2000	C718	Microeconomics	3	7
SCIE 1020	C165	Integrated Physical Sciences	3	7

CCN	Course Number	Course Description	CUs	Term
BUS 3100	C723	Quantitative Analysis For Business	3	7
MGMT 4800	C714	Business Strategy	3	8
FINC 3000	C708	Principles of Finance	3	8
ECON 3600	FVC1	Global Business	3	8
HCM 3310	C430	Healthcare Quality Improvement and Risk Management	3	8
MGMT 4100	C720	Operations and Supply Chain Management	3	9
ACCT 2311	VYC1	Principles of Accounting	4	9
ACCT 3310	UFC1	Managerial Accounting	3	9
MGMT 3400	C722	Project Management	3	9
HCM 3510	C432	Healthcare Management and Strategy	3	10
HIST 1010	C121	Survey of United States History	3	10
HCM 3110	C428	Financial Resource Management in Healthcare	3	10
HCM 2910	C439	Healthcare Management Capstone	4	10
		Total CUs: 124		

Bachelor of Science, Business - Human Resource Management

The Bachelor of Science in Business- Human Resource Management is a competency-based program that enables students to earn a Bachelor of Science degree that is tailored to the student's professional HR experience. 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. In addition, this program is aligned with and will help you prepare for the Professional in Human Resources (PHR) Certification Exam and the Assurance of Learning Exam should you decide to pursue either of these on your own. *Other experience requirements apply to undertake this exams.*

CCN	Course Number	Course Description	CUs	Term
BUS 2301	C483	Principles of Management	4	1
PSYC 1010	C180	Introduction to Psychology	3	1
MATH 1010	C463	Intermediate Algebra	3	1
HRM 2100	C232	Introduction to Human Resource Management	3	1
MGMT 3000	C715	Organizational Behavior	3	2
ENGL 1010	C455	English Composition I	3	2
COMM 1011	C464	Introduction to Communication	3	2
MGMT 4100	C720	Operations and Supply Chain Management	3	2
PHIL 3010	C168	Critical Thinking and Logic	3	3
ENGL 1020	C456	English Composition II	3	3
MATH 1030	C459	Introduction to Probability and Statistics	3	3
BUS 2600	C716	Business Communication	3	3
BUS 3000	C717	Business Ethics	3	4
HIST 1010	C121	Survey of United States History	3	4
LAW 3000	C713	Business Law	3	4
HRM 3100	C233	Employment Law	3	4
SOCG 1010	C273	Introduction to Sociology	3	5
HUMN 1010	C100	Introduction to Humanities	3	5
ECON 2100	C719	Macroeconomics	3	5
HRM 3200	C234	Workforce Planning: Recruitment and Selection	3	5
MGMT 4800	C714	Business Strategy	3	6
ECON 2000	C718	Microeconomics	3	6
SCIE 1020	C165	Integrated Physical Sciences	3	6
HRM 3500	C235	Training and Development	3	6
MKTG 3000	C712	Marketing Fundamentals	3	7
ECON 3600	FVC1	Global Business	3	7
ACCT 2311	VYC1	Principles of Accounting	4	7
HRM 3600	C236	Compensation and Benefits	3	7
BUS 3100	C723	Quantitative Analysis For Business	3	8
BUIT 2200	C268	Spreadsheets	3	8

CCN	Course Number	Course Description	CUs	Term
ACCT 3310	UFC1	Managerial Accounting	3	8
BUS 4800	HMP1	Cases in Advanced Human Resource Management	3	8
MGMT 3400	C722	Project Management	3	9
FINC 3000	C708	Principles of Finance	3	9
MGMT 4400	C721	Change Management	3	9
BUSI 3731	VZT1	Marketing Applications	3	9
BUIT 3000	C724	Information Systems Management	3	10
BUS 4880	QET1	Business - HR Management Capstone Project	4	10
BUS 4881	PFHM	Business - HR Management Portfolio Requirement	3	10
			Total CUs: 120	

Bachelor of Science, 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.

CCN	Course Number	Course Description	CUs	Term
ITEC 2001	C182	Introduction to IT	4	1
ENGL 1010	C455	English Composition I	3	1
COMM 1011	C464	Introduction to Communication	3	1
PSYC 1010	C180	Introduction to Psychology	3	1
MGMT 3000	C715	Organizational Behavior	3	2
MATH 1010	C463	Intermediate Algebra	3	2
ENGL 1020	C456	English Composition II	3	2
PHIL 3010	C168	Critical Thinking and Logic	3	2
BUS 2301	C483	Principles of Management	4	3
MATH 1015	C278	College Algebra	4	3
MGMT 3400	C722	Project Management	3	3
BUS 3000	C717	Business Ethics	3	3
BUIT 3000	C724	Information Systems Management	3	4
MATH 1030	C459	Introduction to Probability and Statistics	3	4
HIST 1010	C121	Survey of United States History	3	4
BUIT 2200	C268	Spreadsheets	3	4
LAW 3000	C713	Business Law	3	5
HUMN 1010	C100	Introduction to Humanities	3	5
ITEC 2205	C179	Business of IT - Applications	4	5
BUS 2600	C716	Business Communication	3	5
MKTG 3000	C712	Marketing Fundamentals	3	6
ACCT 2311	VYC1	Principles of Accounting	4	6
ITEC 2104	C175	Data Management - Foundations	3	6
SCIE 1020	C165	Integrated Physical Sciences	3	6
HRM 2100	C232	Introduction to Human Resource Management	3	7
ACCT 3310	UFC1	Managerial Accounting	3	7
ECON 2100	C719	Macroeconomics	3	7
ECON 2000	C718	Microeconomics	3	7
ECON 3600	FVC1	Global Business	3	8
BUS 3100	C723	Quantitative Analysis For Business	3	8
MGMT 4100	C720	Operations and Supply Chain Management	3	8

CCN	Course Number	Course Description	CUs	Term
HRM 3200	C234	Workforce Planning: Recruitment and Selection	3	8
BUS 4891	PFIT	Business - IT Management Portfolio Requirement	3	9
ITEC 2102	C172	Network and Security - Foundations	3	9
FINC 3000	C708	Principles of Finance	3	9
MGMT 4400	C721	Change Management	3	9
MGMT 4800	C714	Business Strategy	3	10
BUS 4890	QFT1	Business - IT Management Capstone Project	4	10
			Total CUs: 120	

Bachelor of Science, 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), WGU competency-based assessments, and a capstone project.

CCN	Course Number	Course Description	CUs	Term
BUS 2301	C483	Principles of Management	4	1
MATH 1010	C463	Intermediate Algebra	3	1
ENGL 1010	C455	English Composition I	3	1
SOCG 1010	C273	Introduction to Sociology	3	1
BUS 2100	C711	Introduction to Business	3	2
MATH 1015	C278	College Algebra	4	2
ENGL 1020	C456	English Composition II	3	2
MGMT 3000	C715	Organizational Behavior	3	2
HRM 2100	C232	Introduction to Human Resource Management	3	3
COMM 1011	C464	Introduction to Communication	3	3
MATH 1030	C459	Introduction to Probability and Statistics	3	3
PHIL 3010	C168	Critical Thinking and Logic	3	3
HIST 1010	C121	Survey of United States History	3	4
HUMN 1010	C100	Introduction to Humanities	3	4
BIO 1010	C190	Introduction to Biology	3	4
BUS 3000	C717	Business Ethics	3	4
BUIT 2200	C268	Spreadsheets	3	5
ECON 2000	C718	Microeconomics	3	5
LAW 3000	C713	Business Law	3	5
ECON 2100	C719	Macroeconomics	3	5
BUS 2600	C716	Business Communication	3	6
ACCT 2311	VYC1	Principles of Accounting	4	6
MKTG 3000	C712	Marketing Fundamentals	3	6
BUSI 3731	VZT1	Marketing Applications	3	6
BUS 3100	C723	Quantitative Analysis For Business	3	7
ECON 3600	FVC1	Global Business	3	7
ACCT 3310	UFC1	Managerial Accounting	3	7
MGMT 3400	C722	Project Management	3	7
MGMT 4100	C720	Operations and Supply Chain Management	3	8
BUIT 3000	C724	Information Systems Management	3	8
FINC 3000	C708	Principles of Finance	3	8
MGMT 4800	C714	Business Strategy	3	8
BUS 4730	ASC1	Marketing Management Concepts	12	9

CCN	Course Number	Course Description	CUs	Term
BUS 4740	AST1	Marketing Management Tasks	6	10
BUS 4870	QIT1	Business Marketing Management Capstone Written Project	4	10
			Total CUs: 121	

Bachelor of Science, 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.

CCN	Course Number	Course Description	CUs	Term
MGMT 3000	C715	Organizational Behavior	3	1
ENGL 1010	C455	English Composition I	3	1
BUIT 2200	C268	Spreadsheets	3	1
MATH 1010	C463	Intermediate Algebra	3	1
SCIE 1020	C165	Integrated Physical Sciences	3	2
ENGL 1020	C456	English Composition II	3	2
MATH 1015	C278	College Algebra	4	2
LAW 3000	C713	Business Law	3	2
ACCT 2311	VYC1	Principles of Accounting	4	3
ECON 2100	C719	Macroeconomics	3	3
ECON 2000	C718	Microeconomics	3	3
COMM 1011	C464	Introduction to Communication	3	3
ECON 3600	FVC1	Global Business	3	4
ACCT 2320	CZC1	Accounting II	3	4
ACCT 3310	UFC1	Managerial Accounting	3	4
BUS 2301	C483	Principles of Management	4	4
MGMT 4800	C714	Business Strategy	3	5
FINC 3000	C708	Principles of Finance	3	5
ACCT 4650	C241	Business Law for Accountants	3	5
BUS 2600	C716	Business Communication	3	5
MKTG 3000	C712	Marketing Fundamentals	3	6
ACCT 3610	C248	Intermediate Accounting I	3	6
BUS 3100	C723	Quantitative Analysis For Business	3	6
HRM 2100	C232	Introduction to Human Resource Management	3	6
SOCG 1010	C273	Introduction to Sociology	3	7
ACCT 3620	C249	Intermediate Accounting II	3	7
HIST 1010	C121	Survey of United States History	3	7
MGMT 4100	C720	Operations and Supply Chain Management	3	7
MGMT 3400	C722	Project Management	3	8
BUIT 3000	C724	Information Systems Management	3	8
ACCT 3630	C237	Taxation I	3	8
MATH 1030	C459	Introduction to Probability and Statistics	3	8
BUS 3000	C717	Business Ethics	3	9

CCN	Course Number	Course Description	CUs	Term
ACCT 4620	C238	Taxation II	3	9
ACCT 3640	C242	Accounting Information Systems	3	9
ACCT 4800	C240	Auditing	3	9
HUMN 1010	C100	Introduction to Humanities	3	10
ACCT 3660	C250	Cost and Managerial Accounting	3	10
ACCT 4900	C251	Accounting Capstone	5	10
		Total CUs: 122		

Master of Business Administration

The Master of Business Administration program is specifically designed for experienced business professionals and managers seeking upward career mobility or professionals who want to broaden their business knowledge.

CCN	Course Number	Course Description	CUs	Term
MGMT 5000	C200	Managing Organizations and Leading People	3	1
HRM 5010	C202	Managing Human Capital	3	1
ECON 5000	C211	Global Economics for Managers	3	1
MGMT 5010	C204	Management Communication	3	2
MKTG 5000	C212	Marketing	3	2
ACCT 5000	C213	Accounting for Decision Makers	3	2
MGMT 6000	C206	Ethical Leadership	3	3
FINC 6000	C214	Financial Management	3	3
MGMT 6010	C207	Data-Driven Decision Making	3	3
MGMT 6020	C215	Operations Management	3	4
MGMT 6900	C216	MBA Capstone	4	4
			Total CUs: 34	

MBA, IT Management

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.

CCN	Course Number	Course Description	CUs	Term
MGMT 5000	C200	Managing Organizations and Leading People	3	1
ITM 5000	MGT2	IT Project Management	3	1
HRM 5010	C202	Managing Human Capital	3	1
MKTG 5000	C212	Marketing	3	2
ECON 5000	C211	Global Economics for Managers	3	2
ACCT 5000	C213	Accounting for Decision Makers	3	2
MGMT 6000	C206	Ethical Leadership	3	3
FINC 6000	C214	Financial Management	3	3
MGMT 6010	C207	Data-Driven Decision Making	3	3
ITM 6000	MMT2	IT Strategic Solutions	4	4
ITM 6900	C218	MBA, Information Technology Management Capstone	4	4
			Total CUs: 35	

MBA, 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.

CCN	Course Number	Course Description	CUs	Term
MGMT 5000	C200	Managing Organizations and Leading People	3	1
MGMT 6000	C206	Ethical Leadership	3	1
HCM 6000	AMT2	Service Line Development	4	1
ACCT 5000	C213	Accounting for Decision Makers	3	2
FINC 6000	C214	Financial Management	3	2
MGMT 6020	C215	Operations Management	3	2
MGMT 6010	C207	Data-Driven Decision Making	3	3
MKTG 5000	C212	Marketing	3	3
HCM 5000	AFT2	Accreditation Audit	4	3
ECON 5000	C211	Global Economics for Managers	3	4
HCM 6900	C219	MBA, Healthcare Management Capstone	4	4
			Total CUs: 36	

Master of Science, Management and Leadership

The Master of Science, Management and Leadership degree program focuses on management and leadership skills that can be applied to multiple settings, including business, government, non-profit, or education. The program prepares you with knowledge and skills to lead through collaboration, team building, interpersonal communication and virtual environments. You will learn applicable leadership skills to foster creativity, innovation and change. The program includes topics such as organizational planning, leadership, conflict resolution and negotiation, communication and other management skills. You will enhance your ability to manage in a dynamic business environment that promotes growth, creativity and innovation. You will demonstrate the essential leadership practices of inspiring a vision, encouraging others to act, data-driven strategic planning, ethical reasoning, negotiation, critical thinking, and complex problem solving, which are all necessary to be successful leaders.

CCN	Course Number	Course Description	CUs	Term
MGMT 5000	C200	Managing Organizations and Leading People	3	1
MGMT 5020	C203	Becoming an Effective Leader	3	1
HRM 5010	C202	Managing Human Capital	3	1
BUS 5000	C201	Business Acumen	3	2
MGMT 5010	C204	Management Communication	3	2
MGMT 5030	C205	Leading Teams	3	2
MGMT 6000	C206	Ethical Leadership	3	3
MGMT 6010	C207	Data-Driven Decision Making	3	3
MGMT 6040	C208	Change Management and Innovation	3	3
MGMT 6050	C209	Strategic Management	3	4
MGMT 6910	C210	Management and Leadership Capstone	4	4
			Total CUs: 34	

Master of Science, Accounting

The Master of Science in Accounting (MAcc) degree provides the advanced accounting knowledge and skills that you need for a successful career as a professional accountant in public accounting, industry, government and non-profit organizations. A primary objective of the masters program is to build on the knowledge gained in an undergraduate accounting program and help prepare you to sit for the CPA (Certified Public Accountant) exam, the Certified Management Accounting (CMA) exam, and the Certified Internal Auditor (CIA) exam. This program focuses not only on the technical and analytical skills necessary for accounting positions, but also incorporates critical communication and strategic skills required in todays fast changing world. You will learn to assess complex transactions and determine the proper treatment of those transactions in conformance with generally accepted accounting principles (GAAP). You will also learn advanced auditing skills to be able to enhance internal controls of an organization and identify material weaknesses in those controls. You will develop and be able to apply advanced managerial accounting techniques in real-world situations as well as become familiar with the accounting for governmental and nonprofit organizations. At the end of this program, you will have gained necessary analytical skills to address complex financial information and make appropriate recommendations to management. * Students may need to meet additional state-specific requirements to be eligible to sit for the CPA exam.*

CCN	Course Number	Course Description	CUs	Term
FINC 6000	C214	Financial Management	3	1
ACCT 5100	C243	Advanced Financial Accounting	3	1
MGMT 5010	C204	Management Communication	3	1
ACCT 5200	C252	Governmental and Nonprofit Accounting	3	2
ACCT 6300	C245	Accounting Research	3	2
ACCT 5300	C253	Advanced Managerial Accounting	3	2
ACCT 6000	C254	Fraud and Forensic Accounting	3	3
ACCT 6200	C244	Advanced Auditing	3	3
MGMT 6050	C209	Strategic Management	3	3
ACCT 6100	C239	Advanced Tax Concepts	3	4
			Total CUs: 30	

College of Health Professions

Bachelor of Science, Nursing

The prelicensure BSN degree focuses on contemporary nursing practices to build nursing 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 prelicensure BSN program includes a strategic partnership between the Western Governors University Nursing Program and healthcare employers who provide practice sites and clinical coaches. Graduates are prepared to function in new roles as members of healthcare teams in many settings. The prelicensure BSN program includes the study of medical-surgical (including critical care), 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 are eligible to apply 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 MS, Nursing programs. This degree program includes online and distance learning plus high fidelity simulation labs and hands on clinical experiences. The WGU prelicensure BS, Nursing 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) (click here to view). In addition, it incorporates competencies and standards from professional organizations and state regulations.

CCN	Course Number	Course Description	CUs	Term
MATH 1100	C784	Applied Healthcare Statistics	4	1
ENGL 1010	C455	English Composition I	3	1
BIO 2010	C107	Anatomy and Physiology I	4	1
COMM 1011	C464	Introduction to Communication	3	1
BIO 2011	C405	Anatomy and Physiology II	4	2
PSYC 1010	C180	Introduction to Psychology	3	2
HUMN 1010	C100	Introduction to Humanities	3	2
SOCG 1010	C273	Introduction to Sociology	3	2
NURS 2300	C453	Clinical Microbiology	4	3
POLS 1020	C181	Survey of United States Constitution and Government	3	3
PSYC 2010	C217	Human Growth and Development Across the Lifespan	3	3
CHEM 3503	C785	Biochemistry	3	3
COMM 3113	C820	Professional Leadership and Communication for Healthcare	2	4
NURS 2211	C825	Introduction to Nursing Arts and Science	3	4
NURS 2035	C787	Health and Wellness Through Nutritional Science	3	4
NURS 2410	C486	Organizational Systems: Safety and Regulation	1	4
NURS 2710	C466	Medication Dosage Calculations	1	4
NURS 2060	C467	Pharmacology	2	4
NURS 3510	C468	Information Management and the Application of Technology	3	5
NURS 3210	C469	Caring Arts and Science Across the Lifespan Part I	4	5
NURS 3215	C470	Caring Arts and Science Across the Lifespan Part I Clinical Learning	2	5
NURS 3100	C492	Physical Assessment	4	5
NURS 3220	C471	Caring Arts and Science Across the Lifespan Part II	4	6
NURS 3225	C472	Caring Arts and Science Across the Lifespan Part II Clinical Learning	2	6
NURS 3230	C473	Care of Adults with Complex Illnesses	3	6

CCN	Course Number	Course Description	CUs	Term
NURS 3235	C474	Clinical Learning for Complex Illnesses in Adults	3	6
NURS 2015	C304	Professional Roles and Values	3	7
NURS 3330	C475	Care of the Older Adult	3	7
NURS 4250	C476	Psychiatric and Mental Health Nursing	3	7
NURS 4251	C487	Psych/Mental Health Clinical	2	7
NURS 3310	C465	Care of the Developing Family	4	7
NURS 3320	C477	Nursing Care of Children	4	8
NURS 3418	C826	Community Health and Population-Focused Nursing	3	8
NURS 3420	C230	Community Health and Population-Focused Nursing Clinical	2	8
NURS 4011	C361	Evidence Based Practice and Applied Nursing Research	3	8
NURS 4220	C488	Critical Care Nursing	4	9
NURS 4225	C478	Critical Care Nursing Clinical Learning	2	9
NURS 4210	C489	Organizational Systems and Quality Leadership	3	9
NURS 4911	C490	Professional Nursing Role Transition	3	9
NURS 4800	C491	Nursing Clinical Practicum	4	10
		Total CUs: 120		

Bachelor of Science, Nursing

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 In addition, it incorporates competencies and standards from other specialty organizations.

CCN	Course Number	Course Description	CUs	Term
NURS 2000	C494	Advanced Standing for RN License	50	1
COMM 3113	C820	Professional Leadership and Communication for Healthcare	2	2
MATH 1100	C784	Applied Healthcare Statistics	4	2
ENGL 1010	C455	English Composition I	3	2
BIO 2010	C107	Anatomy and Physiology I	4	2
COMM 1011	C464	Introduction to Communication	3	3
BIO 2011	C405	Anatomy and Physiology II	4	3
PSYC 1010	C180	Introduction to Psychology	3	3
HUMN 1010	C100	Introduction to Humanities	3	3
SOCG 1010	C273	Introduction to Sociology	3	4
NURS 2300	C453	Clinical Microbiology	4	4
POLS 1020	C181	Survey of United States Constitution and Government	3	4
PSYC 2010	C217	Human Growth and Development Across the Lifespan	3	4
CHEM 3503	C785	Biochemistry	3	5
NURS 3330	C475	Care of the Older Adult	3	5
NURS 4011	C361	Evidence Based Practice and Applied Nursing Research	3	5
NURS 3112	C349	Health Assessment	3	5
NURS 3510	C468	Information Management and the Application of Technology	3	6
NURS 2035	C787	Health and Wellness Through Nutritional Science	3	6
NURS 3418	C228	Community Health and Population-Focused Nursing	3	6
NURS 3419	C229	Community Health and Population-Focused Nursing Field Experience	2	6
NURS 4210	C489	Organizational Systems and Quality Leadership	3	6
NURS 2015	C304	Professional Roles and Values	3	7
NURS 4910	C493	Leadership and Professional Image	2	7
			Total CUs: 120	

Bachelor of Science, Health Information Management

The Bachelor of Science in Health Information Management 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 information management 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 information management field. The health information management component of the Bachelor of Science program consists of the following areas of study: Healthcare Data, Health Information Technology, Medical Terminology, Pathophysiology and Pharmacology. There are a number of other areas of study that students master including Fundamentals of IT in Healthcare, Legal and Ethical Considerations in Healthcare, Leadership and Management, Anatomy and Physiology, Healthcare Compliance and Coding, Project Management, Financial Resource Management, and Healthcare Statistics. There are two professional practice experiences required with a portfolio project in each. At the end of the program students complete a capstone project.

CCN	Course Number	Course Description	CUs	Term
COMM 3113	C820	Professional Leadership and Communication for Healthcare	2	1
HIM 2011	C799	Healthcare Ecosystems	3	1
ENGL 1010	C455	English Composition I	3	1
HIM 2001	C800	Introduction to Healthcare IT Systems	4	1
ENGL 1020	C456	English Composition II	3	2
COMM 1011	C464	Introduction to Communication	3	2
POLS 1020	C181	Survey of United States Constitution and Government	3	2
HIM 2215	C801	Health Information Law and Regulations	4	2
HLTH 2100	C763	Healthcare Information Systems Management	3	3
HUMN 1010	C100	Introduction to Humanities	3	3
MATH 1010	C463	Intermediate Algebra	3	3
MGMT 3000	C715	Organizational Behavior	3	3
HLTH 3501	C802	Foundations in Healthcare Information Management	4	4
BIO 2010	C107	Anatomy and Physiology I	4	4
BUS 3000	C717	Business Ethics	3	4
BUS 2301	C483	Principles of Management	4	4
PHIL 3010	C168	Critical Thinking and Logic	3	5
HIM 2104	C810	Foundations in Healthcare Data Management	3	5
HIM 2150	C804	Medical Terminology	3	5
PSYC 1010	C180	Introduction to Psychology	3	5
BIO 1010	C190	Introduction to Biology	3	6
HCM 2507	C805	Pathophysiology	3	6
HIM 2421	C806	Introduction to Pharmacology	3	6
HLTH 3315	C803	Data Analytics and Information Governance	4	6
HIM 2515	C808	Classification Systems	4	7
ITEC 2105	C176	Business of IT - Project Management	4	7
HIM 3701	C811	Healthcare Financial Resource Management	4	7
MATH 1030	C459	Introduction to Probability and Statistics	3	8

CCN	Course Number	Course Description	CUs	Term
HIM 3215	C807	Healthcare Compliance	3	8
HIM 4502	C813	Healthcare Statistics and Research	3	8
HIM 4610	C812	Healthcare Reimbursement	4	8
HIM 4511	C815	Quality and Performance Management and Methods	4	9
HIM 3205	C816	Healthcare System Applications	4	9
HLTH 4504	C504	Professional Practice Experience and Portfolio - Management Level	4	9
HLTH 4509	C509	Professional Practice Experience and Portfolio - Technical Level	3	10
HIM 4506	C818	Health Information Management Capstone	4	10
			Total CUs: 121	

Master of Science, Nursing - Education (BSN to MSN)

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) all work in this degree program is online. 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.

CCN	Course Number	Course Description	CUs	Term
NURS 5121	C351	Professional Presence and Influence	2	1
NURS 5110	C301	Translational Research for Practice and Populations	2	1
NURS 5510	C791	Advanced Information Management and the Application of Technology	3	1
NURS 5600	C158	Organizational Leadership and Interprofessional Team Development	3	1
NURS 5130	C155	Pathopharmacological Foundations for Advanced Nursing Practice	3	2
NURS 5621	C352	Contemporary Pharmacotherapeutics	2	2
NURS 5495	C350	Comprehensive Health Assessment for Patients and Populations	3	2
NURS 5520	C157	Essentials of Advanced Nursing Practice Field Experience	2	3
NURS 5610	C159	Policy, Politics, and Global Health Trends	3	3
NURS 6121	C358	Foundations of Nursing Education	3	3
NURS 6100	C160	Facilitating Learning in the 21st Century	2	4
NURS 6131	C359	Future Directions in Contemporary Learning and Education	2	4
NURS 6201	C821	Nursing Education Field Experience	4	4
NURS 6301	C822	Nurse Educator Capstone	2	5
			Total CUs: 36	

Master of Science, Nursing - Leadership and Management (BSN to MSN)

The Master of Science, Nursing-Leadership and Management 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, strategicplanning, 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 and the AONE competencies for nursing managers and executives. 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.

CCN	Course Number	Course Description	CUs	Term
NURS 5121	C351	Professional Presence and Influence	2	1
NURS 5110	C301	Translational Research for Practice and Populations	2	1
NURS 5510	C791	Advanced Information Management and the Application of Technology	3	1
NURS 5600	C158	Organizational Leadership and Interprofessional Team Development	3	1
NURS 5130	C155	Pathopharmacological Foundations for Advanced Nursing Practice	3	2
NURS 5621	C352	Contemporary Pharmacotherapeutics	2	2
NURS 5495	C350	Comprehensive Health Assessment for Patients and Populations	3	2
NURS 5520	C157	Essentials of Advanced Nursing Practice Field Experience	2	3
NURS 5610	C159	Policy, Politics, and Global Health Trends	3	3
NURS 6400	C161	Principles of Organizational Performance Management	2	3
NURS 6420	C162	Principles of Healthcare Business and Financial Management	3	3
NURS 6430	C163	Strategic Leadership and Future Delivery Models	2	4
NURS 6501	C823	Nursing Leadership and Management Field Experience	4	4
NURS 6601	C824	Nursing Leadership and Management Capstone	2	4
			Total CUs: 36	

Master of Science, Nursing - Nursing Informatics (BSN to MSN)

The Master of Science degree in Nursing Informatics is a competency-based program that prepares graduates for a rewarding career as a specialist in the field of Nursing Informatics. Informatics Nurse Specialists have the knowledge, skills, and expertise to design, develop, implement, and evaluate Health Information Systems that support the delivery of safe, efficient and high-quality healthcare services. Students in the WGU M.S. Nursing Informatics program apply systems-thinking strategies to transform data to wisdom for understanding the determinants and distribution of healthcare needs in diverse populations. This program prepares students to select and use contemporary technologies to collaborate with interprofessional teams for the development and implementation of health education programs, evidence-based practices, and point-of-care policies. Through the integration of nursing science, computer science and information science, students will develop competencies for performing advanced informatics skills to improve health outcomes, such as data capture, management, mining, and analysis. This masters degree program supports students in applying their knowledge and conceptual understanding of nursing informatics to real-world situations where the use of information and communication technologies are essential for delivering and coordinating care across multiple settings. Graduates of the WGU masters-degree Nursing Informatics program are prepared to gather, document, and analyze outcome data that will serve as a foundation for data-driven decisions that inform practice processes and the implementation of interventions or strategies to improve healthcare outcomes.

CCN	Course Number	Course Description	CUs	Term
NURS 5121	C351	Professional Presence and Influence	2	1
NURS 5110	C301	Translational Research for Practice and Populations	2	1
NURS 5510	C791	Advanced Information Management and the Application of Technology	3	1
NURS 5600	C158	Organizational Leadership and Interprofessional Team Development	3	1
NURS 5130	C155	Pathopharmacological Foundations for Advanced Nursing Practice	3	2
NURS 5495	C350	Comprehensive Health Assessment for Patients and Populations	3	2
NURS 5520	C157	Essentials of Advanced Nursing Practice Field Experience	2	2
NURS 5610	C159	Policy, Politics, and Global Health Trends	3	3
NURS 5745	C790	Foundations in Nursing Informatics	2	3
NURS 6702	C798	Informatics System Analysis and Design	3	3
NURS 6701	C797	Data Science and Analytics	2	4
NURS 6010	C792	Data Modeling and Database Management Systems	2	4
NURS 6020	C793	Nursing Informatics Field Experience	4	4
NURS 6030	C794	Nursing Informatics Capstone	2	5
			Total CUs: 36	

Master of Science, Nursing - Education (RN to MSN)

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.

CCN	Course Number	Course Description	CUs	Term
NURS 2000	C494	Advanced Standing for RN License	50	1
COMM 3113	C820	Professional Leadership and Communication for Healthcare	2	2
ENGL 1010	C455	English Composition I	3	2
BIO 2010	C107	Anatomy and Physiology I	4	2
BIO 2011	C405	Anatomy and Physiology II	4	3
POLS 1020	C181	Survey of United States Constitution and Government	3	3
COMM 1011	C464	Introduction to Communication	3	3
HUMN 1010	C100	Introduction to Humanities	3	4
NURS 2300	C453	Clinical Microbiology	4	4
PSYC 2010	C217	Human Growth and Development Across the Lifespan	3	4
PSYC 1010	C180	Introduction to Psychology	3	5
SOCG 1010	C273	Introduction to Sociology	3	5
CHEM 3503	C785	Biochemistry	3	5
MATH 1100	C784	Applied Healthcare Statistics	4	6
NURS 3330	C475	Care of the Older Adult	3	6
NURS 3112	C349	Health Assessment	3	6
NURS 3418	C228	Community Health and Population-Focused Nursing	3	7
NURS 4011	C361	Evidence Based Practice and Applied Nursing Research	3	7
NURS 2035	C787	Health and Wellness Through Nutritional Science	3	7
NURS 4210	C489	Organizational Systems and Quality Leadership	3	8
NURS 3419	C229	Community Health and Population-Focused Nursing Field Experience	2	8
NURS 5510	C791	Advanced Information Management and the Application of Technology	3	8
NURS 5010	C128	Advanced Professional Roles and Values	2	9
NURS 5121	C351	Professional Presence and Influence	2	9
NURS 5110	C301	Translational Research for Practice and Populations	2	9
NURS 5600	C158	Organizational Leadership and Interprofessional Team Development	3	9

CCN	Course Number	Course Description	CUs	Term
NURS 5130	C155	Pathopharmacological Foundations for Advanced Nursing Practice	3	10
NURS 5621	C352	Contemporary Pharmacotherapeutics	2	10
NURS 5495	C350	Comprehensive Health Assessment for Patients and Populations	3	10
NURS 5520	C157	Essentials of Advanced Nursing Practice Field Experience	2	11
NURS 5610	C159	Policy, Politics, and Global Health Trends	3	11
NURS 6121	C358	Foundations of Nursing Education	3	11
NURS 6100	C160	Facilitating Learning in the 21st Century	2	12
NURS 6131	C359	Future Directions in Contemporary Learning and Education	2	12
NURS 6201	C821	Nursing Education Field Experience	4	12
NURS 6301	C822	Nurse Educator Capstone	2	13
			Total CUs: 150	

Master of Science, Nursing - Leadership and Management (RN to MSN)

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.

CCN	Course Number	Course Description	CUs	Term
NURS 2000	C494	Advanced Standing for RN License	50	1
COMM 3113	C820	Professional Leadership and Communication for Healthcare	2	2
ENGL 1010	C455	English Composition I	3	2
BIO 2010	C107	Anatomy and Physiology I	4	2
BIO 2011	C405	Anatomy and Physiology II	4	3
POLS 1020	C181	Survey of United States Constitution and Government	3	3
COMM 1011	C464	Introduction to Communication	3	3
HUMN 1010	C100	Introduction to Humanities	3	4
NURS 2300	C453	Clinical Microbiology	4	4
PSYC 2010	C217	Human Growth and Development Across the Lifespan	3	4
PSYC 1010	C180	Introduction to Psychology	3	5
SOCG 1010	C273	Introduction to Sociology	3	5
CHEM 3503	C785	Biochemistry	3	5
MATH 1100	C784	Applied Healthcare Statistics	4	6
NURS 3330	C475	Care of the Older Adult	3	6
NURS 3112	C349	Health Assessment	3	6
NURS 3418	C228	Community Health and Population-Focused Nursing	3	7
NURS 4011	C361	Evidence Based Practice and Applied Nursing Research	3	7
NURS 2035	C787	Health and Wellness Through Nutritional Science	3	7
NURS 4210	C489	Organizational Systems and Quality Leadership	3	8
NURS 3419	C229	Community Health and Population-Focused Nursing Field Experience	2	8
NURS 5510	C791	Advanced Information Management and the Application of Technology	3	8
NURS 5010	C128	Advanced Professional Roles and Values	2	9
NURS 5121	C351	Professional Presence and Influence	2	9
NURS 5110	C301	Translational Research for Practice and Populations	2	9
NURS 5600	C158	Organizational Leadership and Interprofessional Team Development	3	9

CCN	Course Number	Course Description	CUs	Term
NURS 5130	C155	Pathopharmacological Foundations for Advanced Nursing Practice	3	10
NURS 5621	C352	Contemporary Pharmacotherapeutics	2	10
NURS 5495	C350	Comprehensive Health Assessment for Patients and Populations	3	10
NURS 5520	C157	Essentials of Advanced Nursing Practice Field Experience	2	11
NURS 5610	C159	Policy, Politics, and Global Health Trends	3	11
NURS 6400	C161	Principles of Organizational Performance Management	2	11
NURS 6420	C162	Principles of Healthcare Business and Financial Management	3	11
NURS 6430	C163	Strategic Leadership and Future Delivery Models	2	12
NURS 6501	C823	Nursing Leadership and Management Field Experience	4	12
NURS 6601	C824	Nursing Leadership and Management Capstone	2	12
			Total CUs: 150	

Master of Science, Nursing - Nursing Informatics (RN to MSN)

The Master of Science degree in Nursing Informatics (RN to MSN option) degree is a competency-based program that builds on the foundation of previous nursing education at the associate 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. The master of science portion of the degree prepares graduates for a rewarding career as a specialist in the field of Nursing Informatics. Informatics Nurse Specialists have the knowledge, skills, and expertise to design, develop, implement, and evaluate Health Information Systems that support the delivery of safe, efficient and high-quality healthcare services. Students in the WGU M.S. Nursing Informatics program apply systems-thinking strategies to transform data to wisdom for understanding the determinants and distribution of healthcare needs in diverse populations. This program prepares students to select and use contemporary technologies to collaborate with interprofessional teams for the development and implementation of health education programs, evidence-based practices, and point-of-care policies. Through the integration of nursing science, computer science and information science, students will develop competencies for performing advanced informatics skills to improve health outcomes, such as data capture, management, mining, and analysis. This masters degree program supports students in applying their knowledge and conceptual understanding of nursing informatics to real-world situations where the use of information and communication technologies are essential for delivering and coordinating care across multiple settings. Graduates are prepared to gather, document, and analyze outcome data that will serve as a foundation for data-driven decisions that inform practice processes and the implementation of interventions or strategies to improve healthcare outcomes.

CCN	Course Number	Course Description	CUs	Term
NURS 2000	C494	Advanced Standing for RN License	50	1
COMM 3113	C820	Professional Leadership and Communication for Healthcare	2	2
ENGL 1010	C455	English Composition I	3	2
BIO 2010	C107	Anatomy and Physiology I	4	2
BIO 2011	C405	Anatomy and Physiology II	4	3
POLS 1020	C181	Survey of United States Constitution and Government	3	3
COMM 1011	C464	Introduction to Communication	3	3
HUMN 1010	C100	Introduction to Humanities	3	4
NURS 2300	C453	Clinical Microbiology	4	4
PSYC 2010	C217	Human Growth and Development Across the Lifespan	3	4
PSYC 1010	C180	Introduction to Psychology	3	5
SOCG 1010	C273	Introduction to Sociology	3	5
CHEM 3503	C785	Biochemistry	3	5
MATH 1100	C784	Applied Healthcare Statistics	4	6
NURS 3330	C475	Care of the Older Adult	3	6
NURS 3112	C349	Health Assessment	3	6
NURS 3418	C228	Community Health and Population-Focused Nursing	3	7
NURS 4011	C361	Evidence Based Practice and Applied Nursing Research	3	7
NURS 2035	C787	Health and Wellness Through Nutritional Science	3	7
NURS 4210	C489	Organizational Systems and Quality Leadership	3	8
NURS 3419	C229	Community Health and Population-Focused Nursing Field Experience	2	8
NURS 5510	C791	Advanced Information Management and the Application of Technology	3	8
NURS 5010	C128	Advanced Professional Roles and Values	2	9

CCN	Course Number	Course Description	CUs	Term
NURS 5121	C351	Professional Presence and Influence	2	9
NURS 5110	C301	Translational Research for Practice and Populations	2	9
NURS 5600	C158	Organizational Leadership and Interprofessional Team Development	3	9
NURS 5130	C155	Pathopharmacological Foundations for Advanced Nursing Practice	3	10
NURS 5495	C350	Comprehensive Health Assessment for Patients and Populations	3	10
NURS 5520	C157	Essentials of Advanced Nursing Practice Field Experience	2	10
NURS 5610	C159	Policy, Politics, and Global Health Trends	3	11
NURS 5745	C790	Foundations in Nursing Informatics	2	11
NURS 6702	C798	Informatics System Analysis and Design	3	11
NURS 6701	C797	Data Science and Analytics	2	12
NURS 6010	C792	Data Modeling and Database Management Systems	2	12
NURS 6020	C793	Nursing Informatics Field Experience	4	12
NURS 6030	C794	Nursing Informatics Capstone	2	13
		Total CUs: 150		

Master of Science, Integrated Healthcare Management

The Master of Science, Integrated Healthcare Management degree requires completion of project-based courses and a capstone culminating in 5 core competencies: healthcare strategist, transformational leader, value innovator, tactical manager, and analyst. The program also embeds themes of person-focused care, professionalism, technology, and ethics, and fosters innovation and sustainability in healthcare systems. Projects become progressively more complex as you advance through the curriculum, integrating core competencies to provide key skill sets and a knowledge base that will foster career development.

CCN	Course Number	Course Description	CUs	Term
IHCM 5110	C860	Innovation Project	3	1
IHCM 5200	C410	Collaborative Leadership Project	2	1
IHCM 5310	C861	Healthcare Systems Project	3	1
IHCM 5410	C862	Healthcare Quality Project	3	2
IHCM 5510	C863	Healthcare Financial Management Project	3	2
IHCM 5600	C417	Analytical Methods of Healthcare Professionals	2	2
IHCM 6210	C864	Enterprise Risk Management Project	3	3
IHCM 6310	C421	Health Information Technology Project	2	3
IHCM 6410	C865	Population Health and Care Coordination Project	3	3
IHCM 6510	C423	Challenges in Community Health Project	2	4
IHCM 6610	C424	Integrated Healthcare Project	3	4
IHCM 6900	C433	Integrated Healthcare Management Capstone Project	3	4
			Total CUs: 32	

College of Information Technology

Bachelor of Science, Cybersecurity and Information Assurance

To meet an increasing demand for cybersecurity professionals, the Bachelor of Science in Cybersecurity and Information Assurance (BSCSIA) degree program prepares IT professionals to apply knowledge and experience in risk management and digital forensics to safeguard infrastructure and secure data through continuity planning and disaster recovery operations. Courses deliver proven methods for information security using software analysis techniques, web engineering, cloud management, and networking strategies to prevent, detect, and mitigate cyberattacks. This program features nationally recognized, high demand certifications in the field of cybersecurity.

CCN	Course Number	Course Description	CUs	Term
ITEC 2001	C182	Introduction to IT	4	1
PHIL 3010	C168	Critical Thinking and Logic	3	1
ITAS 2010	C836	Fundamentals of Information Security	3	1
GEOG 1311	C255	Introduction to Geography	3	1
ITEC 2205	C846	Business of IT - Applications	4	2
SCIE 1020	C165	Integrated Physical Sciences	3	2
SCIE 1001	C683	Natural Science Lab	2	2
ITWD 3100	C779	Web Development Foundations	3	2
ITEC 2102	C172	Network and Security - Foundations	3	3
MATH 1010	C463	Intermediate Algebra	3	3
ENGL 1010	C455	English Composition I	3	3
ITEC 2021	C393	IT Foundations	4	3
ITEC 2031	C394	IT Applications	4	4
COMM 1011	C464	Introduction to Communication	3	4
ITEC 3701	C480	Networks	4	4
MATH 1015	C278	College Algebra	4	4
ITEC 2103	C173	Scripting and Programming - Foundations	3	5
ITAS 2020	C837	Managing Web Security	4	5
ITEC 2202	C178	Network and Security - Applications	4	5
MATH 1030	C459	Introduction to Probability and Statistics	3	5
ENGL 1020	C456	English Composition II	3	6
ITAS 2040	C839	Introduction to Cryptography	4	6
ITEC 2104	C175	Data Management - Foundations	3	6
ITEC 2204	C170	Data Management - Applications	4	6
ITAS 2050	C840	Digital Forensics in Cybersecurity	4	7
ITAS 3050	C845	Information Systems Security	4	7
ITEC 2220	C768	Technical Communication	3	7
ITEC 2105	C176	Business of IT - Project Management	4	7
ITAS 3010	C841	Legal Issues in Information Security	4	8
ITAS 2030	C838	Managing Cloud Security	4	8
ITAS 3040	C844	Emerging Technologies in Cybersecurity	4	8

CCN	Course Number	Course Description	CUs	Term
ITAS 3030	C843	Managing Information Security	6	9
ITAS 3020	C842	Cyber Defense and Countermeasures	4	9
ITEC 4903	C769	IT Capstone Written Project	4	9
			Total CUs: 122	

Bachelor of Science, Data Management/Data Analytics

The B.S. in Data Management/Data Analytics is designed to prepare science professionals who can set up a database environment, design databases, acqiure data, wrangle it, analyze it, and visualize it to different audiences as part of the decision-making process

CCN	Course Number	Course Description	CUs	Term
ITEC 2001	C182	Introduction to IT	4	1
PHIL 3010	C168	Critical Thinking and Logic	3	1
COMM 1011	C464	Introduction to Communication	3	1
ENGL 1010	C455	English Composition I	3	1
POLS 1020	C181	Survey of United States Constitution and Government	3	2
ITEC 2021	C393	IT Foundations	4	2
ITEC 2031	C394	IT Applications	4	2
MATH 1010	C463	Intermediate Algebra	3	2
HUMN 1010	C100	Introduction to Humanities	3	3
ITEC 2102	C172	Network and Security - Foundations	3	3
GEOG 1311	C255	Introduction to Geography	3	3
MATH 1015	C278	College Algebra	4	3
ITEC 2103	C173	Scripting and Programming - Foundations	3	4
MATH 1030	C459	Introduction to Probability and Statistics	3	4
SCIE 1020	C165	Integrated Physical Sciences	3	4
ITSW 3121	C859	Introduction to Programming in Python	3	4
ITEC 2203	C169	Scripting and Programming - Applications	4	5
ITWD 3100	C779	Web Development Foundations	3	5
BUIT 2200	C268	Spreadsheets	3	5
ITEC 2104	C175	Data Management - Foundations	3	5
ITEC 2204	C170	Data Management - Applications	4	6
ITEC 2220	C768	Technical Communication	3	6
ITEC 3701	C480	Networks	4	6
ITEC 2105	C176	Business of IT - Project Management	4	6
DTSC 3310	C754	Structured Query Language	4	7
ITEC 2205	C179	Business of IT - Applications	4	7
DTSC 3320	C755	Database Server Administration	6	7
DTSC 3210	C749	Introduction to Data Science	4	8
DTMG 3210	C750	Data Wrangling with MongoDB	3	8
DTAN 3210	C751	Data Analysis with R	2	8
DTSC 3220	C753	Machine Learning	3	8
DTAN 3220	C939	Data Visualization	2	9
ITEC 2214	C189	Data Structures	4	9

CCN	Course Number	Course Description	CUs	Term
DTAN 4020	C756	Data Analytics	4	9
ITEC 4903	C769	IT Capstone Written Project	4	9
			Total CUs: 120	

Bachelor of Science, Information Technology

The WGU Bachelor of Science in Information Technology (IT) program provides a solid foundation in computer information systems and technologies. In addition to the IT content, the degree program includes a broad collegiate-level education. The program is primarily designed for those seeking a career or to advance their current career as information technology professionals by developing levels of expertise required for increased responsibility in the information technology field. The foundation of the Bachelor of Science program consists of six domains of study: systems and services, networking and security, scripting and programming, data management, business of IT, and web development. At the end of the program, students develop a comprehensive portfolio and complete a capstone project.

CCN	Course Number	Course Description	CUs	Term
ITEC 2001	C182	Introduction to IT	4	1
COMM 1011	C464	Introduction to Communication	3	1
ENGL 1010	C455	English Composition I	3	1
PHIL 3010	C168	Critical Thinking and Logic	3	1
ITEC 2021	C393	IT Foundations	4	2
ITEC 2031	C394	IT Applications	4	2
GEOG 1311	C255	Introduction to Geography	3	2
MATH 1010	C463	Intermediate Algebra	3	2
MATH 1015	C278	College Algebra	4	3
ENGL 1020	C456	English Composition II	3	3
ITEC 2102	C172	Network and Security - Foundations	3	3
MATH 1030	C459	Introduction to Probability and Statistics	3	3
MATH 1709	C277	Finite Mathematics	4	4
ITEC 2104	C175	Data Management - Foundations	3	4
ITEC 2204	C170	Data Management - Applications	4	4
SCIE 1020	C165	Integrated Physical Sciences	3	4
BUIT 3000	C724	Information Systems Management	3	5
ITEC 3701	C480	Networks	4	5
HUMN 1010	C100	Introduction to Humanities	3	5
BUIT 2200	C268	Spreadsheets	3	5
ITEC 2202	C178	Network and Security - Applications	4	6
ITEC 2220	C768	Technical Communication	3	6
ITEC 2205	C846	Business of IT - Applications	4	6
ITEC 2103	C173	Scripting and Programming - Foundations	3	6
BUS 3430	EST1	Ethical Situations in Business	3	7
ITEC 2901	C849	Cloud Foundations	3	7
ITWD 3100	C779	Web Development Foundations	3	7
BUS 2001	C484	Organizational Behavior and Leadership	3	7
ITWD 3120	C777	Web Development Applications	6	8
ITWD 3110	C773	User Interface Design	4	8

CCN	Course Number	Course Description	CUs	Term
BUS 2301	C483	Principles of Management	4	8
ITEC 3655	C851	Linux Foundations	3	9
ITEC 2950	C850	Emerging Technologies	2	9
ITEC 2105	C176	Business of IT - Project Management	4	9
ITEC 4903	C769	IT Capstone Written Project	4	9
			Total CUs: 120	

Bachelor of Science, Cloud and Systems Administration

In response to an increasing demand for systems administration professionals, the Bachelor of Science, Cloud and Systems Administration (BSCLSA) degree program prepares IT professionals to apply knowledge and experience in operating systems, systems security, and cloud technologies to manage system infrastructure and secure data through effective IT policies and procedures. The BSCLSA curriculum includes proven methods for systems administration to ensure uptime, performance, resources, and security of systems to meet the needs of the organization. The program builds upon a core IT curriculum that includes systems and services, networking and security, scripting and programming, data management, business of IT, and web development. Students seeking the BS Cloud and Systems Administration degree demonstrate additional competencies in cloud and system administration area by taking courses in major operating systems, cloud technology, and security.

CCN	Course Number	Course Description	CUs	Term
ITEC 2001	C182	Introduction to IT	4	1
COMM 1011	C464	Introduction to Communication	3	1
ENGL 1010	C455	English Composition I	3	1
PHIL 3010	C168	Critical Thinking and Logic	3	1
MATH 1010	C463	Intermediate Algebra	3	2
MATH 1015	C278	College Algebra	4	2
ITWD 3100	C779	Web Development Foundations	3	2
ITEC 2021	C393	IT Foundations	4	2
ITEC 2031	C394	IT Applications	4	3
ITEC 2102	C172	Network and Security - Foundations	3	3
ITEC 2205	C846	Business of IT - Applications	4	3
HUMN 1010	C100	Introduction to Humanities	3	3
SCIE 1001	C683	Natural Science Lab	2	4
ITEC 3701	C480	Networks	4	4
ITEC 3655	C851	Linux Foundations	3	4
BIO 1010	C190	Introduction to Biology	3	4
MATH 1030	C459	Introduction to Probability and Statistics	3	5
ITEC 3659	C697	Operating Systems I	4	5
ITEC 3669	C698	Operating Systems II	4	5
GEOG 1311	C255	Introduction to Geography	3	5
ITEC 2103	C173	Scripting and Programming - Foundations	3	6
ITEC 2901	C849	Cloud Foundations	3	6
ITEC 2202	C178	Network and Security - Applications	4	6
SCIE 1020	C165	Integrated Physical Sciences	3	6
ITEC 3901	C923	Cloud Applications	3	7
ITEC 2220	C768	Technical Communication	3	7
ITEC 2105	C176	Business of IT - Project Management	4	7
ITEC 2104	C175	Data Management - Foundations	3	7
ITSW 3160	C916	Scripting and Automation	2	8
ITEC 3311	C185	Network Policies and Services Management	6	8

CCN	Course Number	Course Description	CUs	Term
ITEC 3741	C186	Server Administration	6	8
ITEC 3341	C187	Network Reliability and Fault Tolerance	6	9
ITEC 3902	C924	Cloud Deployment and Operations	3	9
ITEC 2950	C850	Emerging Technologies	2	9
ITEC 4903	C769	IT Capstone Written Project	4	9
		Total CUs: 122		

Bachelor of Science, Network Operations and Security

In response to an increasing demand for network operations and security professionals, the Bachelor of Science, Network Operations and Security (BSNOS) degree program prepares IT professionals to apply knowledge and experience in network design, network operations, network security, and cloud security to manage network infrastructure and secure data through effective IT policies and procedures. Courses deliver proven methods for network administration to ensure uptime, performance, resources, and security of networks to meet the needs of the organization. The program builds upon a core IT curriculum: systems and services, networking and security, scripting and programming, data management, business of IT, and web development. Students seeking the BS, Network Operations and Security degree demonstrate additional competencies in this area by taking and passing specific industry certification exams in major network systems.

CCN	Course Number	Course Description	CUs	Term
ITEC 2001	C182	Introduction to IT	4	1
COMM 1011	C464	Introduction to Communication	3	1
ENGL 1010	C455	English Composition I	3	1
PHIL 3010	C168	Critical Thinking and Logic	3	1
MATH 1010	C463	Intermediate Algebra	3	2
MATH 1015	C278	College Algebra	4	2
SCIE 1020	C165	Integrated Physical Sciences	3	2
ITEC 2021	C393	IT Foundations	4	2
ITEC 2031	C394	IT Applications	4	3
ITEC 2102	C172	Network and Security - Foundations	3	3
SCIE 1001	C683	Natural Science Lab	2	3
HUMN 1010	C100	Introduction to Humanities	3	3
MATH 1030	C459	Introduction to Probability and Statistics	3	4
ENGL 1020	C456	English Composition II	3	4
BIO 1010	C190	Introduction to Biology	3	4
ITEC 2103	C173	Scripting and Programming - Foundations	3	4
ITEC 3701	C480	Networks	4	5
BUIT 2200	C268	Spreadsheets	3	5
GEOG 1311	C255	Introduction to Geography	3	5
BUS 2301	C483	Principles of Management	4	5
BUS 2001	C484	Organizational Behavior and Leadership	3	6
ITEC 2202	C178	Network and Security - Applications	4	6
ITEC 2205	C846	Business of IT - Applications	4	6
ITEC 2104	C175	Data Management - Foundations	3	6
ITEC 3655	C851	Linux Foundations	3	7
ITWD 3100	C779	Web Development Foundations	3	7
ITEC 2220	C768	Technical Communication	3	7
ITEC 3731	C246	Fundamentals of Interconnecting Network Devices	6	7
ITEC 3751	C247	Interconnecting Network Devices	6	8
ITNW 3000	C917	Network Design Foundations	4	8

CCN	Course Number	Course Description	CUs	Term
ITEC 2105	C176	Business of IT - Project Management	4	8
ITEC 2901	C849	Cloud Foundations	3	9
ITEC 3831	C299	Designing Customized Security	6	9
ITEC 2950	C850	Emerging Technologies	2	9
ITEC 4903	C769	IT Capstone Written Project	4	9
			Total CUs: 123	

Bachelor of Science, Software Development

The B.S. in Software Development program is designed to meet this growing need while preparing experienced information technology professionals for successful careers as software designers and developers.

CCN	Course Number	Course Description	CUs	Term
ITEC 2001	C182	Introduction to IT	4	1
PHIL 3010	C168	Critical Thinking and Logic	3	1
COMM 1011	C464	Introduction to Communication	3	1
ENGL 1010	C455	English Composition I	3	1
POLS 1020	C181	Survey of United States Constitution and Government	3	2
SCIE 1020	C165	Integrated Physical Sciences	3	2
ITEC 2103	C173	Scripting and Programming - Foundations	3	2
ITWD 3100	C779	Web Development Foundations	3	2
HUMN 1010	C100	Introduction to Humanities	3	3
ITEC 2102	C172	Network and Security - Foundations	3	3
GEOG 1311	C255	Introduction to Geography	3	3
ITEC 2021	C393	IT Foundations	4	3
ITEC 2031	C394	IT Applications	4	4
SCIE 1001	C683	Natural Science Lab	2	4
MATH 1015	C278	College Algebra	4	4
ITEC 2105	C176	Business of IT - Project Management	4	4
MATH 1030	C459	Introduction to Probability and Statistics	3	5
ITSW 2130	C867	Scripting and Programming - Applications	4	5
ITEC 2220	C768	Technical Communication	3	5
ITEC 2205	C846	Business of IT - Applications	4	5
ITEC 2104	C175	Data Management - Foundations	3	6
ITEC 2204	C170	Data Management - Applications	4	6
ITEC 2211	C191	Operating Systems for Programmers	3	6
ITEC 2213	C188	Software Engineering	4	6
BUS 2001	C484	Organizational Behavior and Leadership	3	7
ITWD 3120	C777	Web Development Applications	6	7
ITEC 3014	C482	Software I	6	7
ITWD 3110	C773	User Interface Design	4	8
ITSW 3110	C856	User Experience Design	3	8
ITEC 3023	C195	Software II - Advanced Java Concepts	6	8
ITSW 3150	C857	Software Quality Assurance	3	9
ITEC 3033	C196	Mobile Application Development	3	9
DTSC 3310	C754	Structured Query Language	4	9
ITEC 4904	C868	Software Development Capstone	4	9

	Total CUs: 122

Master of Science, Cybersecurity and Information Assurance

The Master of Science in Cybersecurity and Information Assurance prepares security professionals to protect an organization's operations in the cyberspace by providing them with the tools, techniques, and standards required to prevent, detect, and counteract cyberattacks. The program not only focuses on keeping infrastructure safe but also the assurance of information covering subjects ranging from cryptography to business continuity planning and disaster recovery.

CCN	Course Number	Course Description	CUs	Term
BUSI 6100	JIT2	Risk Management	2	1
ITAS 5210	C688	Cyberwarfare	3	1
ITSA 5220	C700	Secure Network Design	3	1
ITEC 5510	TFT2	Cyberlaw, Regulations, and Compliance	3	2
ITAS 5230	C706	Secure Software Design	2	2
ITEC 5850	VLT2	Security Policies and Standards - Best Practices	3	2
ITAS 5300	C701	Ethical Hacking	4	3
ITAS 6300	C702	Forensics and Network Intrusion	4	3
ITEC 6100	FXT2	Disaster Recovery Planning, Prevention and Response	2	4
ITEC 6700	LQT2	Information Security and Assurance Capstone Project	4	4
			Total CUs: 30	

Master of Science, Data Analytics

The MS Data Analytics degree prepares statisticians, analysts, data managers, programmers, and other business and IT professionals for successful and rewarding careers in the high-demand field of data analytics through cutting-edge courses in data mining, manipulation, analysis, and visualization. The program empowers graduates to use powerful tools to implement industry standard techniques in order to solve problems, identify trends, and make predictions.

CCN	Course Number	Course Description	CUs	Term
DTAN 5110	C740	Fundamentals of Data Analytics	2	1
MATH 5720	C741	Statistics for Data Analysis	3	1
DTSC 5110	C742	Data Science Tools and Techniques	3	1
DTAN 5210	C743	Data Mining and Analytics I	3	2
DTAN 6220	C744	Data Mining and Analytics II	3	2
DTAN 6110	C745	Advanced Data Visualization	3	2
DTAN 6120	C746	Advanced SQL	4	3
DTAN 6310	C747	SAS Programming I: Fundamentals	4	3
DTAN 6320	C748	SAS Programming II: Business Analysis Applications	4	4
DTAN 6410	C772	Data Analytics Graduate Capstone	3	4
			Total CUs: 32	

Master of Science, Information Technology Management

The Master of Science in Information Technology Management is a competency-based degree program that represents a path for successful IT professionals to launch their careers and build them to an executive level. The graduate will advance his or her knowledge and skills through a practical, real-world program based on sound principles of Information Technology revolving around three primary themes: communication, technical competence and strategic vision: effective communication as essential to management at all levels, in all areas of human endeavor; and strategic vision that takes individuals and organizations beyond immediate difficulties and successes to a perception of future challenges and preparations to meet those challenges.

CCN	Course Number	Course Description	CUs	Term
ITIM 5530	C954	Information Technology Management	3	1
ITEC 6500	C948	Technical Communication	3	1
INTE 5300	LZT2	Power, Influence and Leadership	3	1
ITEC 5510	TFT2	Cyberlaw, Regulations, and Compliance	3	2
BUSI 6100	JIT2	Risk Management	2	2
ITEC 5400	SJT2	Advanced Networking Technology	3	2
ITEC 6100	FXT2	Disaster Recovery Planning, Prevention and Response	2	3
ITM 5320	C783	Project Management	4	3
ITEC 6400	MBT2	Technological Globalization	3	3
ITEC 6901	C498	MS, Information Technology Management Capstone	4	4
			Total CUs: 30	

Teachers College

Special Teachers College Program Requirements: Initial Licensure Programs

http://www.wgu.edu/education/teacher_certification

Students who are seeking initial teacher licensure in a bachelor's, post-baccalaureate, or master's of arts in teaching program must complete WGU and/or state-specific requirements (http://www.wgu.edu/education/teaching_license) throughout their program, including:

1. Pass a Background Check
WGU requires all teacher certification program candidates to provide the university with verification of a cleared background check prior to entering the classroom for preclinical experiences and Demonstration Teaching. Previously completed background checks may not satisfy WGU background check requirements. In some states, more than one background check may be required. In addition, most states require that applicants for teacher certification complete a background check for the Department of Education prior to submitting all application paperwork. This is a necessary precaution designed to prevent those who may pose a danger to the students in the classroom. Candidates must be at least 18 years of age before they may begin the application process or participate in preclinical experiences and Demonstration Teaching.

2. Pass Basic Skills, Content, and Pedagogy Exams
Each state has specific testing requirements that must be met or completed in addition to completing a teaching degree program at WGU. WGU requires students to complete and pass:

- Basic Skills Exam: Pass the Basic Skills Exam required by your state for certification, or a designated Basic Skills Exam if your state does not require one.
- Content Exam: You must pass the designated Content Exam(s) required by your state in order to graduate from your program.
- WGU Program Exam: WGU also requires you to pass a specific Praxis exam to graduate from your program (with the exception of Elementary programs), often in addition to any certification exam required by your state.
- Pedagogy Exam: Finally, some states require the completion of a Pedagogy Exam, which assess your knowledge of teaching methods.

3. Complete Preclinical Experiences
In preparation for your formal Demonstration Teaching (described in step 5 below), you will complete preclinical experiences designed to introduce you to the classroom through a series of activities, including observations and lesson planning. Working under the guidance of a WGU Placement Specialist, you will be asked to make arrangements with a local school to complete these activities.

4. Complete a Term of In-Classroom Student Teaching (Demonstration Teaching)
Demonstration Teaching (or student teaching) is a critical component of any teaching degree program. This in-classroom experience is invaluable in helping to integrate the academic knowledge and teaching skills you've developed to this point into a practical application that will prepare you to tackle the challenges of your own classroom effectively and with confidence.

Demonstration Teaching (DT) at WGU covers the competencies required for in-classroom proficiency. DT is a full-time, supervised, in-classroom experience of a minimum of 12–20 weeks. During Demonstration Teaching, you will be hosted by an experienced teacher. You will undergo a series of at least six observations by a Clinical Supervisor and also receive evaluations from your Host Teacher to evaluate your performance based on accepted professional standards.

As you approach your Demonstration Teaching, a WGU Placement Specialist will work with you to set up your placement. The process of scheduling your DT placement may take up to six months. You may be required to assist in the process of setting up your placement. In some cases, you may be required to commute up to two hours (or in rare cases longer than this). Note that students are not permitted to work during their Demonstration Teaching experience. You must be at least 18 years of age before you may begin the application process or participate in preclinical experiences or Demonstration Teaching.

Demonstration Teaching may not be waived and prior experience may not be used to satisfy this requirement as you must demonstrate competency in the classroom in order to complete your WGU degree program.

5. Meet Any Additional State Certification Requirements
Some states have additional requirements for certification, such as coursework not included in your WGU program, CPR certification, or workshops. The Teacher Licensure Department maintains information on individual state requirements.

Special Teachers College Program Requirements: Advanced Programs

http://www.wgu.edu/education/masters_degree

Certain Teachers College Graduate Programs have specific WGU and/or state-specific requirements, including all Special Education, Mathematics Education, Science Education, English Language Learning, and Educational Leadership programs. These requirements include:

1. Pass a Background Check
WGU requires students in specified graduate programs to provide the university with verification of a cleared background check prior to entering the classroom for any field experiences. Previously completed background checks may not satisfy WGU background check requirements. In some states, more than one background check may be required. In some cases, verification of a valid teaching certificate may satisfy the background check requirement. Students should consult with the Field Experiences and Teacher Licensure Departments for more information on background check requirements.

2. Pass Content Exam(s)
WGU requires students to complete and pass:
- WGU Program Exam: WGU requires you to pass a specific Praxis exam to graduate from your program, often in addition to any certification exam required by your state.
- Content Exam: If you plan to apply for an additional endorsement/certificate upon completion of your program, you must pass the designated Content Exam(s) required by your state in order to graduate from your program. Educational Leadership students must always pass the state required content exam to graduate, regardless of whether or not they plan to apply for certification.

3. Complete Field Experiences
Students in advanced programs complete a field experience or practicum, often as a culminating experience at the end of the program. Field experiences vary by program and state. Minimum requirements at WGU include:
- Mathematics Education and Science Education: Two-week* unit of instruction.
- Special Education: 240-hour* practicum.
- English Language Learning: 30-hour* practicum
- Educational Leadership: 150-hour* practicum.

* Some states may require additional hours beyond WGU's minimum requirements. For example, some Educational Leadership students may be required to complete 540 or more hours depending on state requirements. The Field Experiences and Teacher Licensure Departments maintain information on current state requirements and detailed field experience requirements by program.

4. Meet Any Additional State Certification Requirements
Students who plan to seek an additional endorsement/certificate upon completion of their program may need to complete additional state-specific requirements for certification, such as coursework not included in your WGU program, CPR certification, or workshops. The Teacher Licensure Department maintains information on individual state requirements.

Bachelor of Arts, Interdisciplinary Studies (K-8)

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 clinical experiences that prepare teacher candidates for the classroom. Candidates develop and refine their teaching skills through a series of sequential experiences beginning with video-based observations of classroom instruction. Observations prepare candidates for an authentic, collaborative pre-clinical teaching experiences in K-12 settings. Clinical experiences culminate with supervised demonstration teaching in a real classroom.

CCN	Course Number	Course Description	CUs	Term
HLTH 1010	C458	Health, Fitness and Wellness	4	1
MATH 1000	C457	Foundations of College Mathematics	3	1
EDUC 2210	C272	Foundational Perspectives of Education	3	1
ENGL 1010	C455	English Composition I	3	1
HUMN 1010	C100	Introduction to Humanities	3	2
ENGL 1020	C456	English Composition II	3	2
HIST 1310	C375	Survey of World History	3	2
MATH 1310	C460	Mathematics for Elementary Educators I	3	2
COMM 1011	C464	Introduction to Communication	3	3
HIST 1010	C121	Survey of United States History	3	3
MATH 1320	C461	Mathematics for Elementary Educators II	3	3
BIO 1010	C190	Introduction to Biology	3	3
EDUC 3260	C913	Psychology for Educators	4	4
SCIE 1020	C165	Integrated Physical Sciences	3	4
SCIE 1001	C683	Natural Science Lab	2	4
MATH 1330	C462	Mathematics for Elementary Educators III	3	4
EDUC 2240	EFP1	Cultural Studies and Diversity	3	5
EDUC 2311	C847	Fundamentals of Diversity, Inclusion, and Exceptional Learners	4	5
PHIL 3010	C168	Critical Thinking and Logic	3	5
POLS 1020	C181	Survey of United States Constitution and Government	3	5
EDUC 2416	C572	Classroom Management, Engagement, and Motivation	4	6
EDUC 3120	NHC1	Introduction to Instructional Planning and Presentation	3	6
EDUC 3110	DRC1	Educational Assessment	3	6
EDUC 3220	C368	Instructional Planning and Presentation in Elementary Education	3	6
EDUC 4211	C909	Elementary Reading Methods and Interventions	3	7
EDUC 2211	C269	Children's Literature	3	7
EDUC 4220	C365	Language Arts Instruction and Intervention	3	7
EDUC 4240	C108	Elementary Science Methods	3	7
EDUC 4230	C109	Elementary Mathematics Methods	3	8

CCN	Course Number	Course Description	CUs	Term
EDUC 4250	C104	Elementary Social Studies Methods	3	8
EDUC 4260	C105	Elementary Visual and Performing Arts Methods	3	8
EDUC 4270	C367	Elementary Physical Education and Health Methods	3	8
EDUC 3277	C732	Elementary Disciplinary Literacy	3	9
EDUC 3410	C935	Preclinical Experiences in Elementary Education	3	9
EDUC 4921	C307	Supervised Demonstration Teaching in Elementary Education, Observations 1 and 2	3	10
EDUC 4922	C308	Supervised Demonstration Teaching in Elementary Education, Observation 3 and Midterm	3	10
EDUC 4923	C309	Supervised Demonstration Teaching in Elementary Education, Observations 4 and 5	3	10
EDUC 4924	C310	Supervised Demonstration Teaching in Elementary Education, Observation 6 and Final	3	10
EDUC 4750	C828	Teacher Performance Assessment in Elementary Education	2	10
EDUC 4960	C348	Professional Portfolio	1	10
EDUC 4990	C341	Cohort Seminar	3	10
			Total CUs: 123	

Bachelor of Arts, Mathematics (5-9)

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 General Education, Teacher Education Foundations and Diversity, Mathematics Content, and Instructional Planning and Presentation.This program includes clinical experiences that prepare teacher candidates for the classroom. Candidates develop and refine their teaching skills through a series of sequential experiences beginning with; video-based observations of classroom instruction. Observations prepare candidates for an authentic, collaborative pre-clinical teaching experiences in K-12 settings. Clinical experiences culminate with supervised demonstration teaching in a real classroom.

CCN	Course Number	Course Description	CUs	Term
EDUC 2210	C272	Foundational Perspectives of Education	3	1
MATH 2708	C306	Finite Mathematics	4	1
HUMN 1010	C100	Introduction to Humanities	3	1
MATH 1015	C278	College Algebra	4	1
HIST 1010	C121	Survey of United States History	3	2
PSYC 2010	C217	Human Growth and Development Across the Lifespan	3	2
BIO 1010	C190	Introduction to Biology	3	2
MATH 3321	C646	Trigonometry and Precalculus	4	2
SCIE 1020	C165	Integrated Physical Sciences	3	3
MATH 3205	C281	College Geometry	4	3
EDUC 3260	C913	Psychology for Educators	4	3
ENGL 1010	C455	English Composition I	3	3
MATH 2505	C280	Probability and Statistics I	4	4
SCIE 1001	C683	Natural Science Lab	2	4
EDUC 2311	C847	Fundamentals of Diversity, Inclusion, and Exceptional Learners	4	4
MATH 4305	C903	Middle School Mathematics: Content Knowledge	2	4
ENGL 1020	C456	English Composition II	3	5
COMM 1011	C464	Introduction to Communication	3	5
EDUC 2416	C572	Classroom Management, Engagement, and Motivation	4	5
EDUC 2240	EFP1	Cultural Studies and Diversity	3	5
POLS 1020	C181	Survey of United States Constitution and Government	3	6
MATH 2405	C282	Calculus I	4	6
EDUC 3110	DRC1	Educational Assessment	3	6
EDUC 4315	C284	Mathematics Learning and Teaching	4	6
EDUC 3120	NHC1	Introduction to Instructional Planning and Presentation	3	7
EDUC 3276	C730	Secondary Reading Instruction and Interventions	3	7
EDUC 3221	C113	Instructional Planning and Presentation in Mathematics	3	7
EDUC 3275	C728	Secondary Disciplinary Literacy	3	7
EDUC 3101	C879	Algebra for Secondary Mathematics Teaching	3	8
EDUC 3411	C930	Preclinical Experiences in Mathematics	3	8

CCN	Course Number	Course Description	CUs	Term
EDUC 4305	C285	Mathematics History and Technology	4	8
EDUC 4932	C315	Supervised Demonstration Teaching in Mathematics, Observations 1 and 2	3	9
EDUC 4933	C316	Supervised Demonstration Teaching in Mathematics, Observation 3 and Midterm	3	9
EDUC 4934	C317	Supervised Demonstration Teaching in Mathematics, Observations 4 and 5	3	9
EDUC 4935	C318	Supervised Demonstration Teaching in Mathematics, Observation 6 and Final	3	9
EDUC 4752	C830	Teacher Performance Assessment in Mathematics Education	2	9
EDUC 4960	C348	Professional Portfolio	1	9
EDUC 4990	C341	Cohort Seminar	3	9
		Total CUs:	**120**	

Bachelor of Arts, Mathematics (5-12)

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 Mathematics Content, Teacher Education Foundations and Diversity, Instructional Planning and Presentation and Mathematics Education. This program includes clinical experiences that prepare teacher candidates for the classroom. Candidates develop and refine their teaching skills through a series of sequential experiences beginning with video-based observations of classroom instruction. Observations prepare candidates for an authentic, collaborative pre-clinical teaching experiences in K-12 settings. Clinical experiences culminate with supervised demonstration teaching in a real classroom.

CCN	Course Number	Course Description	CUs	Term
MATH 1015	C278	College Algebra	4	1
EDUC 2210	C272	Foundational Perspectives of Education	3	1
MATH 3321	C646	Trigonometry and Precalculus	4	1
HUMN 1010	C100	Introduction to Humanities	3	1
MATH 2505	C280	Probability and Statistics I	4	2
ENGL 1010	C455	English Composition I	3	2
MATH 3205	C281	College Geometry	4	2
MATH 2000	C362	Calculus I	4	2
BIO 1010	C190	Introduction to Biology	3	3
ENGL 1020	C456	English Composition II	3	3
COMM 1011	C464	Introduction to Communication	3	3
PSYC 2010	C217	Human Growth and Development Across the Lifespan	3	3
EDUC 3260	C913	Psychology for Educators	4	4
HIST 1010	C121	Survey of United States History	3	4
SCIE 1020	C165	Integrated Physical Sciences	3	4
SCIE 1001	C683	Natural Science Lab	2	4
EDUC 2311	C847	Fundamentals of Diversity, Inclusion, and Exceptional Learners	4	5
MATH 2415	C283	Calculus II	4	5
MATH 2520	TQC1	Probability and Statistics II	3	5
EDUC 2416	C572	Classroom Management, Engagement, and Motivation	4	5
MATH 3311	C656	Calculus III	3	6
MATH 4315	C897	Mathematics: Content Knowledge	2	6
MATH 3100	C877	Mathematical Modeling and Applications	3	6
MATH 3310	RKT1	Linear Algebra	3	6
EDUC 3110	DRC1	Educational Assessment	3	6
MATH 3320	QDT1	Abstract Algebra	3	7
EDUC 4315	C284	Mathematics Learning and Teaching	4	7
MATH 3104	C885	Advanced Calculus	3	7
EDUC 3120	NHC1	Introduction to Instructional Planning and Presentation	3	7
EDUC 3276	C730	Secondary Reading Instruction and Interventions	3	8

CCN	Course Number	Course Description	CUs	Term
EDUC 3221	C113	Instructional Planning and Presentation in Mathematics	3	8
EDUC 3275	C728	Secondary Disciplinary Literacy	3	8
EDUC 3101	C879	Algebra for Secondary Mathematics Teaching	3	8
EDUC 3102	C881	Geometry for Secondary Mathematics Teaching	3	9
EDUC 3103	C883	Statistics and Probability for Secondary Mathematics Teaching	3	9
EDUC 3414	C932	Preclinical Experiences in Mathematics	3	9
EDUC 4305	C285	Mathematics History and Technology	4	9
EDUC 4932	C315	Supervised Demonstration Teaching in Mathematics, Observations 1 and 2	3	10
EDUC 4933	C316	Supervised Demonstration Teaching in Mathematics, Observation 3 and Midterm	3	10
EDUC 4934	C317	Supervised Demonstration Teaching in Mathematics, Observations 4 and 5	3	10
EDUC 4935	C318	Supervised Demonstration Teaching in Mathematics, Observation 6 and Final	3	10
EDUC 4752	C830	Teacher Performance Assessment in Mathematics Education	2	10
EDUC 4960	C348	Professional Portfolio	1	10
EDUC 4990	C341	Cohort Seminar	3	10
			Total CUs:	**138**

Bachelor of Arts, Science (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, which prepares teacher candidates for the classroom. Candidates develop and refine their teaching skills through a series of sequential experiences beginning with video-based observations of classroom instruction. Observations prepare candidates for an authentic, collaborative pre-clinical teaching experiences in K-12 settings. Clinical experiences culminate with supervised demonstration teaching in a real classroom.The program consists of work in General Education, Foundations of Teaching, General Science Content, Biology Content, Geosciences Content, Pedagogy, Science Education, Field Experience, and Demonstration Teaching.

CCN	Course Number	Course Description	CUs	Term
EDUC 2210	C272	Foundational Perspectives of Education	3	1
MATH 1010	C463	Intermediate Algebra	3	1
ENGL 1010	C455	English Composition I	3	1
SCIE 1020	C165	Integrated Physical Sciences	3	1
SCIE 1001	C683	Natural Science Lab	2	2
MATH 1015	C278	College Algebra	4	2
CHEM 2107	C288	General Chemistry I	4	2
CHEM 2109	TSP1	General Chemistry Laboratory I	1	2
BIO 1010	C190	Introduction to Biology	3	2
ENGL 1020	C456	English Composition II	3	3
PHIL 3010	C168	Critical Thinking and Logic	3	3
COMM 1011	C464	Introduction to Communication	3	3
PSYC 2010	C217	Human Growth and Development Across the Lifespan	3	3
EDUC 3260	C913	Psychology for Educators	4	4
BIO 3105	C652	Heredity and Genetics	3	4
HIST 1010	C121	Survey of United States History	3	4
HUMN 1010	C100	Introduction to Humanities	3	4
EDUC 2311	C847	Fundamentals of Diversity, Inclusion, and Exceptional Learners	4	5
POLS 1020	C181	Survey of United States Constitution and Government	3	5
PHYS 2100	RNT1	General Physics	5	5
EDUC 2416	C572	Classroom Management, Engagement, and Motivation	4	6
EDUC 4409	C388	Science, Technology, and Society	5	6
GEOS 2104	C894	Astronomy	3	6
GEOS 2102	C890	Ecology and Environmental Science	3	7
GEOS 3513	C925	Earth: Inside and Out	4	7
SCIE 4405	C902	Middle School Science: Content Knowledge	2	7
EDUC 3110	DRC1	Educational Assessment	3	7
EDUC 3120	NHC1	Introduction to Instructional Planning and Presentation	3	8
EDUC 3276	C730	Secondary Reading Instruction and Interventions	3	8
EDUC 3222	C369	Instructional Planning and Presentation in Science	3	8

CCN	Course Number	Course Description	CUs	Term
EDUC 3275	C728	Secondary Disciplinary Literacy	3	8
EDUC 3412	C937	Preclinical Experiences in Science	3	9
EDUC 4111	C896	Science Methods	4	9
EDUC 4945	C319	Supervised Demonstration Teaching in Science, Observations 1 and 2	3	10
EDUC 4946	C320	Supervised Demonstration Teaching in Science, Observation 3 and Midterm	3	10
EDUC 4947	C321	Supervised Demonstration Teaching in Science, Observations 4 and 5	3	10
EDUC 4948	C322	Supervised Demonstration Teaching in Science, Observation 6 and Final	3	10
EDUC 4795	C762	Teacher Performance Assessment in Science	2	10
EDUC 4960	C348	Professional Portfolio	1	10
EDUC 4990	C341	Cohort Seminar	3	10
		Total CUs: 124		

Bachelor of Arts, Science (5-12, Bio)

The Bachelor of Arts in Science (5-12, Biological Sciences) 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, which prepare teacher candidates for the classroom. Candidates develop and refine their teaching skills through a series of sequential experiences beginning with video-based observations of classroom instruction. Observations prepare candidates for an authentic, collaborative pre-clinical teaching experiences in K-12 settings. Clinical experiences culminate with supervised demonstration teaching in a real classroom. The program consists of work in General Education, Foundations of Teaching, General Science Content, Mathematics Content, Biology Content, Pedagogy, Science Education, Field Experience, and Demonstration Teaching.

CCN	Course Number	Course Description	CUs	Term
EDUC 2210	C272	Foundational Perspectives of Education	3	1
MATH 1010	C463	Intermediate Algebra	3	1
ENGL 1010	C455	English Composition I	3	1
SCIE 1020	C165	Integrated Physical Sciences	3	1
SCIE 1001	C683	Natural Science Lab	2	2
BIO 1010	C190	Introduction to Biology	3	2
BIO 2012	C875	Human Anatomy and Physiology	4	2
MATH 1015	C278	College Algebra	4	2
ENGL 1020	C456	English Composition II	3	3
MATH 2505	C280	Probability and Statistics I	4	3
COMM 1011	C464	Introduction to Communication	3	3
PSYC 2010	C217	Human Growth and Development Across the Lifespan	3	3
EDUC 3260	C913	Psychology for Educators	4	4
CHEM 2107	C288	General Chemistry I	4	4
CHEM 2109	TSP1	General Chemistry Laboratory I	1	4
HIST 1010	C121	Survey of United States History	3	4
EDUC 2311	C847	Fundamentals of Diversity, Inclusion, and Exceptional Learners	4	5
HUMN 1010	C100	Introduction to Humanities	3	5
BIO 2102	C888	Molecular and Cellular Biology	4	5
EDUC 2416	C572	Classroom Management, Engagement, and Motivation	4	5
BIO 3105	C652	Heredity and Genetics	3	6
BIO 2101	C654	Zoology	3	6
EDUC 4409	C388	Science, Technology, and Society	5	6
GEOS 2102	C890	Ecology and Environmental Science	3	6
BIO 3261	C736	Evolution	4	7
BIO 4405	C900	Biology: Content Knowledge	2	7
EDUC 3110	DRC1	Educational Assessment	3	7
EDUC 3120	NHC1	Introduction to Instructional Planning and Presentation	3	7
EDUC 3276	C730	Secondary Reading Instruction and Interventions	3	8
EDUC 3222	C369	Instructional Planning and Presentation in Science	3	8

CCN	Course Number	Course Description	CUs	Term
EDUC 3275	C728	Secondary Disciplinary Literacy	3	8
EDUC 3412	C937	Preclinical Experiences in Science	3	8
EDUC 4111	C896	Science Methods	4	9
EDUC 4945	C319	Supervised Demonstration Teaching in Science, Observations 1 and 2	3	10
EDUC 4946	C320	Supervised Demonstration Teaching in Science, Observation 3 and Midterm	3	10
EDUC 4947	C321	Supervised Demonstration Teaching in Science, Observations 4 and 5	3	10
EDUC 4948	C322	Supervised Demonstration Teaching in Science, Observation 6 and Final	3	10
EDUC 4795	C762	Teacher Performance Assessment in Science	2	10
EDUC 4960	C348	Professional Portfolio	1	10
EDUC 4990	C341	Cohort Seminar	3	10
		Total CUs: 125		

Bachelor of Arts, Science (5-12, Chemistry)

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, which prepare teacher candidates for the classroom. Candidates develop and refine their teaching skills through a series of sequential experiences beginning with video-based observations of classroom instruction. Observations prepare candidates for an authentic, collaborative pre-clinical teaching experiences in K-12 settings. Clinical experiences culminate with supervised demonstration teaching in a real classroom. The program consists of work in General Education, Foundations of Teaching, General Science Content, Mathematics Content, Chemistry Content, Pedagogy, Science Education, Field Experience, and Demonstration Teaching.

CCN	Course Number	Course Description	CUs	Term
EDUC 2210	C272	Foundational Perspectives of Education	3	1
MATH 3321	C646	Trigonometry and Precalculus	4	1
ENGL 1010	C455	English Composition I	3	1
BIO 1010	C190	Introduction to Biology	3	1
MATH 2405	C282	Calculus I	4	2
SCIE 1020	C165	Integrated Physical Sciences	3	2
SCIE 1001	C683	Natural Science Lab	2	2
ENGL 1020	C456	English Composition II	3	2
COMM 1011	C464	Introduction to Communication	3	3
PSYC 2010	C217	Human Growth and Development Across the Lifespan	3	3
EDUC 3260	C913	Psychology for Educators	4	3
CHEM 2107	C288	General Chemistry I	4	3
CHEM 2109	TSP1	General Chemistry Laboratory I	1	4
HIST 1010	C121	Survey of United States History	3	4
EDUC 2311	C847	Fundamentals of Diversity, Inclusion, and Exceptional Learners	4	4
HUMN 1010	C100	Introduction to Humanities	3	4
CHEM 2207	C289	General Chemistry II	4	4
CHEM 2209	TUP1	General Chemistry Laboratory II	1	5
EDUC 2416	C572	Classroom Management, Engagement, and Motivation	4	5
CHEM 3310	BVT1	Physical Chemistry	3	5
CHEM 3300	BWT1	Inorganic Chemistry	3	5
CHEM 2300	UQT1	Organic Chemistry	3	5
EDUC 4409	C388	Science, Technology, and Society	5	6
CHEM 3501	C624	Biochemistry	3	6
EDUC 3512	C264	Climate Change	4	6
CHEM 4405	C915	Chemistry: Content Knowledge	2	7
EDUC 3110	DRC1	Educational Assessment	3	7
EDUC 3120	NHC1	Introduction to Instructional Planning and Presentation	3	7
EDUC 3276	C730	Secondary Reading Instruction and Interventions	3	7
EDUC 3222	C369	Instructional Planning and Presentation in Science	3	7

CCN	Course Number	Course Description	CUs	Term
EDUC 3275	C728	Secondary Disciplinary Literacy	3	8
EDUC 3412	C937	Preclinical Experiences in Science	3	8
EDUC 4111	C896	Science Methods	4	8
EDUC 4945	C319	Supervised Demonstration Teaching in Science, Observations 1 and 2	3	9
EDUC 4946	C320	Supervised Demonstration Teaching in Science, Observation 3 and Midterm	3	9
EDUC 4947	C321	Supervised Demonstration Teaching in Science, Observations 4 and 5	3	9
EDUC 4948	C322	Supervised Demonstration Teaching in Science, Observation 6 and Final	3	9
EDUC 4795	C762	Teacher Performance Assessment in Science	2	9
EDUC 4960	C348	Professional Portfolio	1	9
EDUC 4990	C341	Cohort Seminar	3	9
		Total CUs: 122		

Bachelor of Arts, Science (5-12, Geo)

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, which prepare teacher candidates for the classroom. Candidates develop and refine their teaching skills through a series of sequential experiences beginning with video-based observations of classroom instruction. Observations prepare candidates for an authentic, collaborative pre-clinical teaching experiences in K-12 settings. Clinical experiences culminate with supervised demonstration teaching in a real classroom. The program consists of work in General Education, Foundations of Teaching, General Science Content, Mathematics Content, Geosciences Content, Pedagogy, Science Education, Field Experience, and Demonstration Teaching.

CCN	Course Number	Course Description	CUs	Term
EDUC 2210	C272	Foundational Perspectives of Education	3	1
MATH 1010	C463	Intermediate Algebra	3	1
ENGL 1010	C455	English Composition I	3	1
MATH 1015	C278	College Algebra	4	1
BIO 1010	C190	Introduction to Biology	3	2
SCIE 1020	C165	Integrated Physical Sciences	3	2
SCIE 1001	C683	Natural Science Lab	2	2
ENGL 1020	C456	English Composition II	3	2
COMM 1011	C464	Introduction to Communication	3	2
PSYC 2010	C217	Human Growth and Development Across the Lifespan	3	3
MATH 3321	C646	Trigonometry and Precalculus	4	3
EDUC 3260	C913	Psychology for Educators	4	3
CHEM 2107	C288	General Chemistry I	4	3
CHEM 2109	TSP1	General Chemistry Laboratory I	1	4
HIST 1010	C121	Survey of United States History	3	4
EDUC 2311	C847	Fundamentals of Diversity, Inclusion, and Exceptional Learners	4	4
HUMN 1010	C100	Introduction to Humanities	3	4
PHYS 2100	RNT1	General Physics	5	4
GEOS 2101	C649	Geology I: Physical	4	5
GEOS 2103	C892	Geology II: Earth Systems	4	5
EDUC 2416	C572	Classroom Management, Engagement, and Motivation	4	5
EDUC 4409	C388	Science, Technology, and Society	5	6
GEOS 2102	C890	Ecology and Environmental Science	3	6
GEOS 2104	C894	Astronomy	3	6
EDUC 3511	C263	The Ocean Systems	4	6
GEOS 4405	C898	Earth Science: Content Knowledge	2	7
EDUC 3110	DRC1	Educational Assessment	3	7
EDUC 3120	NHC1	Introduction to Instructional Planning and Presentation	3	7
EDUC 3276	C730	Secondary Reading Instruction and Interventions	3	7
EDUC 3222	C369	Instructional Planning and Presentation in Science	3	7

CCN	Course Number	Course Description	CUs	Term
EDUC 3275	C728	Secondary Disciplinary Literacy	3	8
EDUC 3412	C937	Preclinical Experiences in Science	3	8
EDUC 4111	C896	Science Methods	4	8
EDUC 4945	C319	Supervised Demonstration Teaching in Science, Observations 1 and 2	3	9
EDUC 4946	C320	Supervised Demonstration Teaching in Science, Observation 3 and Midterm	3	9
EDUC 4947	C321	Supervised Demonstration Teaching in Science, Observations 4 and 5	3	9
EDUC 4948	C322	Supervised Demonstration Teaching in Science, Observation 6 and Final	3	9
EDUC 4795	C762	Teacher Performance Assessment in Science	2	9
EDUC 4960	C348	Professional Portfolio	1	9
EDUC 4990	C341	Cohort Seminar	3	9
		Total CUs: 127		

Bachelor of Arts, Science (5-12, Physics)

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, which prepare teacher candidates for the classroom. Candidates develop and refine their teaching skills through a series of sequential experiences beginning with video-based observations of classroom instruction. Observations prepare candidates for an authentic, collaborative pre-clinical teaching experiences in K-12 settings. Clinical experiences culminate with supervised demonstration teaching in a real classroom.The program consists of work in General Education, Foundations of Teaching, General Science Content, Mathematics Content, Physics Content, Pedagogy, Science Education, Field Experience, and Demonstration Teaching.

CCN	Course Number	Course Description	CUs	Term
EDUC 2210	C272	Foundational Perspectives of Education	3	1
ENGL 1010	C455	English Composition I	3	1
BIO 1010	C190	Introduction to Biology	3	1
MATH 3321	C646	Trigonometry and Precalculus	4	1
SCIE 1020	C165	Integrated Physical Sciences	3	2
SCIE 1001	C683	Natural Science Lab	2	2
ENGL 1020	C456	English Composition II	3	2
MATH 2405	C282	Calculus I	4	2
PHYS 2102	C876	Conceptual Physics	5	3
PHYS 2300	BYT1	Physics: Mechanics	3	3
MATH 2415	C283	Calculus II	4	3
PSYC 2010	C217	Human Growth and Development Across the Lifespan	3	4
EDUC 3260	C913	Psychology for Educators	4	4
COMM 1011	C464	Introduction to Communication	3	4
HIST 1010	C121	Survey of United States History	3	4
CHEM 2107	C288	General Chemistry I	4	5
CHEM 2109	TSP1	General Chemistry Laboratory I	1	5
EDUC 2311	C847	Fundamentals of Diversity, Inclusion, and Exceptional Learners	4	5
HUMN 1010	C100	Introduction to Humanities	3	5
PHYS 2310	BZT1	Physics: Waves and Optics	3	6
EDUC 2416	C572	Classroom Management, Engagement, and Motivation	4	6
PHYS 2320	DPT1	Physics: Electricity and Magnetism	3	6
EDUC 4409	C388	Science, Technology, and Society	5	6
PHYS 3262	C738	Space, Time and Motion	4	7
PHYS 4405	C901	Physics: Content Knowledge	2	7
EDUC 3110	DRC1	Educational Assessment	3	7
EDUC 3120	NHC1	Introduction to Instructional Planning and Presentation	3	7
EDUC 3276	C730	Secondary Reading Instruction and Interventions	3	8
EDUC 3222	C369	Instructional Planning and Presentation in Science	3	8
EDUC 3275	C728	Secondary Disciplinary Literacy	3	8

CCN	Course Number	Course Description	CUs	Term
EDUC 3412	C937	Preclinical Experiences in Science	3	8
EDUC 4111	C896	Science Methods	4	9
EDUC 4945	C319	Supervised Demonstration Teaching in Science, Observations 1 and 2	3	10
EDUC 4946	C320	Supervised Demonstration Teaching in Science, Observation 3 and Midterm	3	10
EDUC 4947	C321	Supervised Demonstration Teaching in Science, Observations 4 and 5	3	10
EDUC 4948	C322	Supervised Demonstration Teaching in Science, Observation 6 and Final	3	10
EDUC 4795	C762	Teacher Performance Assessment in Science	2	10
EDUC 4960	C348	Professional Portfolio	1	10
EDUC 4990	C341	Cohort Seminar	3	10
		Total CUs: 123		

Bachelor of Arts, 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. This program includes a clinical experiences portion that prepares teacher candidates for the classroom. This program includes clinical experiences that prepare teacher candidates for the classroom. Candidates develop and refine their teaching skills through a series of sequential experiences beginning with; video-based observations of classroom instruction. Observations prepare candidates for an authentic, collaborative pre-clinical teaching experiences in K-12 settings. Clinical experiences culminate with supervised demonstration teaching 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 selfcontained 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.

CCN	Course Number	Course Description	CUs	Term
HLTH 1010	C458	Health, Fitness and Wellness	4	1
MATH 1000	C457	Foundations of College Mathematics	3	1
EDUC 2210	C272	Foundational Perspectives of Education	3	1
ENGL 1010	C455	English Composition I	3	1
HUMN 1010	C100	Introduction to Humanities	3	2
ENGL 1020	C456	English Composition II	3	2
HIST 1310	C375	Survey of World History	3	2
MATH 1310	C460	Mathematics for Elementary Educators I	3	2
COMM 1011	C464	Introduction to Communication	3	3
HIST 1010	C121	Survey of United States History	3	3
MATH 1320	C461	Mathematics for Elementary Educators II	3	3
BIO 1010	C190	Introduction to Biology	3	3
EDUC 3260	C913	Psychology for Educators	4	4
SCIE 1020	C165	Integrated Physical Sciences	3	4
SCIE 1001	C683	Natural Science Lab	2	4
MATH 1330	C462	Mathematics for Elementary Educators III	3	4
EDUC 2240	EFP1	Cultural Studies and Diversity	3	5
EDUC 2311	C847	Fundamentals of Diversity, Inclusion, and Exceptional Learners	4	5
PHIL 3010	C168	Critical Thinking and Logic	3	5
POLS 1020	C181	Survey of United States Constitution and Government	3	5
EDUC 2416	C572	Classroom Management, Engagement, and Motivation	4	6
SPED 4510	FCC1	Introduction to Special Education, Law and Legal Issues	4	6
SPED 4520	FJC1	Psychoeducational Assessment Practices and IEP	4	6

CCN	Course Number	Course Description	CUs	Term
		Development/Implementation		
EDUC 3120	NHC1	Introduction to Instructional Planning and Presentation	3	7
EDUC 3110	DRC1	Educational Assessment	3	7
EDUC 3223	C133	Instructional Planning and Presentation in Elementary and Special Education	3	7
EDUC 4211	C909	Elementary Reading Methods and Interventions	3	7
EDUC 2211	C269	Children's Literature	3	8
EDUC 4220	C365	Language Arts Instruction and Intervention	3	8
SPED 4530	EFV1	Behavioral Management and Intervention	4	8
EDUC 4240	C108	Elementary Science Methods	3	8
EDUC 4230	C109	Elementary Mathematics Methods	3	9
EDUC 4250	C104	Elementary Social Studies Methods	3	9
EDUC 4260	C105	Elementary Visual and Performing Arts Methods	3	9
EDUC 4270	C367	Elementary Physical Education and Health Methods	3	9
EDUC 3277	C732	Elementary Disciplinary Literacy	3	10
SPED 4540	FLC1	Instructional Models and Design, Supervision and Culturally Response Teaching	3	10
EDUC 3413	C934	Preclinical Experiences in Elementary and Special Education	3	10
EDUC 4951	C311	Supervised Demonstration Teaching in Elementary and Special Education, Obs 1 and 2	3	11
EDUC 4952	C312	Supervised Demonstration Teaching in Elementary and Special Education, Obs 3 and Midterm	3	11
EDUC 4953	C313	Supervised Demonstration Teaching in Elementary and Special Education, Obs 4 and 5	3	11
EDUC 4954	C314	Supervised Demonstration Teaching in Elementary and Special Education, Obs 6 and Final	3	11
EDUC 4751	C829	Teacher Performance Assessment in Elementary and Special Education	2	11
EDUC 4960	C348	Professional Portfolio	1	11
EDUC 4989	C340	Cohort Seminar in Special Education	3	11
			Total CUs: 138	

Post-baccalaureate Teacher Preparation, Elementary Education (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, performance- and competency-based assessments, and the creation of a professional portfolio. This program includes clinical experiences that prepare teacher candidates for the classroom. Candidates develop and refine their teaching skills through a series of sequential experiences beginning with video-based observations of classroom instruction. Observations prepare candidates for an authentic, collaborative pre-clinical teaching experiences in K-12 settings. Clinical experiences culminate with supervised demonstration teaching in a real classroom.

CCN	Course Number	Course Description	CUs	Term
EDUC 5006	C551	Foundational Perspectives of Education	2	1
MATH 5010	C682	Mathematics for Elementary Educators	3	1
EDUC 5007	C552	Psychology for Educators	2	1
EDUC 5310	C848	Fundamentals of Diversity, Inclusion, and Exceptional Learners	2	1
EDUC 5008	C553	Classroom Management, Engagement, and Motivation	2	2
EDUC 5009	C554	Educational Assessment	2	2
EDUC 5220	C141	Instructional Planning and Presentation in Elementary Education	2	2
EDUC 6207	C910	Elementary Reading Methods and Interventions	2	2
EDUC 6380	C380	Language Arts Instruction and Intervention	2	3
EDUC 6203	C382	Elementary Science Methods	2	3
EDUC 6202	C381	Elementary Mathematics Methods	2	3
EDUC 6709	DWP2	Application of Elementary Social Studies Methods	1	3
EDUC 6711	DZP2	Application of Elementary Visual and Performing Arts Methods	1	3
EDUC 6713	EBP2	Application of Elementary Physical Education and Health Methods	1	4
EDUC 5277	C733	Elementary Disciplinary Literacy	3	4
EDUC 5302	C936	Preclinical Experiences in Elementary Education	2	4
EDUC 6921	C323	Supervised Demonstration Teaching in Elementary Education, Observations 1 and 2	3	5
EDUC 6922	C324	Supervised Demonstration Teaching in Elementary Education, Observation 3 and Midterm	3	5
EDUC 6923	C325	Supervised Demonstration Teaching in Elementary Education, Observations 4 and 5	3	5
EDUC 6924	C326	Supervised Demonstration Teaching in Elementary Education, Observation 6 and Final	3	5
EDUC 6751	C873	Teacher Performance Assessment in Elementary Education	1	5
EDUC 5255	C347	Professional Portfolio	1	5
EDUC 5253	C339	Cohort Seminar	1	5
			Total CUs: 46	

Master of Arts in Teaching, Elementary Education (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 studies in Foundations of Teaching, Elementary Education Methods, Instructional Planning and Presentation and Research Fundamentals. This program includes clinical experiences that prepare teacher candidates for the classroom. Candidates develop and refine their teaching skills through a series of sequential experiences beginning with video-based observations of classroom instruction. Observations prepare candidates for an authentic, collaborative pre-clinical teaching experiences in K-12 settings. Clinical experiences culminate with supervised demonstration teaching in a real classroom.

CCN	Course Number	Course Description	CUs	Term
EDUC 5006	C551	Foundational Perspectives of Education	2	1
MATH 5010	C682	Mathematics for Elementary Educators	3	1
EDUC 5007	C552	Psychology for Educators	2	1
EDUC 5310	C848	Fundamentals of Diversity, Inclusion, and Exceptional Learners	2	1
EDUC 5008	C553	Classroom Management, Engagement, and Motivation	2	2
EDUC 5009	C554	Educational Assessment	2	2
EDUC 5220	C141	Instructional Planning and Presentation in Elementary Education	2	2
EDUC 6207	C910	Elementary Reading Methods and Interventions	2	2
EDUC 6380	C380	Language Arts Instruction and Intervention	2	3
EDUC 6203	C382	Elementary Science Methods	2	3
EDUC 6202	C381	Elementary Mathematics Methods	2	3
EDUC 6709	DWP2	Application of Elementary Social Studies Methods	1	3
EDUC 6711	DZP2	Application of Elementary Visual and Performing Arts Methods	1	3
EDUC 6713	EBP2	Application of Elementary Physical Education and Health Methods	1	4
EDUC 5277	C733	Elementary Disciplinary Literacy	3	4
EDUC 5302	C936	Preclinical Experiences in Elementary Education	2	4
EDUC 5111	C224	Research Foundations	2	4
EDUC 6921	C323	Supervised Demonstration Teaching in Elementary Education, Observations 1 and 2	3	5
EDUC 6922	C324	Supervised Demonstration Teaching in Elementary Education, Observation 3 and Midterm	3	5
EDUC 6923	C325	Supervised Demonstration Teaching in Elementary Education, Observations 4 and 5	3	5
EDUC 6924	C326	Supervised Demonstration Teaching in Elementary Education, Observation 6 and Final	3	5
EDUC 6751	C873	Teacher Performance Assessment in Elementary Education	1	5
EDUC 5255	C347	Professional Portfolio	1	5
EDUC 5253	C339	Cohort Seminar	1	5
			Total CUs: 48	

Master of Arts in Teaching, English Education (5-12)

The Master of Arts in Teaching, English (5-12) is a competency-based degree program that prepares students at the graduate level for licensure to teach English in grades 5-12, through the development of pedagogical skills in English curriculum development, design, and evaluation. All work in this degree program is completed online with the exception of the Demonstration Teaching and in-classroom field experience components, which prepares teacher candidates for the classroom. Candidates develop and refine their teaching skills through a series of sequential experiences beginning with; video-based observations of classroom instruction. Observations prepare candidates for an authentic, collaborative pre-clinical teaching experiences in K-12 settings. Clinical experiences culminate with supervised demonstration teaching in a real classroom. Students enter this program with an English major or equivalent and build on the existing knowledge base of English through the Foundations of Teaching, Teacher Education Diversity, Instructional Planning and Presentation, English Pedagogy (Grades 5-12), video-based classroom observation, Pre-Clinical Experiences, Demonstration Teaching and Research Fundamentals.

CCN	Course Number	Course Description	CUs	Term
EDUC 5006	C551	Foundational Perspectives of Education	2	1
EDUC 5007	C552	Psychology for Educators	2	1
EDUC 5310	C848	Fundamentals of Diversity, Inclusion, and Exceptional Learners	2	1
EDUC 5008	C553	Classroom Management, Engagement, and Motivation	2	1
EDUC 5009	C554	Educational Assessment	2	2
EDUC 5246	C395	Instructional Planning and Presentation in English	2	2
EDUC 3276	C730	Secondary Reading Instruction and Interventions	3	2
EDUC 5256	C945	Preclinical Experiences in English	2	2
EDUC 3275	C728	Secondary Disciplinary Literacy	3	3
EDUC 5347	C396	English Pedagogy	3	3
EDUC 5111	C224	Research Foundations	2	3
EDUC 5348	C398	Supervised Demonstration Teaching in English, Observations 1 and 2	3	4
EDUC 5349	C399	Supervised Demonstration Teaching in English, Observation 3 and Midterm	3	4
EDUC 5350	C400	Supervised Demonstration Teaching in English, Observations 4 and 5	3	4
EDUC 5351	C401	Supervised Demonstration Teaching in English, Observation 6 and Final	3	4
EDUC 5252	C853	Teacher Performance Assessment in English	1	4
EDUC 5255	C347	Professional Portfolio	1	4
EDUC 5253	C339	Cohort Seminar	1	4
			Total CUs: 40	

Master of Arts in Teaching, Mathematics (5-9)

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, which prepare teacher candidates for the classroom. Candidates develop and refine their teaching skills through a series of sequential experiences beginning with video-based observations of classroom instruction. Observations prepare candidates for an authentic, collaborative pre-clinical teaching experiences in K-12 settings. Clinical experiences culminate with supervised demonstration teaching in a real classroom. Students enter this program with a significant background in mathematics and then proceed through study in the Foundations of Teaching, Instructional Planning and Presentation, Mathematics Education, video-based classroom observation, Pre-Clinical Experiences, Demonstration Teaching, and Research Fundamentals.

CCN	Course Number	Course Description	CUs	Term
EDUC 5006	C551	Foundational Perspectives of Education	2	1
EDUC 5007	C552	Psychology for Educators	2	1
EDUC 5310	C848	Fundamentals of Diversity, Inclusion, and Exceptional Learners	2	1
EDUC 5008	C553	Classroom Management, Engagement, and Motivation	2	1
EDUC 5009	C554	Educational Assessment	2	2
EDUC 6320	OPT2	Mathematics Learning and Teaching	2	2
EDUC 3276	C730	Secondary Reading Instruction and Interventions	3	2
EDUC 5221	C142	Instructional Planning and Presentation in Mathematics	2	2
EDUC 3275	C728	Secondary Disciplinary Literacy	3	3
EDUC 5101	C880	Algebra for Secondary Mathematics Teaching	2	3
EDUC 5303	C931	Preclinical Experiences in Mathematics	2	3
EDUC 6310	OOT2	Mathematics History and Technology	2	3
EDUC 5111	C224	Research Foundations	2	4
EDUC 6932	C327	Supervised Demonstration Teaching in Mathematics, Observations 1 and 2	3	5
EDUC 6933	C328	Supervised Demonstration Teaching in Mathematics, Observation 3 and Midterm	3	5
EDUC 6934	C329	Supervised Demonstration Teaching in Mathematics, Observations 4 and 5	3	5
EDUC 6935	C330	Supervised Demonstration Teaching in Mathematics, Observation 6 and Final	3	5
EDUC 6902	C914	Teacher Performance Assessment in Mathematics Education	1	5
EDUC 5255	C347	Professional Portfolio	1	5
EDUC 5253	C339	Cohort Seminar	1	5
		Total CUs: 43		

Master of Arts in Teaching, Mathematics (5-12)

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, which prepare teacher candidates for the classroom. Candidates develop and refine their teaching skills through a series of sequential experiences beginning with video-based observations of classroom instruction. Observations prepare candidates for an authentic, collaborative pre-clinical teaching experiences in K-12 settings. Clinical experiences culminate with supervised demonstration teaching in a real classroom. Students enter this program with a significant background in mathematics and then proceed through study in the Foundations of Teaching, Instructional Planning and Presentation, Mathematics Education, video-based classroom observation, Pre-Clinical Experiences, Demonstration Teaching and Research Fundamentals.

CCN	Course Number	Course Description	CUs	Term
EDUC 5006	C551	Foundational Perspectives of Education	2	1
EDUC 5007	C552	Psychology for Educators	2	1
EDUC 5310	C848	Fundamentals of Diversity, Inclusion, and Exceptional Learners	2	1
EDUC 5008	C553	Classroom Management, Engagement, and Motivation	2	1
EDUC 5009	C554	Educational Assessment	2	2
EDUC 6320	OPT2	Mathematics Learning and Teaching	2	2
EDUC 3276	C730	Secondary Reading Instruction and Interventions	3	2
EDUC 5221	C142	Instructional Planning and Presentation in Mathematics	2	2
EDUC 3275	C728	Secondary Disciplinary Literacy	3	3
EDUC 5101	C880	Algebra for Secondary Mathematics Teaching	2	3
EDUC 5102	C882	Geometry for Secondary Mathematics Teaching	2	3
EDUC 5103	C884	Statistics and Probability for Secondary Mathematics Teaching	2	3
EDUC 5306	C933	Preclinical Experiences in Mathematics	2	4
EDUC 6310	OOT2	Mathematics History and Technology	2	4
EDUC 5111	C224	Research Foundations	2	4
EDUC 6932	C327	Supervised Demonstration Teaching in Mathematics, Observations 1 and 2	3	5
EDUC 6933	C328	Supervised Demonstration Teaching in Mathematics, Observation 3 and Midterm	3	5
EDUC 6934	C329	Supervised Demonstration Teaching in Mathematics, Observations 4 and 5	3	5
EDUC 6935	C330	Supervised Demonstration Teaching in Mathematics, Observation 6 and Final	3	5
EDUC 6902	C914	Teacher Performance Assessment in Mathematics Education	1	5
EDUC 5255	C347	Professional Portfolio	1	5
EDUC 5253	C339	Cohort Seminar	1	5
			Total CUs: 47	

Master of Arts in Teaching, Science (5-12)

The Master of Arts in Teaching, Science (5-12) is a competency-based degree program that prepares students at the graduate level to be licensed to teach science in grades 5-12 and supports development of 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, which prepare teacher candidates for the classroom. Candidates develop and refine their teaching skills through a series of sequential experiences beginning with video-based observations of classroom instruction. Observations prepare candidates for an authentic, collaborative pre-clinical teaching experiences in K-12 settings. Clinical experiences culminate with supervised demonstration teaching in a real classroom. Students enter this program with a substantial background in science and proceed through coursework in Foundations of Teaching, Pedagogy, Science Education, Research, video-based classroom observation, Field Experiences, and Demonstration Teaching.

CCN	Course Number	Course Description	CUs	Term
EDUC 5006	C551	Foundational Perspectives of Education	2	1
EDUC 5007	C552	Psychology for Educators	2	1
EDUC 5310	C848	Fundamentals of Diversity, Inclusion, and Exceptional Learners	2	1
EDUC 5008	C553	Classroom Management, Engagement, and Motivation	2	1
EDUC 5009	C554	Educational Assessment	2	2
EDUC 5222	C143	Instructional Planning and Presentation in Science	2	2
EDUC 5409	C389	Science, Technology, and Society	2	2
EDUC 5304	C938	Preclinical Experiences in Science	2	2
EDUC 3276	C730	Secondary Reading Instruction and Interventions	3	3
EDUC 3275	C728	Secondary Disciplinary Literacy	3	3
EDUC 5041	C645	Science Methods	3	3
EDUC 5111	C224	Research Foundations	2	4
EDUC 6942	C331	Supervised Demonstration Teaching in Science, Observations 1 and 2	3	5
EDUC 6943	C332	Supervised Demonstration Teaching in Science, Observation 3 and Midterm	3	5
EDUC 6944	C333	Supervised Demonstration Teaching in Science, Observations 4 and 5	3	5
EDUC 6945	C334	Supervised Demonstration Teaching in Science, Observation 6 and Final	3	5
EDUC 6903	C904	Teacher Performance Assessment in Science	1	5
EDUC 5255	C347	Professional Portfolio	1	5
EDUC 5253	C339	Cohort Seminar	1	5
			Total CUs: 42	

Master of Science, Special Education

The Master of Science in Special Education (MSSP) is a competency-based program that enables students to earn a Master of Science in Special Education degree online. The MSSP includes content knowledge related to teaching special education K-12 as well as research and instructional design. The capstone of the MSSP is a 240-hour practicum. The hours for the practicum activities have been predetermined and are included in the MSSP Practicum Log. Activities include: interviews, observations, IEP development and meetings, professional growth, professional development readings, video reflections, teacher work sample (TWS aka Teacher Performance or TPA), and six supervised observations. 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 in grades K-12. In order to matriculate into the M.S. Special Education degree, students must have a valid teaching certificate.

CCN	Course Number	Course Description	CUs	Term
SPED 6510	FCC2	Introduction to Special Education, Law and Legal Issues, Policies and Procedures	3	1
SPED 6520	FJC2	Psychoeducational Assessment Practices and IEP Development/Implementation	3	1
SPED 6530	EFV2	Behavioral Management and Intervention	3	1
SPED 6540	FLC2	Instructional Models and Design, Supervision and Culturally Responsive Teaching	2	2
EDUC 5270	IDC1	Foundations of Instructional Design	2	2
EDUC 5272	JOT2	Issues in Instructional Design	2	2
GRAD 5273	JPT2	Instructional Design Production	2	2
EDUC 5111	C224	Research Foundations	2	3
EDUC 5112	C225	Research Questions and Literature Review	2	3
EDUC 5113	C226	Research Design and Analysis	2	3
EDUC 5114	C227	Research Proposals	2	3
EDUC 6009	C540	MS SPED Teacher Work Sample	6	4
			Total CUs: 31	

Master of Science, 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 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. The program is aligned to the ELCC 2011 standards.

CCN	Course Number	Course Description	CUs	Term
EDUC 3248	LPT1	Performance Excellence Criteria for Educational Leaders	4	1
EDUC 3251	LWT1	Workforce Focus for Educational Leaders	4	1
EDUC 3247	LNT1	Process Management for Educational Leaders	3	2
EDUC 6728	TVT2	Governance, Finance, Law, and Leadership for Principals	6	2
EDUC 3250	LST1	Strategic Planning for Educational Leaders	2	3
EDUC 3245	LFT1	Student, Stakeholder, and Market Focus for Educational Leaders	5	3
EDUC 3246	LMT1	Measurement, Analysis, and Knowledge Management for Educational Leaders	4	3
EDUC 3244	LEC1	Comprehensive Educational Leadership Integration	2	4
EDUC 3249	LRT1	Practicum in Educational Leadership	7	4
EDUC 6906	CWEL	Capstone Written Project in Educational Leadership	3	5
		Total CUs: 40		

Master of Arts, English Language Learning (PreK-12)

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.

CCN	Course Number	Course Description	CUs	Term
EDUC 5260	CUA1	Culture	3	1
EDUC 5261	LPA1	Language Production, Theory and Acquisition	4	1
EDUC 5262	SLO1	Theories of Second Language Acquisition and Grammar	3	1
EDUC 5263	NNA1	Planning, Implementing, Managing Instruction	4	2
EDUC 5264	ASA1	Assessment Theory and Practice	3	2
EDUC 5265	NMA1	Professional Role of the ELL Teacher	2	2
EDUC 6260	ELO1	Subject Specific Pedagogy: ELL	3	3
EDUC 5111	C224	Research Foundations	2	3
EDUC 5112	C225	Research Questions and Literature Review	2	3
EDUC 6261	FEA1	Field Experience for ELL	3	3
EDUC 6754	C360	Teacher Work Sample in English Language Learning	1	4
			Total CUs: 30	

Master of Arts, Mathematics Education (K-6)

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 Mathematics Content and Research Fundamentals. All students complete a Capstone Project.

CCN	Course Number	Course Description	CUs	Term
MATH 5210	AOA2	Number Sense and Functions	4	1
MATH 5220	AUA2	Graphing, Proportional Reasoning and Equations/Inequalities	4	1
MATH 5230	AVA2	Geometry and Statistics	4	2
EDUC 6836	MFT2	Mathematics (K-6) Portfolio Oral Defense	2	2
MATH 5710	QTT2	Finite Mathematics	2	2
EDUC 5111	C224	Research Foundations	2	3
EDUC 5112	C225	Research Questions and Literature Review	2	3
EDUC 5113	C226	Research Design and Analysis	2	3
EDUC 5114	C227	Research Proposals	2	3
EDUC 6029	C635	MA, Mathematics Education (K-6) Capstone	6	4
			Total CUs: 30	

Master of Arts, Mathematics Education (5-9)

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 Content, Mathematics Education and Research Fundamentals. All students complete a culminating Teacher Work Sample.

CCN	Course Number	Course Description	CUs	Term
MATH 5015	C912	College Algebra	3	1
MATH 5710	QTT2	Finite Mathematics	2	1
MATH 6321	C647	Trigonometry and Precalculus	2	1
EDUC 6320	OPT2	Mathematics Learning and Teaching	2	1
MATH 5030	EXP2	College Geometry	2	2
MATH 5510	TOC2	Probability and Statistics I	2	2
MATH 6711	C613	Middle School Mathematics: Content Knowledge	1	2
MATH 5410	QJT2	Calculus I	2	2
EDUC 5101	C880	Algebra for Secondary Mathematics Teaching	2	2
EDUC 6310	OOT2	Mathematics History and Technology	2	3
EDUC 5111	C224	Research Foundations	2	3
EDUC 5112	C225	Research Questions and Literature Review	2	3
EDUC 6753	C887	MA, Mathematics Education (5-9) Teacher Performance Assessment	6	3
			Total CUs: 30	

Master of Arts, Mathematics Education (5-12)

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 Middle School Mathematics Content, and Mathematics Education. All students complete a culminating Teacher Work Sample.

CCN	Course Number	Course Description	CUs	Term
MATH 6321	C647	Trigonometry and Precalculus	2	1
MATH 5030	EXP2	College Geometry	2	1
MATH 5406	C363	Calculus I	2	1
EDUC 6320	OPT2	Mathematics Learning and Teaching	2	1
MATH 5420	CQC2	Calculus II	2	2
MATH 5510	TOC2	Probability and Statistics I	2	2
MATH 5520	TQC2	Probability and Statistics II	2	2
EDUC 5101	C880	Algebra for Secondary Mathematics Teaching	2	2
EDUC 5102	C882	Geometry for Secondary Mathematics Teaching	2	3
EDUC 5103	C884	Statistics and Probability for Secondary Mathematics Teaching	2	3
EDUC 6310	OOT2	Mathematics History and Technology	2	3
MATH 6331	C612	Mathematics: Content Knowledge	1	3
MATH 5100	C878	Mathematical Modeling and Applications	2	3
MATH 6311	C657	Calculus III	2	4
MATH 6310	RKT2	Linear Algebra	2	4
MATH 6320	QDT2	Abstract Algebra	2	4
MATH 5104	C886	Advanced Calculus	2	4
EDUC 6752	C874	MA, Mathematics Education (5-12) Teacher Performance Assessment	6	5
			Total CUs: 39	

Master of Arts, Science Education (5-9)

The Master of Arts in Science Education (5-9) is a competency-based degree program that prepares already licensed teachers to be licensed to teach science in grades 5-9 and provides the opportunity to develop skills in science curriculum development, design, and evaluation. All work in this degree program is online and includes General Science Content, Biology Content, Geosciences Content, and Science Education courses. All students complete a culminating Teacher Performance Assessment.

CCN	Course Number	Course Description	CUs	Term
SCIE 5020	C908	Integrated Physical Sciences	2	1
CHEM 5108	TSC2	General Chemistry I	2	1
CHEM 5109	TSP2	General Chemistry Laboratory I	1	1
BIO 5111	C907	Introduction to Biology	2	1
BIO 5105	C653	Heredity and Genetics	2	1
EDUC 5409	C389	Science, Technology, and Society	2	2
PHYS 5100	RNT2	General Physics	3	2
GEOS 5104	C895	Astronomy	2	2
GEOS 5102	C891	Ecology and Environmental Science	2	2
GEOS 5513	C926	Earth: Inside and Out	3	3
SCIE 6405	C616	Middle School Science: Content Knowledge	1	3
EDUC 5041	C645	Science Methods	3	3
EDUC 6264	C871	MA, Science Education Teacher Performance Assessment	6	3
			Total CUs: 31	

Master of Arts, Science Education (5-12, Chemistry)

The Master of Arts in Science Education (5-12, Chemistry) is a competency-based degree program that prepares already licensed teachers to be licensed to teach chemistry in grades 5-12 and provides the opportunity to develop skills in science curriculum development, design, and evaluation. All work in this degree program is online and includes Mathematics Content, General Science Content, Chemistry Content, and Science Education courses. All students complete a culminating Teacher Performance Assessment.

CCN	Course Number	Course Description	CUs	Term
SCIE 5020	C908	Integrated Physical Sciences	2	1
CHEM 5108	TSC2	General Chemistry I	2	1
CHEM 5109	TSP2	General Chemistry Laboratory I	1	1
CHEM 5208	TUC2	General Chemistry II	2	1
CHEM 5209	TUP2	General Chemistry Laboratory II	1	1
MATH 5350	RXT2	Precalculus and Calculus	2	2
CHEM 5310	BVT2	Physical Chemistry	2	2
CHEM 5300	BWT2	Inorganic Chemistry	2	2
EDUC 5409	C389	Science, Technology, and Society	2	2
CHEM 5250	AIT2	Organic Chemistry	2	3
SCIE 5501	C625	Biochemistry	2	3
EDUC 5512	C267	Climate Change	3	3
CHEM 6405	C617	Chemistry: Content Knowledge	1	3
EDUC 5041	C645	Science Methods	3	4
EDUC 6264	C871	MA, Science Education Teacher Performance Assessment	6	4
			Total CUs: 33	

Master of Arts, Science Education (5-12, Physics)

The Master of Arts in Science Education (5-12, Physics) is a competency-based degree program that prepares already licensed teachers to be licensed to teach physics in grades 5-12 and provides the opportunity to develop skills in science curriculum development, design, and evaluation. All work in this degree program is online and includes Mathematics Content, General Science Content, Physics Content, and Science Education courses. All students complete a culminating Teacher Performance Assessment.

CCN	Course Number	Course Description	CUs	Term
SCIE 5020	C908	Integrated Physical Sciences	2	1
MATH 5350	RXT2	Precalculus and Calculus	2	1
PHYS 5101	C659	Conceptual Physics	3	1
PHYS 5150	BYT2	Physics: Mechanics	2	1
CHEM 5108	TSC2	General Chemistry I	2	2
CHEM 5109	TSP2	General Chemistry Laboratory I	1	2
PHYS 5310	BZT2	Physics: Waves and Optics	2	2
PHYS 5320	DPT2	Physics: Electricity and Magnetism	2	2
EDUC 5409	C389	Science, Technology, and Society	2	2
PHYS 5248	C739	Space, Time and Motion	3	3
PHYS 6405	C615	Physics: Content Knowledge	1	3
EDUC 5041	C645	Science Methods	3	3
EDUC 6264	C871	MA, Science Education Teacher Performance Assessment	6	3
			Total CUs: 31	

Master of Arts, Science Education (5-12, Bio)

The Master of Arts in Science Education (5-12, Biological Science) is a competency-based degree program that prepares already licensed teachers to be licensed to teach biology in grades 5-12 and provides the opportunity to develop skills in science curriculum development, design, and evaluation. All work in this degree program is online and includes General Science Content, Biology Content, and Science Education courses. All students complete a culminating Teacher Performance Assessment.

CCN	Course Number	Course Description	CUs	Term
BIO 5111	C907	Introduction to Biology	2	1
BIO 5120	C870	Human Anatomy and Physiology	3	1
CHEM 5108	TSC2	General Chemistry I	2	1
CHEM 5109	TSP2	General Chemistry Laboratory I	1	1
BIO 5106	C889	Molecular and Cellular Biology	3	2
BIO 5105	C653	Heredity and Genetics	2	2
EDUC 5409	C389	Science, Technology, and Society	2	2
BIO 5101	C655	Zoology	2	2
GEOS 5102	C891	Ecology and Environmental Science	2	3
BIO 5247	C737	Evolution	3	3
BIO 6405	C614	Biology: Content Knowledge	1	3
EDUC 5041	C645	Science Methods	3	3
EDUC 6264	C871	MA, Science Education Teacher Performance Assessment	6	4
			Total CUs: 32	

Master of Arts, Science Education (5-12, Geo)

The Master of Arts in Science Education (5-12, Geosciences) is a competency-based degree program that prepares already licensed teachers to be licensed to teach earth and space science in grades 5-12 and provides the opportunity to develop skills in science curriculum development, design, and evaluation. All work in this degree program is online and includes Mathematics Content, General Science Content, Geosciences Content, and Science Education courses. All students complete a culminating Teacher Performance Assessment.

CCN	Course Number	Course Description	CUs	Term
MATH 6321	C647	Trigonometry and Precalculus	2	1
CHEM 5108	TSC2	General Chemistry I	2	1
CHEM 5109	TSP2	General Chemistry Laboratory I	1	1
PHYS 5100	RNT2	General Physics	3	1
GEOS 5101	C650	Geology I: Physical	3	2
EDUC 5409	C389	Science, Technology, and Society	2	2
GEOS 5103	C893	Geology II: Earth Systems	3	2
GEOS 5102	C891	Ecology and Environmental Science	2	3
GEOS 5104	C895	Astronomy	2	3
EDUC 5511	C266	The Ocean Systems	3	3
GEOS 6405	C618	Earth Science: Content Knowledge	1	3
EDUC 5041	C645	Science Methods	3	4
EDUC 6264	C871	MA, Science Education Teacher Performance Assessment	6	4
			Total CUs: 33	

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.

CCN	Course Number	Course Description	CUs	Term
EDUC 5270	IDC1	Foundations of Instructional Design	2	1
EDUC 5271	JNT2	Instructional Design Analysis	2	1
EDUC 5272	JOT2	Issues in Instructional Design	2	1
GRAD 5273	JPT2	Instructional Design Production	2	1
EDUC 3252	MEC1	Foundations of Measurement and Evaluation	2	2
EDUC 6723	JRT2	Evaluation Methodology and Instrumentation	2	2
EDUC 6724	JST2	Evaluation Process and Recommendation	2	2
EDUC 6722	JQT2	Issues in Measurement and Evaluation	2	2
EDUC 5111	C224	Research Foundations	2	3
EDUC 5112	C225	Research Questions and Literature Review	2	3
EDUC 5113	C226	Research Design and Analysis	2	3
EDUC 5114	C227	Research Proposals	2	3
EDUC 6030	C636	MED, Instructional Design Capstone	6	4
			Total CUs: 30	

Master of Education, Learning and 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, and research fundamentals.

CCN	Course Number	Course Description	CUs	Term
EDUC 5270	IDC1	Foundations of Instructional Design	2	1
EDUC 5271	JNT2	Instructional Design Analysis	2	1
EDUC 5272	JOT2	Issues in Instructional Design	2	1
GRAD 5273	JPT2	Instructional Design Production	2	1
EDUC 6726	TDT1	Technology Design Portfolio	2	2
EDUC 6727	TET1	Issues in Technology Integration	2	2
EDUC 6725	TAT2	Technology Production	4	2
EDUC 5111	C224	Research Foundations	2	3
EDUC 5112	C225	Research Questions and Literature Review	2	3
EDUC 5113	C226	Research Design and Analysis	2	3
EDUC 5114	C227	Research Proposals	2	3
EDUC 6021	C626	MED, Learning and Technology Capstone	6	4
			Total CUs: 30	

Master of Science, Curriculum and Instruction

The Master of Science degree in Curriculum and Instruction is a competency-based program and represents a path for K-12 educators and corporate trainers 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 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.

CCN	Course Number	Course Description	CUs	Term
EDUC 5280	IYT2	Introduction to Curriculum Theory	2	1
EDUC 5281	IZT2	Learning Theories	2	1
EDUC 5282	JWT2	Instructional Theory	2	1
EDUC 5283	JXT2	Educational Psychology	2	1
EDUC 5284	JYT2	Curriculum Design	2	2
EDUC 5285	JZT2	Curriculum Evaluation	2	2
EDUC 5286	KAT2	Assessment for Student Learning	2	2
EDUC 5287	KBT2	Differentiated Instruction	2	2
EDUC 5111	C224	Research Foundations	2	3
EDUC 5112	C225	Research Questions and Literature Review	2	3
EDUC 5113	C226	Research Design and Analysis	2	3
EDUC 5114	C227	Research Proposals	2	3
EDUC 6011	C561	MS, Curriculum and Instruction Capstone	6	4
			Total CUs: 30	

Endorsement Preparation Program, Educational Leadership

The Endorsement Preparation Program 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 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. The program is aligned to the ELCC 2011 standards.

CCN	Course Number	Course Description	CUs	Term
EDUC 3248	LPT1	Performance Excellence Criteria for Educational Leaders	4	1
EDUC 3251	LWT1	Workforce Focus for Educational Leaders	4	1
EDUC 3247	LNT1	Process Management for Educational Leaders	3	2
EDUC 6728	TVT2	Governance, Finance, Law, and Leadership for Principals	6	2
EDUC 3250	LST1	Strategic Planning for Educational Leaders	2	3
EDUC 3245	LFT1	Student, Stakeholder, and Market Focus for Educational Leaders	5	3
EDUC 3246	LMT1	Measurement, Analysis, and Knowledge Management for Educational Leaders	4	3
EDUC 3244	LEC1	Comprehensive Educational Leadership Integration	2	4
EDUC 3249	LRT1	Practicum in Educational Leadership	7	4
			Total CUs: 37	

Endorsement Preparation Program, English Language Learning (PreK-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.

CCN	Course Number	Course Description	CUs	Term
EDUC 5260	CUA1	Culture	3	1
EDUC 5261	LPA1	Language Production, Theory and Acquisition	4	1
EDUC 5262	SLO1	Theories of Second Language Acquisition and Grammar	3	1
EDUC 5263	NNA1	Planning, Implementing, Managing Instruction	4	2
EDUC 6261	FEA1	Field Experience for ELL	3	2
EDUC 5264	ASA1	Assessment Theory and Practice	3	2
EDUC 5265	NMA1	Professional Role of the ELL Teacher	2	3
EDUC 6260	ELO1	Subject Specific Pedagogy: ELL	3	3
		Total CUs: 25		

Courses

ABV1 - Operating Systems - Operating Systems examines the skills and knowledge needed to perform installation, configuration, general local management, and maintenance of Windows 10 desktops in a small- to medium-sized Active Directory Domain Services (AD DS) domain environment running on Windows Server. This course will also explore enterprise scenarios and cloud-integrated services. After passing the assessment for this course, you will become a Microsoft Certified Professional (MCP) and will have completed one of the two exams required for the Microsoft Certified Solutions Associate (MCSA): Windows 10 certification.

AFT2 - Accreditation Audit - Accreditation Audit covers regulatory audits, resource assessment, quality improvement, patient care improvement, organization plans, risk management, effective interaction, and compliance as evidenced during an accreditation audit.

AIT2 - Organic Chemistry - Organic Chemistry focuses on the study of compounds that contain carbon, much of which is learning how to organize and group organic compounds in order to predict their structure, behavior, and reactivity based on common bonds found within an organic compound.

AMT2 - Service Line Development - Service Line Development will address how to critically assess the competitive marketplace as well as the internal environment to establish a new line of business. Topics include needs assessment, international healthcare trends, service line management, revenue analysis, costs and productivity, communication, negotiation, health policy, health legislation, and facilities management, which are variables in the evaluation process.

AOA2 - Number Sense and Functions - Number Sense and Functions is a performance-based assessment that evaluates a student's portfolio of work. This portfolio includes the student's responses to various prompts and an original lesson plan for each of the mathematics modules such as number sense, patterns and functions, integers and order of operations, fractions, decimals, and percentages.

ASA1 - Assessment Theory and Practice - Assessment Theory and Practice focuses on issues central to assessment in the ELL environment, including 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.

ASC1 - Marketing Management Concepts - Marketing Management Concepts prepares students to learn core principles in marketing management. Topics include a wide array of marketing management concepts such as the buyer decision process, segmenting markets, competitive advantage, product mix management theory, price policy, distribution strategy, and sales management. This course is completed in conjunction with AST1.

AST1 - Marketing Management Tasks - Marketing Management Tasks is completed in conjunction with ASC1. Students apply concepts of marketing management to specific activities designed to prepare students for real world scenarios. Topics include a wide array of marketing management concepts such as the buyer decision process, segmenting markets, competitive advantage, product mix management theory, price policy, distribution strategy, and sales management.

AUA2 - Graphing, Proportional Reasoning and Equations/Inequalities - Graphing, Proportional Reasoning and Equations/Inequalities is a performance-based assessment that evaluates a student's portfolio of work. This portfolio includes the student's responses to various prompts and an original lesson plan for each of the mathematics modules such as coordinate pairs and graphing, ratios and proportional reasoning, and equations and inequalities.

AVA2 - Geometry and Statistics - Geometry and Statistics is a performance-based assessment that evaluates a student's portfolio of work. This portfolio includes the student's responses to various prompts and an original lesson plan for each of the mathematics modules such as geometry and measurement, statistics and probability.

BVT1 - Physical Chemistry - Physical Chemistry introduces the study of chemistry in terms of physical concepts. It includes thermodynamics, reaction kinetics, chemical equilibrium, electrochemistry, and matter.

BVT2 - Physical Chemistry - Physical Chemistry introduces the study of chemistry in terms of physical concepts. It includes thermodynamics, reaction kinetics, chemical equilibrium, electrochemistry, and matter.

BWT1 - Inorganic Chemistry - Inorganic Chemistry introduces the concepts of Inorganic chemistry—the branch of chemistry that studies the properties and behavior of any compound avoiding a specific focus on carbon. It will focus on the three most important areas of inorganic chemistry: the structure, properties, and reactions of various groups of inorganic compounds.

BWT2 - Inorganic Chemistry - Inorganic Chemistry introduces the concepts of Inorganic chemistry—the branch of chemistry that studies the properties and behavior of any compound avoiding a specific focus on carbon. It will focus on the three most important areas of inorganic chemistry: the structure, properties, and reactions of various groups of inorganic compounds.

BYT1 - Physics: Mechanics - Physics: Mechanics introduces foundational concepts of mechanics, including motion, gravitation, work and energy, momentum and collisions, rotational motion, static equilibrium, fluids, and oscillation.

BYT2 - Physics: Mechanics - Physics: Mechanics introduces foundational concepts of mechanics, including motion, gravitation, work and energy, momentum and collisions, rotational motion, static equilibrium, fluids, and oscillation.

BZT1 - Physics: Waves and Optics - Physics: Waves and Optics addresses foundational topics in the physics of waves and optics. Students will study basic wave motion and then apply that knowledge to the study of sound and light with even further applications to optical instruments. They will also learn about thermodynamics and theories governing the physics of gases.

BZT2 - Physics: Waves and Optics - Physics: Waves and Optics addresses foundational topics in the physics of waves and optics.Students will study basic wave motion and then apply that knowledge to the study of sound and light with even further applications to optical instruments. They will also learn about thermodynamics and theories governing the physics of gases.

C100 - Introduction to Humanities - This introductory humanities course allows students to practice essential writing, communication, and critical thinking skills necessary to engage in civic and professional interactions as mature, informed adults. Whether through studying literature, visual and performing arts, or philosophy, all humanities courses stress the need to form reasoned, analytical, and articulate responses to cultural and creative works. Studying a wide variety of creative works allows students to more effectively enter the global community with a broad and enlightened perspective.

C104 - Elementary Social Studies Methods - Elementary Social Studies Methods helps students learn how to implement effective social studies instruction in the elementary classroom. Topics include social studies themes, promoting cultural diversity, integrated social studies across the curriculum, social studies learning environments, assessing social studies understanding, differentiated instruction for social studies, technology for social studies instruction, and standards-based social studies instruction.

C105 - Elementary Visual and Performing Arts Methods - Elementary Visual and Performing Arts Methods helps students learn how to implement effective visual and performing arts instruction in the elementary classroom. Topics include integrating arts across the curriculum, music education, visual arts, dance and movement, dramatic arts, differentiated instruction for visual and performing arts, and promoting cultural diversity through visual and performing arts instruction.

C107 - Anatomy and Physiology I - Anatomy and Physiology I examines the structures and functions of the human body. The course is designed to provide students with a thorough understanding of human anatomy and physiology, including the interdependent operational relationships among them. Students will use a dissection lab to study organ systems of the human body in their healthy state including the digestive, skeletal, sensory, respiratory, reproductive, nervous, muscular, cardiovascular, lymphatic, integumentary, endocrine and renal systems. By examining these organ systems in a healthy state, healthcare professionals are more adept to recognize when a something is functioning abnormally, which is a key component to providing effective care to patients. For nursing students this is the first of two anatomy and physiology courses within the program of study. This course has no pre-requisites.

C108 - Elementary Science Methods - Elementary Science Methods helps students learn how to implement effective science instruction in the elementary classroom. Topics include processes of science, science inquiry, science learning environments, instructional strategies for science, differentiated instruction for science, assessing science understanding, technology for science instruction, standards based science instruction, integrating science across curriculum, and science beyond the classroom.
C109 - Elementary Mathematics Methods - Elementary Mathematics Methods helps students learn how to implement effective math instruction in the elementary classroom. Topics include differentiated math instruction, mathematical communication, mathematical tools for instruction, assessing math understanding, integrating math across the curriculum, critical thinking development, standards based math instruction, and mathematical models and representation.
C113 - Instructional Planning and Presentation in Mathematics - Students will continue to build instructional planning skills with a focus on selecting appropriate materials for diverse learners, selecting age and ability appropriate strategies for the content areas, promoting critical thinking, and establishing both short and long term goals.
C121 - Survey of United States History - This course presents a broad and thematic survey of U.S. history from European colonization to the mid-twentieth century. Students will explore how historical events and major themes in American history have affected a diverse population.
C128 - Advanced Professional Roles and Values - The Advanced Professional Roles and Values course bridges the undergraduate nurse to higher level knowledge and accountability by examining roles of advanced professional practice. Current issues, professional and personal values, and ethical issues are examined along with scholarship and advanced practice roles.
C133 - Instructional Planning and Presentation in Elementary and Special Education - Instructional Planning and Presentation assists students as they continue to build instructional planning skills. Topics include unit and lesson planning, instructional presentation strategies, assessment, engagement, integration of learning across the curriculum, effective grouping strategies, technology in the classroom, and using data to inform instruction.
C141 - Instructional Planning and Presentation in Elementary Education - Instructional Planning and Presentation assists students as they continue to build instructional planning skills. Topics include unit and lesson planning, instructional presentation strategies, assessment, engagement, integration of learning across the curriculum, effective grouping strategies, technology in the classroom, and using data to inform instruction.
C142 - Instructional Planning and Presentation in Mathematics - Instructional Planning and Presentation assists students as they continue to build instructional planning skills. Topics include unit and lesson planning, instructional presentation strategies, assessment, engagement, integration of learning across the curriculum, effective grouping strategies, technology in the classroom, and using data to inform instruction.
C143 - Instructional Planning and Presentation in Science - Instructional Planning and Presentation assists students as they continue to build instructional planning skills. Topics include unit and lesson planning, instructional presentation strategies, assessment, engagement, integration of learning across the curriculum, effective grouping strategies, technology in the classroom, and using data to inform instruction.
C155 - Pathopharmacological Foundations for Advanced Nursing Practice - In Pathopharmacological Foundations for Advanced Nursing Practice, students will gain application skills by examining syndromes rather than looking at body systems independently. The course includes pathophysiologies, the associated pharmacological treatments, and social and environmental impacts Pathopharmacological Foundations for Advanced Nursing Practice is an integrated examination of five common and important disease processes:
- asthma
- heart failure
- obesity
- traumatic brain injury
- depression

These processes are relevant to advanced nursing practice because of their prevalence and impact on the healthcare system and the health of the nation.
C157 - Essentials of Advanced Nursing Practice Field Experience - The Essentials of Advanced Nursing Practice Field Experience course gives you an opportunity to apply leadership knowledge to evaluate a healthcare facility and then recommend an organizational change to improve population health. In this course you will integrate and apply your learning in a clinical experience working with a nurse leader. You will demonstrate and document the following skills:
- lead change to improve quality health in populations
- advance a culture of excellence through lifelong learning
- build and lead collaborative interprofessional care teams
- navigate and integrate care services across the healthcare system
- design innovative nursing practices
- translate evidence into practice

C158 - Organizational Leadership and Interprofessional Team Development - This graduate-level course builds on baccalaureate-level leadership knowledge to develop application skills in complex healthcare environments with diverse teams. Graduates will develop knowledge and competencies in the following areas:
- leadership theory
- systems and complexity theory
- advanced communication
- building consensus

Knowledge, skills, and abilities related to creating cultures of safety and leading quality improvement are key parts of this course and of contemporary leadership. Most importantly, students will develop and establish deep understanding of leadership roles within organizations, a central theme in the course. Upon successful completion of this course, Students will demonstrate:
- critical decision making, critical analysis, and visionary thinking to lead and affect positive healthcare environments;
- the ability to build consensus and communicate a compelling vision that facilitates teamwork.

C159 - Policy, Politics, and Global Health Trends - Social, political, and economic factors influence policies that impact health outcomes in acute care settings in communities, nationally and globally. Nurse leaders need to understand the determinants of health as well as how legal and regulatory processes, healthcare finances, research, the role of professional organizations, and special interest groups/lobbyists impact health outcomes.This course provides a framework for understanding the organization of healthcare delivery and financing systems in the U.S. and other nations. It addresses how policies are made and factors that influence policies at local, national, and global levels that impact health/wellness and the nursing profession. The roles of values, ethical theories, stakeholder interests, research, and recent legislation related to health policy and health outcomes will be explored. The nurse leader will gain expertise in effecting change through active participation in influencing or developing policies that impact health.
C161 - Principles of Organizational Performance Management - This is the first specialization course in the nursing leadership and management track. Building on core coursework in the master's program, future nurse leaders examine the roles, responsibilities, and expectations of managers in maximizing productivity and performance in healthcare organizations. They will explore leadership issues, including how to build and motivate a team, organize staff development (including legal and ethical issues), and budget resources and time. This course encourages future nurse leaders to examine administration from a systems perspective, relying on evidence to inform their practice.

C162 - Principles of Healthcare Business and Financial Management - Business and financial healthcare practices have a significant impact on organizational outcomes. In this course, future nurse leaders examine scarce resources, financial principles, and tools for financial and business management. They will also use financial budgeting and management practices and analyze the impact of regulations on the current healthcare environment.

C163 - Strategic Leadership and Future Delivery Models - This graduate-level course emphasizes strategic leadership in healthcare, focusing on the trends and directions in the industry and the future of healthcare delivery. Future nurse leaders will have the opportunity to explore how the strategic planning processes incorporates healthcare trends and the evolution of healthcare systems, methods and concepts in strategic leadership, and the ever-changing technology in healthcare.

C165 - Integrated Physical Sciences - This course provides students with an overview of the basic principles and unifying ideas of the physical sciences: physics, chemistry, and Earth sciences. Course materials focus on scientific reasoning and practical and everyday applications of physical science concepts to help students integrate conceptual knowledge with practical skills.

C168 - Critical Thinking and Logic - Reasoning and Problem Solving helps students internalize a systematic process for exploring issues that takes them beyond an unexamined point of view and encourages them to become more self-aware thinkers by applying principles of problem identification and clarification, planning and information gathering, identifying assumptions and values, analysis and interpretation of information and data, reaching well-founded conclusions, and identifying the role of critical thinking in the disciplines and professions.

C169 - Scripting and Programming - Applications - This course provides an introduction to programming. It covers data structures, algorithms, and programming paradigms. It presents the concept of an object as well as the object-oriented paradigm and its importance. A survey of languages is covered and the distinction between interpreted and compiled languages is introduced.

C170 - Data Management - Applications - This course covers conceptual data modeling and provides an introduction to MySQL. Students will learn how to create simple to complex SELECT queries including subqueries and joins, and will also learn how to use SQL to update and delete data. Topics covered in this course include exposure to MySQL; developing physical schemas; creating and modifying databases, tables, views, foreign keys/primary keys (FKs/PKs), and indexes; populating tables; and developing simple Select-From-Where (SFW) queries to complex 3+ table join queries.

C172 - Network and Security - Foundations - Network and Security - Foundations introduces students to the components of a computer network and the concept and role of communication protocols. The course covers widely used categorical classifications of networks (e.g., LAN, MAN, WAN, WLAN, PAN, SAN, CAN, and VPN) as well as network topologies, physical devices, and layered abstraction. The course also introduces students to basic concepts of security covering vulnerabilities of networks and mitigation techniques, security of physical media, and security policies and procedures.This course has no prerequisites.

C173 - Scripting and Programming - Foundations - Scripting and Programming - Foundations provides an introduction to programming, covering basic elements such as variables, data types, flow control, and design concepts. The course is language-agnostic in nature, ending in a survey of languages and introduces the distinction between interpreted and compiled languages. There are no prerequisites for this course.

C175 - Data Management - Foundations - This course introduces students to the concepts and terminology used in the field of data management. They will be introduced to Structured Query Language (SQL) and will learn how to use Data Definition Language (DDL) and Data Manipulation Language (DML) commands to define, retrieve, and manipulate data. This course covers differentiations of data—structured vs. unstructured and quasi-structured (relational, hierarchical, XML, textual, visual, etc); it also covers aspects of data management (quality, policy, storage methodologies). Foundational concepts of data security are included.

C176 - Business of IT - Project Management - In this course, students will build on industry standard concepts, techniques, and processes to develop a comprehensive foundation for project management activities. During a project's life cycle, students will develop the critical skills necessary to initiate, plan, execute, monitor, control, and close a project. Students will apply best practices in areas such as scope management, resource allocation, project planning, project scheduling, quality control, risk management, performance measurement, and project reporting. This course prepares students for the following certification exam: CompTIA Project+.

C178 - Network and Security - Applications - This course prepares students for the following certification exam: CompTIA Security+.

C179 - Business of IT - Applications - This course introduces IT students to information systems (IS). The course includes important topics related to management of information systems (MIS), such as system development, and business continuity. The course also provides an overview of management tools and issue tracking systems.

C180 - Introduction to Psychology - In this course, students will develop an understanding of psychology and how it helps them better understand others and themselves. Students will learn general theories about psychological development, the structure of the brain, and how psychologists study behavior. They will gain an understanding of both normal and disordered psychological behaviors, as well as general applications of the science of psychology in society (such as personality typing and counseling).

C181 - Survey of United States Constitution and Government - This course is an introduction to the U.S. Constitution and the U.S. government. Topics include (1) structure and relevance of the U.S. Constitution, (2) structure and function of governmental branches, and (3) political participation and policy making.

C182 - Introduction to IT - Introduction to IT examines information technology as a discipline and the various roles and functions of the IT department as business support. Students are presented with various IT disciplines including systems and services, network and security, scripting and programming, data management, and business of IT, with a survey of technologies in every area and how they relate to each other and to the business.

C185 - Network Policies and Services Management - This course prepares students for the following certification exam: MCSA: Installing and Configuring Windows Server.

C186 - Server Administration - This course prepares students for the following certification exam: MCSA: Administering Windows Server.

C187 - Network Reliability and Fault Tolerance - This course prepares students for the following certification exam: MCSA: Configuring Advanced Windows Server.

C188 - Software Engineering -

This course introduces the concepts of software engineering to students who have completed the core courses in programming and project management. The principles build on previously acquired concepts, switching the emphasis from programming simple routines, to engineering robust and scalable software solutions. This course does not cover programming, but provides an overview of software engineering processes, and their challenging nature focusing on the need for a disciplined approach to software engineering. A generic process framework provides the groundwork for formal process models. Prescriptive process models such as the Waterfall Model and Agile Development are included. An introduction to the elements and phases of software engineering is included which explores requirements engineering, design concepts, and software quality.

C189 - Data Structures - Students will learn the fundamentals of dynamic data structures, such as bags, lists, stacks, queues, trees, hash tables, and their associated algorithms, using object-oriented design and abstract data types as a design paradigm. The course emphasizes problem solving and techniques applied to the design of efficient, maintainable software applications. Students will implement simple applications using the techniques learned.

C190 - Introduction to Biology - This course is a foundational introduction to the biological sciences. The overarching theories of life from biological research are explored as well as the fundamental concepts and principles of the study of living organisms and their interaction with the environment. Key concepts include how living organisms use and produce energy; how life grows, develops, and reproduces; how life responds to the environment to maintain internal stability; and how life evolves and adapts to the environment.
C191 - Operating Systems for Programmers - This course covers operating systems from the perspective of a programmer including the placement of the operating system in the layered application development model. Primarily OSs provide Memory Management, Task Scheduling, and CPU allocation. Secondarily, OSs provide tools for file storage/access, permission control, event handling, network access, and cross-process interaction. OSs also provide tools for debugging problems within a single process or within groups of programs.
C195 - Software II - Advanced Java Concepts - Software II – Advanced Java Concepts refines object-oriented programming expertise and builds database and file server application development skills. You will learn about and put into action lambda expressions, collections, input/output, advanced error handling, and the newest features of Java 8 to develop software that meets business requirements. This course requires intermediate expertise in object-oriented programming and the Java language.
C196 - Mobile Application Development - This course introduces students to programming for mobile devices using a Software Development Kit (SDK). Students with previous knowledge of programming will learn how to install and utilize a SDK, build a basic mobile application, build a mobile applications using a graphical user interface(GUI), adapt applications to different mobile devices, save data, execute and debug mobile applications using emulators, and deploy a mobile application.
C200 - Managing Organizations and Leading People - This course covers principles of effective management and leadership that maximize organizational performance. The following topics are included: the role and functions of a manager, analysis of personal leadership styles, approaches to self-awareness and self-assessment, and application of foundational leadership and management skills.
C201 - Business Acumen - This course introduces you to the operation of the business enterprise and the role of management in directing its activities. You will examine the roles of management in the context of business functions such as marketing, operations, accounting, finance, and others.
C202 - Managing Human Capital - This course focuses on strategies and tools that managers use to maximize employee contribution and create organizational excellence. You will learn talent management strategies to motivate and develop employees as well as best practices to manage performance for added value.
C203 - Becoming an Effective Leader - This course explores major theories and approaches to leadership, leadership style evaluation, and personal leadership development while focusing on motivation, development, and achievement of others. You will learn how to influence followers, manage organizational culture, and enhance your effectiveness as a leader.
C204 - Management Communication - This course prepares you for the communication challenges in organizations. Topics examined include: theories and strategies of communication, persuasion, conflict management and ethics that enhance communication to various audiences.
C205 - Leading Teams - This course helps you establish team objectives, align the team purpose with organizational goals, build credibility and trust, and develop the talents of individuals to enhance team performance.
C206 - Ethical Leadership - This course examines the ethical issues and dilemmas managers face. This course provides a framework for analysis of management-related ethical issues and decision-making action required for satisfactory resolution of these issues.
C207 - Data-Driven Decision Making - This course presents critical problem-solving methodologies, including field research and data collection methods that enhance organizational performance. Topics include quantitative analysis, statistical and quality tools. You will improve your ability to use data to make informed decisions.
C208 - Change Management and Innovation - This course provides an overview of change theories and innovation practices. This course will emphasize the role of leadership in influencing and managing change in response to challenges and opportunities facing organizations.
C209 - Strategic Management - This course focuses on models and practices of strategic management including developing and implementing both short and long term strategy and evaluating performance to achieve strategic goals and objectives.
C210 - Management and Leadership Capstone - This course is the culminating assessment of the MSML curriculum and requires you to synthesize core knowledge from across the degree program and apply research skills in order to improve an organization. You will be asked to work with a real-world organization to address a management or leadership challenge.
C211 - Global Economics for Managers - This course examines how economic tools, techniques, and indicators can be used for solving organizational problems related to competitiveness, productivity, and growth. You will explore the management implications of a variety of economic concepts and effective strategies to make decisions within a global context.
C212 - Marketing - This course will focus on the marketing function and its impact on the overall success of an organization. Topics include consumer behavior, marketing theories and strategies, product positioning, the competitive environment, and effectiveness of the marketing function. A key element of the course will include the relationship of the “marketing mix” to strategic planning.
C213 - Accounting for Decision Makers - This course provides you with the accounting knowledge and skills to assess and manage a business. Topics include the accounting cycle, financial statements, taxes, and budgeting. You will improve your ability to understand reports and use accounting information to plan and make sound business decisions.
C214 - Financial Management - This course covers practical approaches to analysis and decision making in the administration of corporate funds, including capital budgeting, working capital management, and cost of capital. Topics include financial planning, management of working capital, analysis of investment opportunities, sources of long-term financing, government regulations, and global influences. You will improve your ability to interpret financial statements and manage corporate finances.
C215 - Operations Management - This course focuses on the strategic importance of operations management to overall performance. This course also emphasizes principles of supply chain management relevant to a variety of business operations ranging from manufacturing goods to retail services. You will examine the various planning, control, and decision-making tools and techniques of the operations function.
C216 - MBA Capstone - This course is the culminating assessment of the MBA curriculum and covers all previous assessment topics. You will work with a real-world organization to develop a solution to a business problem. In addition, you will work in teams of three or four students to simulate running a business. One unique aspect of the simulation is that there are scheduled dates each week for simulation decisions. Since all teams are required to meet the deadlines and work at the same pace this aspect of the assessment cannot be accelerated.
C217 - Human Growth and Development Across the Lifespan - This course introduces students to human development across the lifespan. This will include an introductory survey of cognitive, psychological, and physical growth. Students will gain an understanding in regards to the emergence of personality, identity, gender and sexuality, social relationships, emotion, language, and moral development through life. This will include milestones such as education, achievement, work, dying, and death.
C218 - MBA, Information Technology Management Capstone - This course is the culminating assessment of the MBA, IT Management curriculum and focuses on strategic management while allowing for the synthesis of previous assessment topics. You will work in teams of three or four students to simulate running a business. One unique aspect of the simulation is that there are scheduled dates each week for simulation decisions. Since all teams are required to meet the deadlines and work at the same pace this aspect of the assessment cannot be accelerated.

C219 - MBA, Healthcare Management Capstone - This course is the culminating assessment of the MBA, Healthcare Management curriculum and focuses on strategic management while allowing for the synthesis of previous assessment topics. You will work in teams of three or four students to simulate running a business. One unique aspect of the simulation is that there are scheduled dates each week for simulation decisions. Since all teams are required to meet the deadlines and work at the same pace this aspect of the assessment cannot be accelerated.
C224 - Research Foundations - The Research Foundations course focuses on the essential concepts in educational research, including quantitative, qualitative, mixed, and action research; measurement and assessment; and strategies for obtaining warranted research results.
C225 - Research Questions and Literature Review - The Research Questions and Literature Reviews course focuses on how to conduct a thorough literature review that addresses and identifies important educational research topics, problems, and questions, and helps determine the appropriate kind of research and data needed to answer one's research questions and hypotheses.
C226 - Research Design and Analysis - The Research Design and Analysis course focuses on applying strategies for effective design of empirical research studies. Particular emphasis is placed on selecting or constructing the design that will provide the most valid results, analyzing the kind of data that would be obtained, and making defensible interpretations and drawing appropriate conclusions based on the data.
C227 - Research Proposals - Research Proposals focuses on planning and writing a well-organized and complete research proposal. The relationship of the sections in a research proposal to the sections in a research report will be highlighted.
C228 - Community Health and Population-Focused Nursing - Community Health and Population-Focused Nursing will assist students in becoming familiar with foundational theories and models of health promotion applicable to the community health nursing environment. Students will develop an understanding of how policies and resources influence the health of populations. Focus is concentrated on learning the importance of a community assessment to improve or resolve a community health issue. Students will be introduced to the relationships between cultures and communities and the steps necessary to create community collaboration with the goal to improve or resolve community health issues in a variety of settings. Students will gain a greater understanding of health systems in the United States, global health issues, quality-of-life issues, cultural influences, community collaboration, and emergency preparedness.
C229 - Community Health and Population-Focused Nursing Field Experience - This course will assist students to become familiar with clinical aspects of health promotion and disease prevention, applicable to the community health nursing environment. Students will practice skills based on clinical priorities, methodology, and resources that positively influence the health of populations. Students will demonstrate critical thinking skills by applying principles of community health nursing in a variety of settings. Students will design, implement and evaluate a project in community health. Students will develop health promotion and disease prevention strategies for population groups.
C230 - Community Health and Population-Focused Nursing Clinical - This course will assist students to become familiar with clinical aspects of health promotion and disease prevention, applicable to the community health nursing environment. Students will practice skills based on clinical priorities, methodology, and resources that positively influence the health of populations. Students will demonstrate critical thinking skills by applying principals of community health nursing in a varity of settings. Students will design, implement and evaluate a project in community health. Students will develop health promotion and disease prevention strategies for population groups.
C232 - Introduction to Human Resource Management - The course provides an introduction to the management of human resources, the function within an organization that focuses on recruitment, management, and direction for the people who work in the organization. Students will be introduced to HR topics such as strategic workforce planning and employment; compensation and benefits; training and development; employee and labor relations; occupational health, safety and security.
C233 - Employment Law - This course reviews the legal and regulatory framework surrounding employment, including recruitment, termination, and discrimination law. The course topics include employment-at-will, EEO, ADA, OSHA, and other laws affecting the workplace. Students will learn to analyze current trends and issues in employment law and apply this knowledge to effectively manage risk in the employment relationship.
C234 - Workforce Planning: Recruitment and Selection - This course focuses on building a highly skilled workforce by using effective strategies and tactics for recruiting, selecting, hiring, and retaining employees.
C235 - Training and Development - Training and Development focuses on the development of human capital (i.e., growing talent) by applying effective learning theories and practices for training and developing employees. The course will help develop essential skills for improving and empowering organizations through high-caliber training and development processes. There are no prerequisites.
C236 - Compensation and Benefits - Compensation and Benefits develops competence in the design and implementation of compensation and benefits systems in an organization. The total rewards perspective integrates tangible rewards (e.g., salary, bonuses) with employee benefits (e.g., health insurance, retirement plan) and intangible rewards (e.g., location, work environment). This perspective allows students to use all forms of rewards fairly and effectively to enable job satisfaction and organizational performance. There are no prerequisites.
C237 - Taxation I - This course focuses on the taxation of individuals. It provides an overview of income taxes of both individuals and business entities in order to enhance awareness of the complexities and sources of tax law and to measure and analyze the effect of various tax options. The course will introduce taxation of sole proprietorships. Students will learn principles of individual taxation and how to develop effective personal tax strategies for individuals. Students will also be introduced to tax research of complex taxation issues.
C238 - Taxation II - Welcome to Taxation II! This course focuses on the taxation of business entities, including corporations, partnerships, and LLCs. Important taxation concepts and skills discussed in this course include tax reporting, planning, and research skills applicable to a variety of business contexts. The activities you will complete for this course emphasize the role of taxes in business decisions and business strategy.
C239 - Advanced Tax Concepts - This course is designed to enhance your awareness of the complexities and sources of tax law and to measure and analyze the effect of various tax options. This course provides an overview of income taxes on individuals, corporations, associations, reorganizations, and corporate distributions. This course emphasizes the role of taxes in business decisions and business strategy.
C240 - Auditing - This course will walk you through the auditing process, including planning, conducting, documenting, and reporting an audit. You will also learn the roles and professional standards of public accountants. This course is designed to help you study for the CPA exam and develop essential skills for real-world experience.
C241 - Business Law for Accountants - Welcome to Business Law for Accountants! While you may have had exposure to other law or even business law courses, this course focuses on those areas of the law that traditionally impact accounting-related and business transaction-related decision functions. The course represents the legal and accounting concepts governing the conduct of business in the United States. It will cover laws and regulations relevant to business operations.
C242 - Accounting Information Systems - Welcome to Accounting Information Systems! This course introduces a variety of accounting information systems and internal controls necessary for effective systems. Students will learn how to document and evaluate the process flows of accounting information systems, evaluate internal controls within accounting systems, and use QuickBooks Online.
C243 - Advanced Financial Accounting - This course builds upon your accounting knowledge by focusing on advanced financial accounting topics such as consolidations, partnership accounting, and international accounting.
C244 - Advanced Auditing - This course introduces the basic concepts, standards, procedures, and practices of auditing, the changing role of the independent auditor, professional conduct and ethics, auditor's reporting responsibilities, risk assessment, internal control, evidential matter, and management fraud. This course is designed to help you examine how the role of internal and external auditing can best be performed through studying cases of audit activities.

C245 - Accounting Research - The Accounting Research course is an upper level course that builds research application skills through identification of accounting issues and researching concepts related to public accounting firms, businesses, and regulating authorities. This course helps students develop analytical and research capabilities and apply the technical knowledge of accounting theory and principles to solve complex accounting problems.
C246 - Fundamentals of Interconnecting Network Devices - This course prepares students for the Cisco CCENT certification exam, Interconnecting Cisco Networking Devices Part I (ICND1). This is also the first of two exams that lead to Cisco Certified Networking Associate (CCNA) certification.
C247 - Interconnecting Network Devices - This course prepares students for the second Cisco CCNA certification exam, Interconnecting Cisco Networking Devices Part 2 (ICND2).
C248 - Intermediate Accounting I - This is the first of two courses encompassing more advanced accounting concepts. It will offer a more comprehensive treatment of concepts learned in previous accounting courses. It will cover accounting standards, the conceptual accounting framework, preparation of selected financial statements, time value of money, receivables, fixed assets, intangible assets, and both long- and short-term liabilities.
C249 - Intermediate Accounting II - This is the second of two intermediate accounting courses. This course provides a more comprehensive treatment of concepts learned in Fundamentals of Accounting. This course will cover stockholders' equity, dilutive securities, investments, revenue recognition, accounting for income taxes, pensions and post-retirement benefits, leases, financial disclosures, and the preparation of the statement of cash flows.
C250 - Cost and Managerial Accounting - The Cost and Managerial Accounting course will cover managerial accounting as part of the information managers' use for planning and controlling operations. It prepares students to consider cost behavior and employ various cost methods. Job-order costing, process costing, and activity-based costing methods will be covered, along with cost-benefit analysis, standard costing, variance analysis, and cost reporting.
C251 - Accounting Capstone - This course is the culminating assessment of the accounting curriculum and requires students to synthesize core knowledge from across the degree program and apply accounting skills to benefit an organization. Students will be asked to work with case studies to address an accounting challenge.
C252 - Governmental and Nonprofit Accounting - This course is designed to be an introduction to the theory and practice of accounting in governmental and nonprofit entities. The course includes a thorough examination of the process of analyzing and recording transactions by governmental and nonprofit organization and their preparation of financial statements in accordance with Financial Accounting Board (FASB) and Governmental Accounting Standards Board (GASB) standards. This course includes accounting for governmental and nonprofit entities (local, state, and federal) and voluntary organizations.
C253 - Advanced Managerial Accounting - This course introduces the complexity and functionality of managerial accounting systems within an organization. It covers the topics of product costing (including Activity Based Costing), decision making (including capital budgeting), profitability analysis, budgeting, performance evaluation, and reporting related to managerial decision-making. This course provides the opportunity for a detailed study of how managerial accounting information supports the operational and strategic needs of an organization and how managers use accounting information for decision-making, planning and controlling activities within organizations.
C254 - Fraud and Forensic Accounting - This course provides a framework for detecting and preventing financial statement fraud. Topics include the profession's focus and legislation of fraud, revenue- and inventory-related fraud, and liability, asset, and inadequate disclosure fraud.
C255 - Introduction to Geography - This course will discuss geographic concepts, places and regions, physical and human systems and the environment.
C263 - The Ocean Systems - In this course, learners investigate the complex ocean system by looking at the way its components—atmosphere, biosphere, geosphere, hydrosphere—interact. Specific topics include: origins of Earth's oceans and the early history of life; physical characteristics and geologic processes of the ocean floor; chemistry of the water molecule; energy flow between air and water, and how ocean surface currents and deep circulation patterns affect weather and climate; marine biology and why ecosystems are an integral part of the ocean system; the effects of human activity; and the role of professional educators in teaching about ocean systems.
C264 - Climate Change - This course explores the science of climate change. Students will learn how the climate system works; what factors cause climate to change across different time scales and how those factors interact; how climate has changed in the past; how scientists use models, observations and theory to make predictions about future climate; and the possible consequences of climate change for our planet. The course explores evidence for changes in ocean temperature, sea level and acidity due to global warming. Students will learn how climate change today is different from past climate cycles and how satellites and other technologies are revealing the global signals of a changing climate. Finally, the course looks at the connection between human activity and the current warming trend and considers some of the potential social, economic and environmental consequences of climate change.
C266 - The Ocean Systems - In this course, learners investigate the complex ocean system by looking at the way its components—atmosphere, biosphere, geosphere, hydrosphere—interact. Specific topics include: origins of Earth's oceans and the early history of life; physical characteristics and geologic processes of the ocean floor; chemistry of the water molecule; energy flow between air and water, and how ocean surface currents and deep circulation patterns affect weather and climate; marine biology and why ecosystems are an integral part of the ocean system; the effects of human activity; and the role of professional educators in teaching about ocean systems.
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C268 - Spreadsheets - The Spreadsheets course will help students become proficient in using spreadsheets to analyze business problems. Students will demonstrate competency in spreadsheet development and analysis for business/accounting applications (e.g., using essential spreadsheet functions, formulas, charts, etc.)
C272 - Foundational Perspectives of Education - This course provides an introduction to the historical, legal, and philosophical foundations of education. Current educational trends, reform movements, major federal and state laws, legal and ethical responsibilities, and an overview of standards-based curriculum are the focus of the course. The course of study presents a discussion of changes and challenges in contemporary education. It covers the diversity found in American schools, introduces emerging educational technology trends, and provides an overview of contemporary topics in education.
C273 - Introduction to Sociology - This course teaches students to think like sociologists, in other words, to see and understand the hidden rules, or norms, by which people live, and how they free or restrain behavior. Students will learn about socializing institutions, such as schools and families, as well as workplace organizations and governments. Participants will also learn how people deviate from the rules by challenging norms, and how such behavior may result in social change, either on a large scale or within small groups.

C277 - Finite Mathematics - Finite Mathematics covers the knowledge and skills necessary to apply discrete mathematics and properties of number systems to model and solve real-life problems. Topics include sets and operations; prime and composite numbers; GCD and LCM; order of operations; ordering numbers; mathematical systems including modular arithmetic, arithmetic and geometric sequences, ratio and proportion, subsets of real numbers, logic and truth tables, graphs, trees and networks, and permutation and combination. There are no prerequisites for this course.
C278 - College Algebra - This course provides further application and analysis of algebraic concepts and functions through mathematical modeling of real-world situations. Topics include: real numbers, algebraic expressions, equations and inequalities, graphs and functions, polynomial and rational functions, exponential and logarithmic functions, and systems of linear equations.
C280 - Probability and Statistics I - Probability and Statistics I covers the knowledge and skills necessary to apply basic probability, descriptive statistics, and statistical reasoning, and to use appropriate technology to model and solve real-life problems. It provides an introduction to the science of collecting, processing, analyzing, and interpreting data, including representations, constructions and interpretation of graphical displays (e.g., box plots, histograms, cumulative frequency plots, scatter plots). Topics include creating and interpreting numerical summaries and visual displays of data; regression lines and correlation; evaluating sampling methods and their effect on possible conclusions; designing observational studies, controlled experiments, and surveys; and determining probabilities using simulations, diagrams, and probability rules. Candidates should have completed a course in College Algebra before engaging in this course.
C281 - College Geometry - College Geometry covers the knowledge and skills necessary to apply geometry to model and solve real-life problems, to do formal axiomatic proofs in geometry, and to use dynamic technology to explore geometry. Topics include axiomatic systems and analytic proof; non-Euclidean geometries; construction, analytic, and synthetic methods for investigating and proving properties and relationships of two- and three-dimensional objects; geometric transformations, tessellations, and using inductive reasoning; concrete models; and dynamic technology to conduct geometric investigations. College Algebra and Pre-Calculus are prerequisites for this course.
C282 - Calculus I - Calculus I is the study of rates of change in relation to the slope of a curve and covers the knowledge and skills necessary to use differential calculus of one variable and appropriate technology to solve basic problems. Topics include graphing functions and finding their domains and ranges; limits, continuity, differentiability, visual, analytical, and conceptual approaches to the definition of the derivative; the power, chain, and sum rules applied to polynomial and exponential functions, position and velocity; and L'Hopital's Rule. Candidates should have completed a course in Pre-Calculus before engaging in this course.
C283 - Calculus II - Calculus II is the study of the accumulation of change in relation to the area under a curve. It covers the knowledge and skills necessary to apply integral calculus of one variable and to use appropriate technology to model and solve real-life problems. Topics include antiderivatives; indefinite integrals; the substitution rule; Riemann sums; the Fundamental Theorem of Calculus; definite integrals; acceleration, velocity, position, and initial values; integration by parts; integration by trigonometric substitution; integration by partial fractions; numerical integration; improper integration; area between curves; volumes and surface areas of revolution; arc length; work; center of mass; separable differential equations; direction fields; growth and decay problems; and sequences. Calculus I is a prerequisite for this course.
C284 - Mathematics Learning and Teaching - Mathematics Learning and Teaching will help you develop the knowledge and skills necessary to become a prospective and practicing educator. You will be able to use a variety of instructional strategies to effectively facilitate the learning of mathematics. This course focuses on selecting appropriate resources, using multiple strategies, and instructional planning, with methods based on research and problem solving. A deep understanding of the knowledge, skills, and disposition of mathematics pedagogy is necessary to become an effective secondary mathematics educator. There are no prerequisites for this course.
C285 - Mathematics History and Technology - In this course, you will learn about a variety of technological tools for doing mathematics, and develop a broad understanding of the historical development of mathematics. You will come to understand that mathematics is a very human subject that comes from the macro-level sweep of cultural and societal change, as well as the micro-level actions of individuals with personal, professional, and philosophical motivations. You will focus on the historical development of mathematics including contributions of significant figures and diverse cultures. Most importantly, you will learn to evaluate and apply technological tools and historical information to create an enriching student-centered mathematical learning environment.
C299 - Designing Customized Security - The course provides an introduction to the core security concepts and skills needed for the installation, monitoring, and troubleshooting of network security features to maintain the integrity, confidentiality, and availability of data and devices. Successfully completing this course will certify these skills. You will also develop competency in the technologies that Cisco uses in its security infrastructure. Recommended Experience: You should possess a current Cisco Certified Network Administrator in Routing and Switching certification.
C301 - Translational Research for Practice and Populations - This graduate-level course builds on your baccalaureate-level statistical knowledge to help you develop skills in analyzing, interpreting, and translating research into nursing practice using principles of patient-centered care and applications to individuals and populations
C304 - Professional Roles and Values - This course explores the unique role nurses play in healthcare, beginning with the history and evolution of the nursing profession. The responsibilities and accountability of professional nurses are covered, including cultural competency, advocacy for patient rights, and the legal and ethical issues related to supervision and delegation. Professional conduct, leadership, the public image of nursing, the work environment, and issues of social justice are also addressed.
C306 - Finite Mathematics - Finite Mathematics covers the knowledge and skills necessary to apply discrete mathematics and properties of number systems to model and solve real-life problems. Topics include sets and operations; prime and composite numbers; GCD and LCM; order of operations; ordering numbers; mathematical systems including modular arithmetic, arithmetic and geometric sequences, ratio and proportion, subsets of real numbers, logic and truth tables, graphs, trees and networks, and permutation and combination. There are no prerequisites for this course.
C307 - Supervised Demonstration Teaching in Elementary Education, Observations 1 and 2 - Supervised Demonstration Teaching in Elementary Education involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate's skills.
C308 - Supervised Demonstration Teaching in Elementary Education, Observation 3 and Midterm - Supervised Demonstration Teaching in Elementary Education involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate's skills.
C309 - Supervised Demonstration Teaching in Elementary Education, Observations 4 and 5 - Supervised Demonstration Teaching in Elementary Education involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate's skills.
C310 - Supervised Demonstration Teaching in Elementary Education, Observation 6 and Final - Supervised Demonstration Teaching in Elementary Education involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate's skills.
C311 - Supervised Demonstration Teaching in Elementary and Special Education, Obs 1 and 2 - Supervised Demonstration Teaching in Elementary and Special Education involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate's skills.
C312 - Supervised Demonstration Teaching in Elementary and Special Education, Obs 3 and Midterm - Supervised Demonstration Teaching in Elementary and Special Education involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate's skills.

C313 - Supervised Demonstration Teaching in Elementary and Special Education, Obs 4 and 5 - Supervised Demonstration Teaching in Elementary and Special Education involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate's skills.
C314 - Supervised Demonstration Teaching in Elementary and Special Education, Obs 6 and Final - Supervised Demonstration Teaching in Elementary and Special Education involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate's skills.
C315 - Supervised Demonstration Teaching in Mathematics, Observations 1 and 2 - Supervised Demonstration Teaching in Mathematics involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate's skills.
C316 - Supervised Demonstration Teaching in Mathematics, Observation 3 and Midterm - Supervised Demonstration Teaching in Mathematics involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate's skills.
C317 - Supervised Demonstration Teaching in Mathematics, Observations 4 and 5 - Supervised Demonstration Teaching in Mathematics involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate's skills.
C318 - Supervised Demonstration Teaching in Mathematics, Observation 6 and Final - Supervised Demonstration Teaching in Mathematics involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate's skills.
C319 - Supervised Demonstration Teaching in Science, Observations 1 and 2 - Supervised Demonstration Teaching in Science involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate's skills.
C320 - Supervised Demonstration Teaching in Science, Observation 3 and Midterm - Supervised Demonstration Teaching in Science involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate's skills.
C321 - Supervised Demonstration Teaching in Science, Observations 4 and 5 - Supervised Demonstration Teaching in Science involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate's skills.
C322 - Supervised Demonstration Teaching in Science, Observation 6 and Final - Supervised Demonstration Teaching in Science involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate's skills.
C323 - Supervised Demonstration Teaching in Elementary Education, Observations 1 and 2 - Supervised Demonstration Teaching in Elementary Education involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate's skills.
C324 - Supervised Demonstration Teaching in Elementary Education, Observation 3 and Midterm - Supervised Demonstration Teaching in Elementary Education involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate's skills.
C325 - Supervised Demonstration Teaching in Elementary Education, Observations 4 and 5 - Supervised Demonstration Teaching in Elementary Education involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate's skills.
C326 - Supervised Demonstration Teaching in Elementary Education, Observation 6 and Final - Supervised Demonstration Teaching in Elementary Education involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate's skills.
C327 - Supervised Demonstration Teaching in Mathematics, Observations 1 and 2 - Supervised Demonstration Teaching in Mathematics involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate's skills.
C328 - Supervised Demonstration Teaching in Mathematics, Observation 3 and Midterm - Supervised Demonstration Teaching in Mathematics involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate's skills.
C329 - Supervised Demonstration Teaching in Mathematics, Observations 4 and 5 - Supervised Demonstration Teaching in Mathematics involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate's skills.
C330 - Supervised Demonstration Teaching in Mathematics, Observation 6 and Final - Supervised Demonstration Teaching in Mathematics involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate's skills.
C331 - Supervised Demonstration Teaching in Science, Observations 1 and 2 - Supervised Demonstration Teaching in Science involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate's skills.
C332 - Supervised Demonstration Teaching in Science, Observation 3 and Midterm - Supervised Demonstration Teaching in Science involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate's skills.
C333 - Supervised Demonstration Teaching in Science, Observations 4 and 5 - Supervised Demonstration Teaching in Science involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate's skills.
C334 - Supervised Demonstration Teaching in Science, Observation 6 and Final - Supervised Demonstration Teaching in Science involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate's skills.
C339 - Cohort Seminar - Cohort Seminar provides mentoring and supports teacher candidates during their demonstration teaching period by providing weekly collaboration and instruction related to the demonstration teaching experience. It facilitates their demonstration of competence in becoming reflective practitioners, adhering to ethical standards, practicing inclusion in a diverse classroom, exploring community resources, building collegial and collaborative relationships with teachers, and considering leadership and supervisory skills.
C340 - Cohort Seminar in Special Education - Cohort Seminar in Special Education provides mentoring and supports teacher candidates during their demonstration teaching period by providing weekly collaboration and instruction related to the demonstration teaching experience. It facilitates their demonstration of competence in becoming reflective practitioners, adhering to ethical standards, practicing inclusion in a diverse classroom, exploring community resources, building collegial and collaborative relationships with teachers, and considering leadership and supervisory skills.

C341 - Cohort Seminar - Cohort Seminar provides mentoring and supports teacher candidates during their demonstration teaching period by providing weekly collaboration and instruction related to the demonstration teaching experience. It facilitates their demonstration of competence in becoming reflective practitioners, adhering to ethical standards, practicing inclusion in a diverse classroom, exploring community resources, building collegial and collaborative relationships with teachers, and considering leadership and supervisory skills.
C347 - Professional Portfolio - You will create an online teaching portfolio that includes professional artifacts (e.g., resume and Philosophy of Teaching Statement) that demonstrate the skills you have acquired throughout your Demonstration Teaching experience.
C348 - Professional Portfolio - You will create an online teaching portfolio that includes professional artifacts (e.g., resume and Philosophy of Teaching Statement) that demonstrate the skills you have acquired throughout your Demonstration Teaching experience.
C349 - Health Assessment - The Health Assessment course is designed to enhance students' knowledge and skills in health promotion, the early detection of illness and prevention of disease. To that end the course provides relevant content and skills necessary to perform a comprehensive physical assessment of patients throughout the lifespan. Students are engaged in these processes through interviewing, history taking and demonstration of an advanced-level physical examination. Dominant models, theories and perspectives related to evidence-based wellness practices and health education strategies also are included in this challenging course. Competency is measured through successful completion of two performance tasks. It is recommended that students plan to complete C349 in four to six weeks.
C350 - Comprehensive Health Assessment for Patients and Populations - In this course, students will learn about the principles of health assessment from the individual to the global level. Students will learn to perform a comprehensive functional health assessment that includes social structures, family history, and environmental situations, from the individual patient to the population. This course builds on prior knowledge gained in previous courses and in nursing practice, in areas such as pathophysiology, pharmacology, and epidemiology, and focus on applying this knowledge in various populations with common disorders.
This course is roughly divided into three parts:
- Advanced health assessment focusing on abnormal findings for common disease.
- Integrating health assessment findings into a population, considering such issue as culture, spirituality, and continuum.
- Functionality of clients based upon the problems and populations.

C351 - Professional Presence and Influence - Who we are and how we behave affects others. Our professional presence in therapeutic settings can support or inhibit well-being not only in patients, but also in the rest of the health care team, in the family and support system of the patients, and in the health care organization as a whole. This course will help registered nurses manage this impact by recognizing situations and practices that support a positive environment and cultivating actions and responses to achieve and maintain this environment. The growth of self-knowledge will expand nurses' ability to direct influence in ways that are intended rather than in random or destructive ways.
C352 - Contemporary Pharmacotherapeutics - This course provides the opportunity to acquire advanced knowledge and skills in the therapeutic use of pharmacologic agents, herbals, and supplements. Students will explore the pharmacologic treatment of major health problems and examine the principles of pharmacogenomics. The effects of culture, ethnicity, age, pregnancy, gender, healthcare setting, and funding of pharmacologic therapy will be emphasized. Legal aspects of prescribing will be fully addressed. Case studies will be utilized to present some of these concepts.
C360 - Teacher Work Sample in English Language Learning - The Teacher Work Sample is a culmination of the wide variety of skills learned during your time in the Teachers College at WGU. In order to be a competent and independent classroom teacher, you will showcase a collection of your content, planning, instructional, and reflective skills in this professional assessment.
C361 - Evidence Based Practice and Applied Nursing Research - The Evidence Based Practice and Applied Nursing Research course will help you to learn how to design and conduct research to answer important questions about improving nursing practice and patient care delivery outcomes. After you are introduced to the basics of evidence-based practice, you will continue to implement the principles throughout your clinical experience. This will allow you to graduate with more competence and confidence to become a leader in the healing environment.
C362 - Calculus I - Calculus I is the study of rates of change in relation to the slope of a curve and covers the knowledge and skills necessary to apply differential calculus of one variable and to use appropriate technology to model and solve real-life problems. Topics include functions, limits, continuity, differentiability, visual, analytical, and conceptual approaches to the definition of the derivative, the power, chain, sum, product, and quotient rules applied to polynomial, trigonometric, exponential, and logarithmic functions, implicit differentiation, position, velocity, and acceleration, optimization, related rates, curve sketching, and L'Hopital's Rule. Pre-Calculus is a pre-requisite for this course.
C363 - Calculus I - Calculus I is the study of rates of change in relation to the slope of a curve and covers the knowledge and skills necessary to apply differential calculus of one variable and to use appropriate technology to model and solve real-life problems. Topics include functions, limits, continuity, differentiability, visual, analytical, and conceptual approaches to the definition of the derivative, the power, chain, sum, product, and quotient rules applied to polynomial, trigonometric, exponential, and logarithmic functions, implicit differentiation, position, velocity, and acceleration, optimization, related rates, curve sketching, and L'Hopital's Rule. Pre-Calculus is a pre-requisite for this course.
C365 - Language Arts Instruction and Intervention - Language Arts Instruction and Intervention helps students learn how to implement effective language arts instruction and intervention in the elementary classroom. Topics include written and spoken English, expanding students' knowledge, literature rich environments, differentiated instruction, technology for reading and writing, assessment strategies for reading and writing, and strategies for developing academic language.
C367 - Elementary Physical Education and Health Methods - Elementary Physical Education and Health Methods helps students learn how to implement effective physical and health education instruction in the elementary classroom. Topics include healthy lifestyles, student safety, student nutrition, physical education, differentiated instruction for physical and health education, physical education across the curriculum, and public policy in health and physical education.
C368 - Instructional Planning and Presentation in Elementary Education - Instructional Planning and Presentation assists students as they continue to build instructional planning skills. Topics include unit and lesson planning, instructional presentation strategies, assessment, engagement, integration of learning across the curriculum, effective grouping strategies, technology in the classroom, and using data to inform instruction.
C369 - Instructional Planning and Presentation in Science - Students will continue to build instructional planning skills with a focus on selecting appropriate materials for diverse learners, selecting age- and ability- appropriate strategies for the content areas, promoting critical thinking, and establishing both short- and long- term goals
C371 - Concepts in Science - Concepts in Science for undergraduates provides students seeking a bachelor's degree and initial teacher licensure in science education with an introduction to essential science themes present within and across all science disciplines, including chemistry, physics, biology, and the geosciences. These themes include comprehending the magnitude of the physical and natural world, analyzing and converting measurements, understanding the basic nature and behavior of matter and energy, examining atomic structure, identifying and naming basic types of chemical bonds, and analyzing and interpreting scientific data. Concepts in Science provides a solid foundation for future, in-depth, scientific studies and should be taken prior to any other science content course. There are no prerequisites for this course.
C373 - General Chemistry I with Lab - General Chemistry I for undergraduates provides students seeking initial teacher licensure in chemistry, grades 5-12 with an introduction to the field of chemistry, the branch of science that studies the composition, structure, properties, and behavior of matter. This course provides students with opportunities to examine the electronic structure of atoms, study periodic trends, name chemical compounds, write chemical formulas, determine the structure of molecules, balance chemical reactions, and discover the changing states of matter. Laboratory experiences facilitate the study of matter and the application of laboratory safety and maintenance procedures. Concepts in Science is a prerequisite for this course.

C374 - General Chemistry II with Lab - General Chemistry II for undergraduates continues the study of general chemistry for students seeking initial teacher licensure in chemistry, grades 5–12. Building on the topics covered in General Chemistry I, General Chemistry II examines the behavior of gases and solutions, reaction rates and equilibrium, acids and bases, and oxidation-reduction reactions. Also, this course provides an introduction to three sub-disciplines of chemistry: organic chemistry, biochemistry, and nuclear chemistry. Laboratory experiences reinforce the essential skills required for conducting successful scientific investigations. C373: General Chemistry I for undergraduates is a prerequisite for this course.
C375 - Survey of World History - Through a thematic approach, this course explores the history of human societies over 5,000 years. Students examine political and social structures, religious beliefs, economic systems, and patterns in trade, as well as many cultural attributes that came to distinguish different societies around the globe over time. Special attention is given to relationships between these societies and the way geographic and environmental factors influence human development.
C380 - Language Arts Instruction and Intervention - Language Arts Instruction and Intervention helps students learn how to implement effective language arts instruction and intervention in the elementary classroom. Topics include written and spoken English, expanding students' knowledge, literature rich environments, differentiated instruction, technology for reading and writing, assessment strategies for reading and writing, and strategies for developing academic language.
C381 - Elementary Mathematics Methods - Elementary Mathematics Methods helps students learn how to implement effective math instruction in the elementary classroom. Topics include differentiated math instruction, mathematical communication, mathematical tools for instruction, assessing math understanding, integrating math across the curriculum, critical thinking development, standards based math instruction, and mathematical models and representation.
C382 - Elementary Science Methods - Elementary Science Methods helps students learn how to implement effective science instruction in the elementary classroom. Topics include processes of science, science inquiry, science learning environments, instructional strategies for science, differentiated instruction for science, assessing science understanding, technology for science instruction, standards based science instruction, integrating science across curriculum, and science beyond the classroom.
C388 - Science, Technology, and Society - Science, Technology, and Society explores the ways in which science influences and is influenced by society and technology. A humanistic and social endeavor, science serves the needs of ever-changing societies by providing methods for observing, questioning, discovering, and communicating information about the physical and natural world. This course prepares educators to explain the nature and history of science, the various applications of science, and the scientific and engineering processes used to conduct investigations, make decisions, and solve problems. There are no prerequisites for this course.
C389 - Science, Technology, and Society - Science, Technology, and Society explores the ways in which science influences and is influenced by society and technology. A humanistic and social endeavor, science serves the needs of ever-changing societies by providing methods for observing, questioning, discovering, and communicating information about the physical and natural world. This course prepares educators to explain the nature and history of science, the various applications of science, and the scientific and engineering processes used to conduct investigations, make decisions, and solve problems. There are no prerequisites for this course.
C393 - IT Foundations - IT Foundations is the first course in a two-part series preparatory for the CompTIA A+ exam, Part I. Students will gain an understanding of personal computer components and their functions in a desktop system, as well as computer data storage and retrieval; classifying, installing, configuring, optimizing, upgrading, and troubleshooting printers, laptops, portable devices, operating systems, networks, and system security; recommending appropriate tools, diagnostic procedures, preventative maintenance and troubleshooting techniques for personal computer components in a desktop system; strategies for identifying, preventing, and reporting safety hazards and environmental/human accidents in a technological environments; and effective communication with colleagues and clients as well as job-related professional behavior.
C394 - IT Applications - IT Applications is a continuation of the IT Foundations course preparatory for the CompTIA A+ exam, Part II.
Students will gain an understanding of personal computer components and their functions in a desktop system. Also covered is computer data storage and retrieval, including classifying, installing, configuring, optimizing, upgrading, and troubleshooting printers, laptops, portable devices, operating systems, networks, and system security. Other areas include recommending appropriate tools, diagnostic procedures, preventative maintenance and troubleshooting techniques for personal computer components in a desktop system. The course then finished with strategies for identifying, preventing, and reporting safety hazards and environmental/human accidents in a technological environments, and effective communication with colleagues and clients as well as job-related professional behavior.
C395 - Instructional Planning and Presentation in English - Applications in Instructional Planning and Presentation in English, as a continuation of the Instructional Planning and Presentation course, helps students apply, analyze, and reflect on effective classroom instruction.
C396 - English Pedagogy - English Pedagogy examines pedagogical applications for the teaching of reading, literature, composition, and related English Language Arts (ELA) content and skills for middle and secondary schools. Focused on fostering and developing pedagogical content knowledge in the aforementioned areas, students will analyze assessment strategies and incorporate methods of literacy instruction into their instructional planning to meet the needs of diverse learners. This course helps students prepare and develop skills for classroom practice, lesson planning, and working in school settings. C397 Preclinical Experiences in English is a prerequisite.
C398 - Supervised Demonstration Teaching in English, Observations 1 and 2 - Supervised Demonstration Teaching in English involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate’s skills.
C399 - Supervised Demonstration Teaching in English, Observation 3 and Midterm - Supervised Demonstration Teaching in English involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate’s skills.
C400 - Supervised Demonstration Teaching in English, Observations 4 and 5 - Supervised Demonstration Teaching in English involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate’s skills.
C401 - Supervised Demonstration Teaching in English, Observation 6 and Final - Supervised Demonstration Teaching in English involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate’s skills.
C405 - Anatomy and Physiology II - This course introduces advanced concepts of human anatomy and physiology, through the investigation of the structures and functions of the body's organ systems. Students will have the opportunity to explore the body through laboratory experience and apply the concepts covered in this course. For nursing students this is the second of two anatomy and physiology courses within the program of study.
C410 - Collaborative Leadership Project - The purpose of this course is to practice applying collaborative leadership skills in an innovative environment while engaging with a community. You will combine innovation with leadership to serve patients. You will also identify an innovation process that will serve the Navajo Area Indian Health Services (NAIHS) facility in the Navajo Nation. The main task will be to collaborate with stakeholders on the proposed process to address obesity.
C417 - Analytical Methods of Healthcare Professionals - This course explores the significance of research and statistics in care management. You will start by examining the role of evidence-based decisions in care management and how to evaluate the quality of research used to make those decisions. You will examine the role of statistics in making evidence-based decisions about care management. Finally, you will learn how statistics are used in healthcare and how to test the validity of statistics in order to make informed care management decisions.

C421 - Health Information Technology Project - A medical group has decided to move forward with the organizational initiative of reducing health disparities, increasing access, and improving outcomes by leading a cooperative of local healthcare organizations in a Community Health Information Exchange System (CHIES) expansion plan founded on the governor's vision to advance HIEs. You will complete an assessment of a CHIE, propose an updated Electronic Health Records System (EHRS), and complete a CHIE feasibility assessment.

C423 - Challenges in Community Health Project - Community-based integrated healthcare requires skills in communication, management, and resource utilization among healthcare personnel, healthcare organizations, and community and state entities. You will apply appropriate actions and strategies consistent with the organizational mission, values, and needs in interactions with community leaders and members of the community. You will learn and demonstrate utilization of communication and collaboration skills and the evaluation and application of data in problem-solving skills at both the organizational and community level.

C424 - Integrated Healthcare Project - You will develop and present a comprehensive case study and business plan that proposes an integrated system that includes, at a minimum, a health plan, hospitals, skilled nursing homes, and home health organizations to meet the rising health demands of the baby-boomer population. You will choose an area of the U.S. with existing healthcare organizations, and present a model of an "open delivery system" that serves as a financial hedge, enables experimentation, integrates culture (patient population demographics and regional healthcare values and principles), incentives wellness and preventative care), and is value-based and consumer driven.

C425 - Healthcare Delivery Systems, Regulation, and Compliance - This course provides an overview of the U.S. healthcare system and focuses on developing an understanding of the various sectors and roles involved in this complex industry. Policy and compliance issues are also addressed to facilitate an appreciation for the highly regulated nature of healthcare delivery.

C426 - Healthcare Values and Ethics - This course explores ethical standards and considerations common to the healthcare environment such as access to care, confidentiality, the allocation of limited resources, and billing practices. This course also focuses on the distinct value system associated with the healthcare industry, as well as the values of professionalism.

C427 - Technology Applications in Healthcare - This course explores how technology continues to change and influence the healthcare industry. Practical managerial applications are explored as well as the legal, ethical, and practical aspects of access to health and disease information. Ensuring the protection of private health information is also emphasized.

C428 - Financial Resource Management in Healthcare - This course examines the financial environment of the healthcare industry including principles involved in managed care. It also explores the revenue and expense structures for different sectors within the industry while emphasizing funding and reimbursement practices of healthcare.

C429 - Healthcare Operations Management - This course builds upon basic principles of management, organizational behavior, and leadership. Specific processes and business principles for managing operations in interdependent and multi-disciplinary healthcare organizations are explored. Marketing strategies, communication skills, and the ability to establish and maintain relationships while ensuring productivity that is efficient, safe, and meets the needs of all stakeholders is emphasized.

C430 - Healthcare Quality Improvement and Risk Management - This course emphasizes principles of quality management and risk management in order to ensure safety, maximize patient outcomes, and continuously improve organizational outcomes. This course also examines the broader impact of organizational culture and its influence on productivity, quality, and risk.

C431 - Healthcare Research and Statistics - This course builds upon an understanding of research methods and quantitative analysis. Concepts of population health, epidemiology, and evidence-based practices provide the foundation for understanding the importance of data for informing healthcare organizational decisions.

C432 - Healthcare Management and Strategy - This course builds upon basic principles of strategic management and explores healthcare organizational structures and processes. The importance of the collaborative nature and interrelationships among business functions is emphasized. Creating a healthcare vision and designing business plans within a healthcare environment is also examined.

C433 - Integrated Healthcare Management Capstone Project - The capstone project is a student-designed project intended to illustrate your ability to effect change in the industry and demonstrate competence in all five core competencies of the curriculum. You are required to collaborate with leaders in the healthcare industry to identify opportunities for improvement in healthcare, propose a solution, and perform a business analysis to evaluate its feasibility. In addition, the capstone project encourages work in the healthcare industry that will be showcased in your collection of work and help solidify professional relationships in the industry.

C439 - Healthcare Management Capstone - This course is the culminating experience and assessment of healthcare business administration. This course requires the student to integrate and synthesize managerial skills with healthcare knowledge, resulting in a high quality final project that demonstrates professional managerial proficiency.

C452 - Integrated Natural Science Applications - Integrated Natural Sciences Applications explores the natural world through an integrated perspective and helps students apply scientific concepts and methodologies to the examination of natural science fundamentals.

C453 - Clinical Microbiology - Clinical Microbiology introduces general concepts, methods, and applications of microbiology from a health sciences perspective. The course is designed to provide healthcare professionals with a basic understanding of how various diseases are transmitted and controlled. Students will examine the structure and function of microorganisms, including the roles that they play in causing major diseases. The course also explores immunological, pathological and epidemiological factors associated with disease. To assist students in developing an applied, patient-focused understanding of microbiology, this course is complimented by several lab experiments which allow students to: practice aseptic techniques, grow bacteria and fungi, identify characteristics of bacteria and yeast based on biochemical and environmental tests, determine antibiotic susceptibility, discover the microorganisms growing on objects and surfaces, and determine the Gram characteristic of bacteria. This course has no pre-requisites.

C455 - English Composition I - English Composition I introduces learners to the types of writing and thinking that are valued in college and beyond. Students will practice writing in several genres with emphasis placed on writing and revising academic arguments. Instruction and exercises in grammar, mechanics, research documentation, and style are paired with each module so that writers can practice these skills as necessary. Comp I is a foundational course designed to help students prepare for success at the college level.
There are no prerequisites for English Composition I.

C456 - English Composition II - English Composition II introduces undergraduate students to research writing. It is a foundational course designed to help students prepare for advanced writing within the discipline and to complete the capstone. Specifically, this course will help students develop or improve research, reference citation, document organization, and writing skills. English Composition I or equivalent is a prerequisite for this course.

C457 - Foundations of College Mathematics - Foundations of College Mathematics addresses the sequence of learning activities necessary to build competence in foundational concepts of College Mathematics, which include whole numbers, fractions, decimals, ratios, proportions and percents, geometry, statistics, the real number system, equations, inequalities, applications, and graphs of linear equations.

C458 - Health, Fitness and Wellness - Health, Fitness and Wellness focuses on the importance and foundations of good health and physical fitness, particularly for children and adolescents, addressing health, nutrition, fitness, and substance use and abuse.

C459 - Introduction to Probability and Statistics - In this course, students demonstrate competency in the basic concepts, logic, and issues involved in statistical reasoning. Topics include summarizing and analyzing data, sampling and study design, and probability.

C460 - Mathematics for Elementary Educators I - Mathematics for Elementary Educators I engages pre-service elementary teachers in mathematical practices based on deep understanding of underlying concepts. The course covers important topics in problem solving, set theory, number theory, whole numbers and integers. This is the first course in a three-course sequence.

C461 - Mathematics for Elementary Educators II - This course engages pre-service elementary teachers in mathematical practices based on deep understanding of underlying concepts. This course takes the arithmetic of the first course and generalizes it into algebraic reasoning. The course also touches on important topics in probability. This is the second course in a three-course sequence.
C462 - Mathematics for Elementary Educators III - Mathematics for Elementary Educators III engages pre-service elementary teachers in mathematical practices based on deep understanding of underlying concepts. The course covers important topics in statistics, measurement, and covers geometry from synthetic, transformational, and coordinate perspectives. This is the third course in a three-course sequence.
C463 - Intermediate Algebra - This course provides an introduction of algebraic concepts and the development of the essential groundwork for College Algebra. Topics include: A review of basic mathematical skills, the real number system, algebraic expressions, linear equations, graphing, exponents and polynomials
C464 - Introduction to Communication - This introductory communication course allows students to become familiar with the fundamental communication theories and practices necessary to engage in healthy professional and personal relationships. Students will survey human communication on multiple levels and critically apply the theoretical grounding of the course to interpersonal, intercultural, small group, and public presentational contexts. The course also encourages students to consider the influence of language, perception, culture, and media on their daily communicative interactions. In addition to theory, students will engage in the application of effective communication skills through systematically preparing and delivering an oral presentation. By practicing these fundamental skills in human communication, students become more competent communicators as they develop more flexible, useful, and discriminatory communicative practices in a variety of contexts.
C465 - Care of the Developing Family - The Care of the Developing Family Clinical and Simulation course includes all aspects of clinical learning related to care of the developing family nursing practice. Learning labs will teach and assesses advancing clinical competencies through the use of high fidelity simulation and advanced clinical debriefing for clinical scenarios. Students engage in scenarios that represent patients with gestational diabetes, a normal vaginal delivery, placenta previa, pre-eclampsia and post-partum hemorrhage. Learner competency will be assessed through performance in the clinical intensive for Care of the Developing Family. Topics include care of the family during the prenatal period; care of the family during the intrapartum period; care of the postpartum family; and health promotion of the family.
C466 - Medication Dosage Calculations - In Medication Dosage Calculations, students learn about individualized drug dosing concepts, including: different measurement systems, solid and liquid medications, calculating dosages based on body weight or body surface area, interpreting drug labels and abbreviations, and common medication errors.
C467 - Pharmacology - Pharmacology covers concepts in pharmacology including drug classification and effects, the role of the nurse in drug therapy, preparation and administration of drugs, and ethical and legal issues surrounding medication administration. The Institute of Medicine reports that cited medication errors as the most common medical errors, costing billions of dollars and harming up to 1.5 million people every year. Medication errors are often the result of nurses failing to follow proper procedures. The pharmacology course covers the following concepts: the nursing process in relation to drug therapy; the role of pharmacological principles in nursing; the role of the nurse in pharmacy and lifespan considerations; cultural, ethical, and legal considerations; education and substance abuse; and gene therapy and pharmacology. This course introduces the nursing student to these concepts and continues to integrate pharmacology throughout the clinical courses within the program.
C468 - Information Management and the Application of Technology - Information Management and the Application of Technology helps the student learn how to identify and implement the unique responsibilities of nurses related to the application of technology and the management of patient information. This includes: understanding the evolving role of nurse informaticists; demonstrating the skills needed to use electronic health records; identifying nurse-sensitive outcomes that lead to quality improvement measures; supporting the contributions of nurses to patient care; examining workflow changes related to the implementation of computerized management systems; and learning to analyze the implications of new technology on security, practice, and research.
C469 - Caring Arts and Science Across the Lifespan Part I - Caring Arts and Science Across the Lifespan Part I introduces nursing fundamentals which speak to the core of all nursing care by assessing the needs of patients with compassion and respect; advocating for patients and their families; providing education and comfort; and integrating patient needs into a plan of care that embraces individuality, diversity, and belief. Students continue to learn about fundamental nursing skills within their didactic environment and will be provided time to practice in a learning lab environment.
C470 - Caring Arts and Science Across the Lifespan Part I Clinical Learning - This course includes all aspects of clinical learning related to the fundamentals of nursing practice. Learning labs will teach and assess task skill knowledge including physical assessment, safe medication administration, oxygenation; nutrition, metabolism, & elimination; skin integrity, activity, & mobility; and cognition. Students who are successful in lab assessments will progress to live patient clinicals and will be assessed for their mastery of basic levels of the key behaviors for clinical practice of a novice nursing student.
C471 - Caring Arts and Science Across the Lifespan Part II - Caring Arts and Science Across the Lifespan Part II topics include management of the perioperative care continuum; patient centered care of the adult; care of the adult with alterations in circulation; car of the adult with alterations in cardiovascular function; care of the adult with alterations in oxygenation; care of the adult with alterations in neurosensory function; fundamental patient self-determination & advocacy; and end-of-life care. This course incorporates virtual simulations into the didactic course to help students prepare for their learning labs and clinical learning experience. Patient scenarios for the virtual simulations include: fluid & electrolyte imbalance; blood transfusion reaction; severe reaction to antibiotic; pulmonary embolism; and postoperative complications with a fracture.
C472 - Caring Arts and Science Across the Lifespan Part II Clinical Learning - The clinical learning course for CASAL II includes all aspects of clinical learning related to medical surgical nursing practice. Learning labs will teach and assess task skill knowledge progressing to high fidelity simulation scenarios to develop mastery of situated use of knowledge and synthesis of knowledge in clinical scenarios that focus on perioperative care. The virtual simulations that students completed in didactic will prepare them for their learning lab scenarios. Students who are successful in lab assessments will progress to live patient clinicals and will be assessed for their mastery of basic levels of the key behaviors for clinical practice of Medical Surgical nursing.
C473 - Care of Adults with Complex Illnesses - The Care of Adults with Complex Illnesses course builds on prior knowledge of medical surgical nursing care and common conditions, focusing on diseases and conditions that affect the neuromuscular system, the musculoskeletal system, the kidneys, the pancreas, and diseases such as cancer and impaired immunity, which affect every part of the body. Students will develop mastery of competencies related to advanced medical surgical nursing practice. This course also utilizes virtual simulation scenarios to help students prepare for their learning labs and their clinical intensives. Students work through the following patient scenarios: diabetes/hypoglycemia; postop abdominal hysterectomy/opioid intoxication; acute severe asthma; acute myocardial infarction; and respiratory system disease.
C474 - Clinical Learning for Complex Illnesses in Adults - Clinical Care of Adults with Complex Illnesses includes all aspects of clinical learning related to advanced medical surgical nursing practice. Learning labs will teach and assess advanced clinical competencies through the use of high fidelity simulation and advanced clinical debriefing for clinical scenarios. Students participate in skills related to advance medication administration, central venous devices, and peripherally inserted central catheters. The virtual simulations that students completed in didactic will prepare them for their learning lab scenarios. Students who are successful in simulation assessments will progress to live patient clinicals and will be assessed for their mastery of advanced levels of the key behaviors for clinical practice of Medical Surgical nursing.

C475 - Care of the Older Adult - Care of the Older Adult adapts the concepts from prior coursework to the care of older adults. An understanding of the effects that policy and legislation have on how healthcare systems treat aging patients sets a foundation for improving their care. Students will apply health assessment skills and evidence-based standards in such a way to account for the specific needs of older adults. Emphasis is placed on the importance of maintaining the dignity of older adults by focusing on cultural, religious, spiritual, and communication needs, and by collaborating on care with older adults, families, and caregivers.

C476 - Psychiatric and Mental Health Nursing - This course addresses common and intense psychiatric and mental health diagnoses and interventions including neurobiology and pharmacotherapeutics.

C477 - Nursing Care of Children - Nursing Care of Children explores the many facets of the pediatric population. The course materials cover the following topics: well-child care; growth and development; immunizations; community health; health trends in pediatrics; disease processes of the cardio-pulmonary system, the neurological system, gastrointestinal system, genitourinary system, respiratory system, integumentary system, endocrine system, musculoskeletal and neuromusculoskeletal system; safe administration of medications, pain management, and hospitalization of the pediatric population. This course also utilizes the virtual simulations to prepare students for their learning lab and clinical experience. The scenarios covered with the virtual simulations include: anaphylaxis; pneumonia leading to respiratory distress (asthma); dehydration; generalized tonic-clonic seizures; and sickle cell anemia.

C478 - Critical Care Nursing Clinical Learning - The clinical learning course for Critical Care Nursing includes all aspects of clinical learning related to critical care nursing practice. Learning labs will teach and assess advanced clinical competencies through the use of high fidelity simulation and advanced clinical debriefing for clinical scenarios. Students engage in scenarios that represent patients with hip fracture, gastrointestinal bleeding, pancreatitis, acute kidney injury, congestive heart failure, and cerebrovascular accident. Students who are successful in simulation assessments will progress to live patient clinicals and will be assessed for their mastery of advanced levels of the key behaviors for clinical practice of Critical Care nursing.

C480 - Networks - Networks focuses on: network topologies including: protocols, ports, addressing schemes, routing, and wireless communication standards; physical and logical topologies, including wiring standards; differentiating, installing, and configuring network devices; and troubleshooting network connectivity. This course prepares students for the following certification exam: CompTIA Network+.

C482 - Software I - Software I builds object-oriented programming expertise and introduces powerful new tools for Java application development. You will learn about and put into action class design, exception handling, and other object-oriented principles and constructs to develop software that meets business requirements. This course requires foundational knowledge of object-oriented programming.

C483 - Principles of Management - This course addresses strategic planning, total quality, entrepreneurship, conflict and change, human resource management, diversity, and organizational structure.

C484 - Organizational Behavior and Leadership - Organizational Behavior and Leadership explores how to lead and manage effectively in diverse business environments. Students are asked to demonstrate the ability to apply organizational leadership theories and management strategies in a series of scenario-based problems.

C486 - Organizational Systems: Safety and Regulation - The Organizational Systems 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) Competency will be evaluated by 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.

C487 - Psych/Mental Health Clinical - The required 90 clinical hours may be completed in either inpatient or outpatient settings or both and may involve 8-hour or 12-hour shifts. The shifts must be completed as scheduled within the designated clinical window. Demonstrated competency in the key clinical behaviors is required to pass the clinical portion of the course.

C488 - Critical Care Nursing - Critical care environments are not limited to the intensive care unit, but can occur in emergency departments, surgery, during transport, and sometimes during a disaster. The Critical Care Nursing course introduces the student to the critical care environment and includes such topics as moral distress, the role of the critical care nurse, legal and ethical issues, health disparity, sleep deprivation, psychosocial needs of not only the patient but their family, and end of life care. This course then takes a more in depth look at the various system failures students might encounter in a critical care setting to include the pulmonary and cardiac systems; hemodynamics and neurology; endocrine and renal systems; gastrointestinal system; shock; and hematology. At this point in the program the student is beginning to refine their critical thinking skills by integrating their understanding of physiology, pathology, pharmacology, and the nursing process and applying this to various situations experience by the patient and their family.

C489 - Organizational Systems and Quality Leadership - Nurses serve as clinicians, managers, and mentors to shape the future of healthcare and impact patient care outcomes in positive ways. This course will help students to be more confident and better prepared to assume leadership roles regardless of their position in the healthcare delivery system.This advanced leadership course focuses on the concepts of Patient Safety, Improvement science, balancing cost, quality and access through the triple aim, leadership and patient/family centered care. Students will develop mastery of advanced competencies particularly in patient safety in quality improvement science.

C490 - Professional Nursing Role Transition - This course is a three part course: preparing for the NCLEX; leadership learning experience; and professional portfolio. After graduating from a nursing program, the student must take and pass the NCLEX-RN®. This is a high-stakes licensing exam and success on the first attempt is very important. In order to prepare for the possibility of taking the long exam, students will need to practice taking longer exams; and build up stamina to sit and concentrate that long. In this course, students will create an intense study plan and pass complete an NCLEX-RN predictor exam. Students will also complete a Leadership Learning Experience (LLE) is designed to help the student learn more about the various roles of a health care team. The student will participate in a specified number of interdisciplinary team meetings during a clinical experience. The student may observe the various roles, but participation in the meetings will help with growth and learning. Successful completion of a written paper will satisfy this portion of the course. The professional portfolio will showcase student accomplishments, knowledge, and skills and will increase marketability as a baccalaureate-prepared nurse, and focuses on the concepts strengths, and clinical reasoning abilities that define professional nursing practice. A passing grade of the submitted portfolio will satisfy this portion of the course.

C491 - Nursing Clinical Practicum - Before graduating, nursing students need to experience clinical as an independent member of the nursing team who manages a standard patient load. Working under the supervision of a preceptor, the student will have an opportunity to test clinical reasoning, patient care management, delegation and organizational skills in caring for a group of patients to complete 180 hours of supervised clinical practice. The student is working to transition from novice student nurse to novice clinical nurse.

C492 - Physical Assessment - The physical assessment course is designed to help students build a cognitive understanding of a physical assessment, as well as the skills used to conduct a physical assessment on patients across the lifespan. Students will work through activities that enhance their learning and understanding of the physical assessment. These include learning about the importance of the health history, working through the body systems through readings, case studies, and virtual simulations. Interviewing and advance history taking are an integral part of the assessment process along with the skills to complete a primary physical assessment. Students will master these assessment competencies through the use of virtual simulation reality experiences as well as demonstrating their competency in all aspects of physical assessment. This course is taught in tandem with the Caring Arts and Sciences Across the Lifespan Part 1 course.

C493 - Leadership and Professional Image - Nursing is a practice discipline that includes direct and indirect care activities that affect health outcomes. Baccalaureate nursing students are developing new competencies in leadership, and in order to achieve mastery, must apply those competencies to live practice experiences and situations. In this course students will complete a Leadership Learning Experience (LLE) and develop their own personal professional portfolio. The professional portfolio is a collection of artifacts from BSN coursework as well as a resume and personal statement.

C494 - Advanced Standing for RN License -

C498 - MS, Information Technology Management Capstone - The MSITM Capstone Project allows the student to demonstrate their application of the academic and professional abilities developed as a graduate student. The Capstone challenges students to integrate skills and knowledge of several domains in the program into one project.

C504 - Professional Practice Experience and Portfolio - Management Level - This course supports the assessment for Professional Practice: Management Portfolio II. The purpose of PPE II is to expound your experience by having you practice your future profession at the supervisory level. Any site where health information is used and you can be mentored by a department or facility manager is appropriate for PPE II.

C509 - Professional Practice Experience and Portfolio - Technical Level - The Professional Practice Experience (PPE) is your opportunity to put into practice all the health informatics/information management (HIIM) theories you have been studying. Any site where health information is managed in any form is a potential PPE site. PPE sites can be healthcare facilities, pharmaceutical firms, software vendors, regional health information exchanges, insurance companies, or healthcare research organizations. In addition, larger healthcare organizations may have experiences available to you in their cancer registries, information technology department, finance/business offices, compliance office, quality assurance, utilization review, or risk management departments.

C540 - MS SPED Teacher Work Sample - The capstone of the MSSP is a 240-hour practicum. The hours for the practicum activities have been predetermined and are included in the MSSP Practicum Log. Activities include: interviews, observations, IEP development and meetings, professional growth, professional development readings, video reflections, teacher work sample (TWS aka Teacher Performance Assessment or TPA), and six supervised observations.

Each supervised observation must occur on different days and for a duration of 45 minutes minimum. Supervised observations and evaluations will be documented and submitted electronically by the clinical supervisor. The observations include 3 lessons taught at the elementary level (1-5 grade multi-subject elementary classroom or 6th grade non-departmentalized multi-subject elementary classroom) and 3 at the secondary level (7-12). Lessons should be taught with individual students and small groups within an inclusion class, in core subjects – math, language arts/English, science, and social studies.

C551 - Foundational Perspectives of Education - This course provides an introduction to the historical, legal, and philosophical foundations of education. Current educational trends, reform movements, major federal and state laws, legal and ethical responsibilities, and an overview of standards-based curriculum are the focus of the course. The course of study presents a discussion of changes and challenges in contemporary education. It covers the diversity found in American schools, introduces emerging educational technology trends, and provides an overview of contemporary topics in education.

C552 - Psychology for Educators - This course prepares candidates to meet the expectations of society and prepares future educators to support classroom practice with research-validated concepts. The course helps future educators to create a framework for refining teaching skills that are focused on the learner, through engaged inquiry of integrating theory, critical issues in psychology, classroom applications with diverse populations, assessment, educational technology, and reflective teaching.

C553 - Classroom Management, Engagement, and Motivation - Students will learn the foundations for effective classroom management as well as strategies for creating a safe, positive learning environment for all learners. Students will be introduced to systems that promote student self-awareness, self-management, self-efficacy, and self-esteem.

C554 - Educational Assessment - Educational Assessment assists students in making appropriate data-driven instructional decisions by exploring key concepts relevant to the administration, scoring, and interpretation of classroom assessments. Topics include ethical assessment practices, designing assessments, aligning assessments, and utilizing technology for assessment.

C561 - MS, Curriculum and Instruction Capstone - MS, Curriculum and Instruction Capstone takes the student through the steps of planning and conducting research on a topic or issue related to the students' practice setting. Students will design, deliver, and evaluate a curriculum and instructional unit based on their content area. They will implement curriculum and instruction, and evaluate the effectiveness.

C572 - Classroom Management, Engagement, and Motivation - Students will learn the foundations for effective classroom management as well as strategies for creating a safe, positive learning environment for all learners. Students will be introduced to systems that promote student self-awareness, self-management, self-efficacy, and self-esteem. In this course, students will engage practical application via 10 hours of video classroom observations. Students will reflect on how teachers use rules/procedures to maximize student learning and on what makes a highly effective classroom environment. As part of a culminating experience in this course, students will, through the video observation reflections, describe their current teaching philosophy related to classroom environment and management.

C612 - Mathematics: Content Knowledge - Mathematics: Content Knowledge is designed to help candidates refine and integrate the mathematics content knowledge and skills necessary to become successful secondary mathematics teachers. A high level of mathematical reasoning skills and the ability to solve problems are necessary to complete this course. Prerequisites for this course are College Geometry, Probability and Statistics I, and Pre-Calculus.

C613 - Middle School Mathematics: Content Knowledge - Mathematics: Middle School Content Knowledge is designed to help candidates refine and integrate the mathematics content knowledge and skills necessary to become successful middle school mathematics teachers. A high level of mathematical reasoning skills and the ability to solve problems are necessary to complete this course. Prerequisites for this course are College Geometry, Probability and Statistics I, and Pre-Calculus.

C614 - Biology: Content Knowledge - This comprehensive course examines a student’s conceptual understanding of a broad range of biology topics. High school biology teachers must help students make connections between isolated topics. For example, when studying hormones created by endocrine glands traveling through the circulatory system to maintain homeostasis, a student is connecting many biology topics. This course starts with macromolecules that make up cellular components and continues with understanding the many cellular processes that allow life to exist. Connections are then made between genetics and evolution. Classification of organisms leads into plant and animal development that study the organ systems and their role in maintaining homeostasis. The course finishes by studying ecology and the affect humans have on the environment.

C615 - Physics: Content Knowledge - Physics: Content Knowledge covers the advanced content knowledge that a secondary physics teacher is expected to know and understand. Topics include mechanics, electricity and magnetism, optics and waves, heat and thermodynamics, modern physics, atomic and nuclear structure, the history and nature of science, science technology, and social perspectives.

C616 - Middle School Science: Content Knowledge - This course covers the content knowledge that a middle-level science teacher is expected to know and understand. Topics include scientific methodologies, history of science, basic science principles, physical sciences, life sciences, earth and space sciences, and the role of science and technology and their impact on society.

C617 - Chemistry: Content Knowledge - Chemistry: Content Knowledge provides advanced instruction in the main areas of chemistry for which secondary chemistry teachers are expected to demonstrate competency. Topics include matter and energy, thermochemistry, structure, bonding, reactivity, biochemistry and organic chemistry, solutions, nature of science, technology and social perspectives, mathematics, and laboratory procedures.

C618 - Earth Science: Content Knowledge - This course covers the advanced content knowledge that a secondary earth/space science teacher is expected to know and understand. Topics include basic scientific principles of earth and space sciences, tectonics and internal earth processes, earth materials and surface processes, history of Earth and its life-forms, Earth's atmosphere and hydrosphere, and astronomy.

C624 - Biochemistry - Biochemistry covers the structure and function of the four major polymers produced by living organisms. These include nucleic acids, proteins, carbohydrates, and lipids. This course focuses on application! Be sure to understand the underlying biochemistry in order to grasp how it is applied. By successfully completing this course, you will gain an introductory understanding of the chemicals and reactions that sustain life. You will also begin to see the importance of this subject matter to health.

C625 - Biochemistry - Biochemistry covers the structure and function of the four major polymers produced by living organisms. These include nucleic acids, proteins, carbohydrates, and lipids.

This course focuses on application! Be sure to understand the underlying biochemistry in order to grasp how it is applied. By successfully completing this course, you will gain an introductory understanding of the chemicals and reactions that sustain life. You will also begin to see the importance of this subject matter to health.

C626 - MED, Learning and Technology Capstone - MED, Learning and Technology Capstone takes the student through the steps of planning and conducting research on a topic or issue related to the students' practice setting. Students will design, manage, and develop an instructional product for which there is an identified need, including sections describing a literature review, methodology, and detailed analysis and reporting of results.

C635 - MA, Mathematics Education (K-6) Capstone - MA, Mathematics Education (K-6) Capstone Written Project takes the student through the steps of planning and conducting research on a topic or issue related to the students' practice setting. The result is expected to be a significant piece of research, culminating in a written research report, including sections describing a literature review, methodology, and detailed analysis and reporting of results.

C636 - MED, Instructional Design Capstone - MED, Instructional Design Capstone Written Project is the culminating assessment where learners should be able to integrate and synthesize competencies from across the degree program and thereby demonstrate the ability to participate in and contribute value to their chosen professional field.

C645 - Science Methods - Science Methods provides graduate students seeking additional licensure or endorsement in the sciences for grades 5-12 with an introduction to science teaching methods and laboratory safety training. Course content focuses on designing and teaching with the three dimensions of science: disciplinary core ideas, crosscutting concepts, and science and engineering practices. Laboratory safety training and certification will include the proper use of personal protective equipment and safe laboratory practices and procedures in science classrooms. This course has no prerequisites.

C646 - Trigonometry and Precalculus - Trigonometry and Precalculus covers the knowledge and skills necessary to apply trigonometry, complex numbers, systems of equations, vectors and matrices, and sequences and series, and to use appropriate technology to model and solve real-life problems. Topics include degrees; radians and arcs; reference angles and right triangle trigonometry; applying, graphing and transforming trigonometric functions and their inverses; solving trigonometric equations; using and proving trigonometric identities; geometric, rectangular, and polar approaches to complex numbers; DeMoivre's Theorem; systems of linear equations and matrix-vector equations; systems of nonlinear equations; systems of inequalities; and arithmetic and geometric sequences and series. College Algebra is a prerequisite for this course.

C647 - Trigonometry and Precalculus - Trigonometry and Precalculus covers the knowledge and skills necessary to apply trigonometry, complex numbers, systems of equations, vectors and matrices, and sequences and series, and to use appropriate technology to model and solve real-life problems. Topics include degrees; radians and arcs; reference angles and right triangle trigonometry; applying, graphing and transforming trigonometric functions and their inverses; solving trigonometric equations; using and proving trigonometric identities; geometric, rectangular, and polar approaches to complex numbers; DeMoivre's Theorem; systems of linear equations and matrix-vector equations; systems of nonlinear equations; systems of inequalities; and arithmetic and geometric sequences and series. College Algebra is a prerequisite for this course.

C649 - Geology I: Physical - Geology I: Physical provides undergraduate students seeking initial licensure or endorsement in secondary science education with an introduction to minerals and rocks, the physical features of the Earth, and the internal and surface processes that shape those features. This course has no prerequisites.

C650 - Geology I: Physical - Geology I: Physical provides graduate students seeking initial licensure or endorsement and/or to earn their MA degree in secondary science education with an introduction to minerals and rocks, the physical features of the Earth, and the internal and surface processes that shape those features. This course has no prerequisites.

C652 - Heredity and Genetics - Heredity and Genetics is an introductory course for undergraduate students seeking initial licensure or endorsement in secondary or middle grade science education. This course addresses the basic principles of heredity and the function of molecular genetics. Topics include Mendelian and non-Mendelian inheritance and population genetics. This course has no prerequisites.

C653 - Heredity and Genetics - Heredity and Genetics is an introductory course for graduate students seeking initial licensure or endorsement or students wanting to earn a master’s degree in secondary or middle grade science education. This course addresses the basic principles of heredity and the function of molecular genetics. Topics include Mendelian and non-Mendelian inheritance and population genetics. This course has no prerequisites.

C654 - Zoology - Zoology provides undergraduate students seeking licensure or endorsement in secondary science education with an introduction to the field of zoology. Zoology includes the study of major animal phyla emphasizing characteristics, variations in anatomy, life cycles, adaptations, and relationships among the animal kingdom. A prerequisite for this course is Introduction to Biology.

C655 - Zoology - Zoology provides graduate students seeking licensure or endorsement and/or their MA degree in secondary science education with an introduction to the field of zoology. Zoology includes the study of major animal phyla emphasizing characteristics, variations in anatomy, life cycles, adaptations, and relationships among the animal kingdom. A prerequisite for this course is Introduction to Biology.

C656 - Calculus III - Calculus III is the study of calculus conducted in three-or-higher-dimensional space. It covers the knowledge and skills necessary to apply calculus of multiple variables while using the appropriate technology to model and solve real-life problems. Topics include: infinite series and convergence tests (integral, comparison, ratio, root, and alternating), power series, taylor polynomials, vectors, lines and planes in three dimensions, dot and cross products, multivariable functions, limits, and continuity, partial derivatives, directional derivatives, gradients, tangent planes, normal lines, and extreme values. Calculus II is a prerequisite for this course.

C657 - Calculus III - Calculus III is the study of calculus conducted in three-or-higher-dimensional space. It covers the knowledge and skills necessary to apply calculus of multiple variables while using the appropriate technology to model and solve real-life problems. Topics include: infinite series and convergence tests (integral, comparison, ratio, root, and alternating), power series,taylor polynomials, vectors, lines and planes in three dimensions, dot and cross products, multivariable functions, limits, and continuity, partial derivatives, directional derivatives, gradients, tangent planes, normal lines, and extreme values. Calculus II is a prerequisite for this course.

C659 - Conceptual Physics - Conceptual Physics provides a broad, conceptual overview of the main principles of physics, including mechanics, thermodynamics, wave motion, modern physics, and electricity and magnetism. Problem-solving activities and laboratory experiments provide students with opportunities to apply these main principles, creating a strong foundation for future studies in physics. There are no prerequisites for this course.

C670 - Concepts in Science - Concepts in Science for graduates provides already-licensed teachers seeking an additional license or endorsement in science education with an introduction to essential science themes present within and across all science disciplines, including chemistry, physics, biology, and the geosciences. These themes include comprehending the magnitude of the physical and natural world, analyzing and converting measurements, understanding the basic nature and behavior of matter and energy, examining atomic structure, identifying and naming basic types of chemical bonds, and analyzing and interpreting scientific data. Concepts in Science provides a solid foundation for future, in-depth, scientific studies and should be taken prior to any other science content course. There are no prerequisites for this course.

C672 - General Chemistry I with Lab - General Chemistry I for graduates provides already-licensed teachers seeking an additional license or endorsement in chemistry, grades 5-12, with an introduction to the field of chemistry, the branch of science that studies the composition, structure, properties, and behavior of matter. This course provides students with opportunities to examine the electronic structure of atoms, study periodic trends, name chemical compounds, write chemical formulas, determine the structure of molecules, balance chemical reactions, and discover the changing states of matter. Laboratory experiences facilitate the study of matter and the application of laboratory safety and maintenance procedures. Concepts in Science is a prerequisite for this course.

C673 - General Chemistry II with Lab - General Chemistry II for graduates continues the study of general chemistry for already-licensed teachers seeking an additional license or endorsement in chemistry. Building on the topics covered in General Chemistry I, General Chemistry II examines the behavior of gases and solutions, reaction rates and equilibrium, acids and bases, and oxidation-reduction reactions. Also, this course provides an introduction to three subdisciplines of chemistry: organic chemistry, biochemistry, and nuclear chemistry. Laboratory experiences reinforce the essential skills required for conducting successful scientific investigations. C672: General Chemistry I for graduates is a prerequisite for this course.

C682 - Mathematics for Elementary Educators - Mathematics for Elementary Educators III engages pre-service elementary teachers in mathematical practices based on deep understanding of underlying concepts. The course covers important topics in statistics, measurement, and covers geometry from synthetic, transformational, and coordinate perspectives. This is the third course in a three-course sequence.

C683 - Natural Science Lab - This course gives you an introduction to using the scientific method and engaging in scientific research to reach conclusions about the natural world. You will design and carry out an experiment to investigate a hypothesis by gathering quantitative data.

C688 - Cyberwarfare - This course introduces you to the real-world battlefield of cyberspace. It covers the history of cyberwarfare and the variety of new concerns its emergence has fostered. This course explores how cyberwarfare has become an important part of the modern military arsenal and provides strategies for protecting a threatened network, as well as strategies for dealing with specific cyber war actors and threats. It then concludes with an exploration of the future of cyberwarfare considering the evolution of cyber-related capabilities, current threats, and emerging technology.

C697 - Operating Systems I - This course prepares students for the following certification exam: CompTIA Linux+ Part I.

C698 - Operating Systems II - This course prepares students for the following certification exam: CompTIA Linux+ Part II.

C700 - Secure Network Design - This course provides an in-depth look at organizational challenges and threats to networks that are connected to the public Internet. Network security will be discussed in the context of how hackers gain access to networks and the use of Firewalls and VPNs to provide security countermeasures. Also covered are methods and technologies to prepare the student to disarm threats, plan for emerging technologies and future attacks.

C701 - Ethical Hacking - Ethical Hacking builds the skills necessary to protect an organization's information system from unauthorized access and system hacking. Topics include security threats, penetration testing, vulnerability analysis, risk mitigation, business-related issues, and countermeasures. Students will learn how to expose system vulnerabilities, solutions for eliminating and/or preventing them, and how to apply hacking skills on different types of networks and platforms. This course prepares students for the following certification exam: EC-Council's Ethical Hacker certification exam (312-50). This course has no prerequisites.

C702 - Forensics and Network Intrusion - Forensics and Network Intrusion builds proficiency in detecting hacking attacks and properly extracting evidence to report the crime and conduct audits to prevent future attacks. Topics include computer forensics in today's world; media and operating system forensics; data and file forensics; audits and investigations; and device forensics. This course prepares students for the following certification exam: EC-Council Computer Hacking Forensic Investigator. This course has no prerequisites.

C706 - Secure Software Design - This course provides a practical guide to establish proactive software security that focuses on analyzing risks, understanding likely points of attack, and deciding how software responds to future attacks. Students learn how to construct software that can deal with known and unknown attacks preemptively by examining systemic threats in various deployment environments and discussing vulnerabilities of software applications.

C708 - Principles of Finance - Finance is an introduction to the theory, methods, and concerns of business finance, including financial management and maximizing shareholder wealth. Students will evaluate the performance and value of a firm, employ time value of money to solve common financial problems, and make corporate investment decisions using capital budgeting.

C711 - Introduction to Business - This course introduces students to the various functional areas within an organization (e.g. marketing, production, finance, etc.) that support a firm's overall business objectives.

C712 - Marketing Fundamentals - Marketing Fundamentals introduces students to principles of the marketing environment, social media, consumer behavior, marketing research, and market segmentation. Students will also explore marketing strategies that are related to products and services, distribution channels, promotions, sales, and pricing.

C713 - Business Law - This course introduces students to business law. Topics include the sources and types of law, contractual relationships, government regulation of business, dispute resolution, alternative dispute resolution, tort and other civil liabilities, labor and employment law, and other legal issues found in common business scenarios. Students will analyze examples of various business activities to learn whether specific laws apply.

C714 - Business Strategy - Strategy, Change and Organizational Behavior Concepts addresses complex material in the areas of organizational behavior and strategic quality management. Topics include strategic planning, and competitive advantage.

This course focuses on models and practices of strategic management, including developing and implementing a strategy and evaluating performance to achieve strategic goals and objectives.

C715 - Organizational Behavior - Organizational Behavior and Leadership explores how to lead and manage effectively in diverse business environments. Students are asked to demonstrate the ability to apply organizational leadership theories and management strategies in a series of scenario-based problems.

C716 - Business Communication - Business Communication is a survey course of communication skills needed in the business environment. Course content includes writing messages, reports, and résumés and delivering oral presentations. The course emphasizes communication processes, writing skills, message types, and presentation of data. The development of these skills is integrated with the use of technology.

C717 - Business Ethics - Business Ethics is designed to enable students to identify the ethical and socially responsible courses of actions available through the exploration of various scenarios in business. Students will also learn to develop appropriate ethics guidelines for a business. This course has no prerequisites.

C718 - Microeconomics - Microeconomics introduces you to foundational economic concepts. You will learn how households maximize utility and firms maximize profit in order to allocate their scarce resources. Upon completion of this course, you will be able to explain opportunity costs, the importance of competition, and how demand and supply work to determine equilibrium price and quantity in perfectly competitive markets and under monopolistic competition, oligopoly, and monopoly.
C719 - Macroeconomics - Macroeconomics provides you with an in-depth overview of the economy as a whole. The course covers market structure, essential models, theories, and policies that affect international and domestic economic systems. You will learn how the economy operates and how society manages its costs, benefits, and trade-offs when allocating scarce resources through market demand and supply. Other topics include how output and growth in the economy are measured with GDP and how the government and Federal Reserve influence growth, unemployment, and inflation through fiscal and monetary policy.
C720 - Operations and Supply Chain Management - Operations and Supply Chain Management provides a streamlined introduction to how organizations efficiently produce goods and services, determine supply chain management strategies, and measure performance. Emphasis is placed on integrative topics essential for managers in all disciplines, such as supply chain management, product development, and capacity planning. You will learn how to analyze processes, manage quality for both services and products, and measure performance, while creating value along the supply chain in a global environment. Topics include forecasting, product and service design, process design and location analysis, capacity planning, management of quality and quality control, inventory management, scheduling, supply chain management, and performance measurement.
C721 - Change Management - Change Management provides an understanding of change and an overview of successfully managing change using various methods and tools. Emphasizing change theories and various best practices, you will learn how to recognize and implement change using an array of other effective strategies, including those related to innovation and leadership. Other topics include approaches to change, diagnosing and planning for change, implementing change, and sustaining change.
C722 - Project Management - Project Management prepares you to manage projects from start to finish within any organizational structure. The course presents a view into different project-management methods and delves into topics such as project profiling and phases, constraints, building the project team, scheduling, and risk. You will be able to grasp the full scope of projects you may work on in the future, and apply the proper management approaches to complete a project. The course features practice in each of the project phases as you learn how to strategically apply project-management tools and techniques to help organizations achieve their goals.
C723 - Quantitative Analysis For Business - Quantitative Analysis for Business explores various decision-making models, including expected value models, linear programming models, and inventory models. You will learn to analyze data by using a variety of analytic tools and techniques to make better business decisions. In addition, you will develop project schedules using the Critical Path Method. Other topics include calculating and evaluating formulas, measures of uncertainty, crash costs, and visual representation of decision-making models using electronic spreadsheets and graphs. This course has no prerequisites.
C724 - Information Systems Management - Information Systems Management provides an overview of many facets of information systems applicable to business. The course explores the importance of viewing information technology (IT) as an organizational resource that must be managed, so that it supports or enables organizational strategy.
C728 - Secondary Disciplinary Literacy - Secondary Disciplinary Literacy examines teaching strategies designed to help learners in middle and high school improve upon the literacy skills required to read, write, and think critically while engaging content in different academic disciplines. Themes include exploring how language structures, text features, vocabulary, and context influence reading comprehension across the curriculum. Course content highlights strategies and tools designed to help teachers assess the reading comprehension and writing proficiency of learners and provides strategies to support students' reading and writing success in all curriculum areas. This course has no prerequisites.
C730 - Secondary Reading Instruction and Interventions - Secondary Reading Instruction and Intervention explores the comprehensive, student-centered Response to Intervention (RTI) assessment and intervention model used to identify and address the needs of learners in middle school and high school who struggle with reading comprehension and/or information retention. Course content provides educators with effective strategies designed to scaffold instruction and help learners develop increased skill in the following areas: reading, vocabulary, text structures and genres, and logical reasoning related to the academic disciplines. This course has no prerequisites.
C732 - Elementary Disciplinary Literacy - Elementary Disciplinary Literacy examines teaching strategies designed to help learners in grades K–6 develop the literacy skills necessary to read, write, and think critically while engaging content in different academic disciplines. Course content highlights strategies to help learners distinguish between the unique characteristics of informational texts while improving comprehension and writing proficiency across the curriculum. Strategies to encourage inquiry and cultivate skills in critical thinking, collaboration, and creativity also are addressed. This course has no prerequisites.
C733 - Elementary Disciplinary Literacy - Elementary Disciplinary Literacy examines teaching strategies designed to help learners in grades K–6 develop the literacy skills necessary to read, write, and think critically while engaging content in different academic disciplines. Course content highlights strategies to help learners distinguish between the unique characteristics of informational texts while improving comprehension and writing proficiency across the curriculum. Strategies to encourage inquiry and cultivate skills in critical thinking, collaboration, and creativity also are addressed. This course has no prerequisites.
C736 - Evolution - Students will learn why evolution is the fundamental concept that underlies all life sciences and how it contributes to advances in medicine, public health and conservation. Course participants will gain a firm understanding of the basic mechanisms of evolution including the process of speciation --- and how these systems have given rise to the great diversity of life in the world today. They will also explore how new ideas, discoveries and technologies are modifying prior evolutionary concepts. Ultimately, the course will explain how evolution works and how we know what we know.
C737 - Evolution - Students will learn why evolution is the fundamental concept that underlies all life sciences and how it contributes to advances in medicine, public health and conservation. Course participants will gain a firm understanding of the basic mechanisms of evolution including the process of speciation --- and how these systems have given rise to the great diversity of life in the world today. They will also explore how new ideas, discoveries and technologies are modifying prior evolutionary concepts. Ultimately, the course will explain how evolution works and how we know what we know.
C738 - Space, Time and Motion - Throughout history, humans have grappled with questions about the origin, workings, and behavior of the universe. This seminar begins with a quick tour of discovery and exploration in physics, from the ancient Greek philosophers on to Galileo Galilei, Isaac Newton and Albert Einstein. Einstein's work then serves as the departure point for a detailed look at the properties of motion, time, space, matter, and energy. The course considers Einstein's Special Theory of Relativity, his photon hypothesis, wave-particle duality, his General Theory of Relativity and its implications for astrophysics and cosmology, as well as his three-decade quest for a unified field theory. It also looks at Einstein as a social and political figure, and his contributions as a social and political force. Scientist-authored essays, online interaction, videos, and web resources enable learners to trace this historic path of discovery and explore implications of technology for society, energy production in stars, black holes, the Big Bang and the role of the scientist in modern society.

C739 - Space, Time and Motion - Throughout history, humans have grappled with questions about the origin, workings, and behavior of the universe. This seminar begins with a quick tour of discovery and exploration in physics, from the ancient Greek philosophers on to Galileo Galilei, Isaac Newton and Albert Einstein. Einstein's work then serves as the departure point for a detailed look at the properties of motion, time, space, matter, and energy. The course considers Einstein's Special Theory of Relativity, his photon hypothesis, wave-particle duality, his General Theory of Relativity and its implications for astrophysics and cosmology, as well as his three-decade quest for a unified field theory. It also looks at Einstein as a social and political figure, and his contributions as a social and political force. Scientist-authored essays, online interaction, videos, and web resources enable learners to trace this historic path of discovery and explore implications of technology for society, energy production in stars, black holes, the Big Bang and the role of the scientist in modern society.
C740 - Fundamentals of Data Analytics - This course provides an introduction to a variety of tools and techniques used in the field of data analytics. Students will summarize data, review statistical models, explore data mining techniques, and contemplate ethical considerations associated with the field of data analytics. This course presents a survey of concepts which will be explored more in-depth in subsequent courses in the MS Data Analytics program.
C741 - Statistics for Data Analysis - This course covers a broad range of statistical techniques and methods applied in real-world settings. Topics presented include inferential, parametric and non-parametric statistics, as well as regression analysis and analysis of variance.
C742 - Data Science Tools and Techniques - This course covers data science tools and techniques to perform data wrangling and exploration. You will be introduced to programming languages and web scraping tools along with machine learning models.
C743 - Data Mining and Analytics I - This course is an introduction to data mining and exploratory data analysis, including text and web mining. Topics include the use of data exploration methods to prepare data, familiarization with commercial data types commonly used for data mining, the use of statistical and data mining software, including R, SAS and SPSS, and the comparison and classification of data mining methods.
C744 - Data Mining and Analytics II - This course examines the application of descriptive and predictive data mining techniques to reveal information within a mass of data. Techniques include factor analysis, cluster analysis, classification methods, and neural networks to limit human subjectivity in decision making processes.
C745 - Advanced Data Visualization - The focus of this course is visualizing and telling stories with data. This course begins with a description of the growth of data and visualization in industry, news, and government. Actual human stories will be reviewed from a data-statistical perspective. The creation of graphs, displays and geospatial data presentations to communicate information supporting decision making while implementing best practices for effective storytelling will be examined.
C746 - Advanced SQL - This course prepares the student for the Oracle Database SQL (1Z0-071) certification exam. Students will master the SQL language which will allow them to restrict and sort data, manage data, objects and tables, create schema objects, and control user access.
C747 - SAS Programming I: Fundamentals - This course prepares the student for the Base Programmer for SAS 9 Certification (A00-211). Students will achieve competencies in SAS programming that will allow them to import and export raw data files, manipulate and transform data, combine SAS data sets, identify and correct syntax errors, and write SAS code on the SAS platform.
C748 - SAS Programming II: Business Analysis Applications - This course prepares the student for the SAS Statistical Business Analyst for SAS 9 Certification (A00-240). Students will gain competency to conduct, interpret, and present complex statistical data analysis in the SAS platform.
C749 - Introduction to Data Science - This Introduction to Data Science course introduces the data analysis process and common statistical techniques necessary for the analysis of data. Students will ask questions that can be solved with a given data set, set up experiments, use statistics and data wrangling to test hypotheses, find ways to speed up their data analysis code, make their data set easier to access, and communicate their findings.
C750 - Data Wrangling with MongoDB - This course elaborates on concepts covered in Introduction to Data Science, helping to develop skills crucial to the field of data science and analysis. It explores how to wrangle data from diverse sources and shape it to enable data-driven applications—a common activity in many data scientists' routine.
Topics covered include gathering and extracting data from widely-used data formats, assessing the quality of data, and exploring best practices for data cleaning. This course also introduces MongoDB, covering the essentials of storing data and the MongoDB query language together with exploratory analysis using the MongoDB aggregation framework.
C751 - Data Analysis with R - This course focuses on exploratory data analysis (EDA) utilizing R. EDA is an approach for summarizing and visualizing the important characteristics of a data set. Exploratory data analysis focuses on exploring data to understand the data's underlying structure and variables to develop intuition about the data set, to consider how that data set came into existence, and to decide how it can be investigated with more formal statistical methods.
C753 - Machine Learning - This course presents the end-to-end process of investigating data through a machine learning lens. Topics covered include: techniques for extracting data, identifying useful features that best represent data, a survey of commonly-used machine learning algorithms, and methods for evaluating the performance of machine learning algorithms.
C754 - Structured Query Language - This course focuses on structured query language (SQL). It starts with a review of the basic statements and continues on to the creation of complex queries that affect multiple tables and utilize SQL functions. Data manipulation language (DML) and data definition language (DDL) are also covered, thus enabling the student to create and maintain database objects and modify data by using SQL commands.
C755 - Database Server Administration - This course covers the installation, configuration, and administration of database servers. Students will be introduced to all the logical and physical components of a database server and learn to set up a server in a network environment. Tools and strategies for access and space management will be covered, as well as backup, restoration, and upgrade techniques.
C756 - Data Analytics - This course covers the most common tools, techniques, and procedures involved in data analytics. Students will review all the disciplines involved with data analytics learned in previous courses and get a better understanding of how they all relate to one another.
C762 - Teacher Performance Assessment in Science - The Teacher Performance Assessment is a culmination of the wide variety of skills learned during your time in the Teachers College at WGU. In order to be a competent and independent classroom teacher, you will showcase a collection of your content, planning, instructional, and reflective skills in this professional assessment.
C763 - Healthcare Information Systems Management - Healthcare Information Systems Management provides an overview of many facets of information systems that are applicable to business and healthcare. The course explores how information technology (IT) is an organizational resource that must be managed so that it supports or enables organizational strategy. The course will discuss how decision support and communication are securely facilitated in a global marketplace. The course also explores current and continuously evolving technologies, strategic thinking, and issues at the intersection of management and technology.
C768 - Technical Communication - This course covers basic elements of technical communication, including professional written communication proficiency; the ability to strategize approaches for differing audiences; and technical style, grammar, and syntax proficiency.
C769 - IT Capstone Written Project - The capstone project consists of a technical work proposal, the proposal's implementation, and a post-implementation report that describes the graduate's experience in developing and implementing the capstone project. The capstone project should be presented and approved by the mentor in relation to the graduate's technical emphasis.
C772 - Data Analytics Graduate Capstone - The Data Analytics Graduate Capstone course allows the student to demonstrate their application of the academic and professional abilities developed as a graduate student. The capstone challenges students to integrate skills and knowledge from several program domains into one project.

C773 - User Interface Design - This course covers tools and techniques employed in user interface design including web and mobile applications. Concepts of clarity, usability and detectability are included in this course as well as other design elements such as color schemes, typography, and layout . Techniques like wireframing, usability testing, and SEO optimization are also covered. This course prepares students for the CIW User Interface Designer certification.

C777 - Web Development Applications - This course prepares students for the CIW Advanced HTML5 and CSS3 Specialist certification exam. This course builds upon a student's manual coding skills by teaching how to develop web documents and pages using the Web Development Trifecta: HTML5 (Hypertext Markup Language version 5) and CSS3 (Cascading Style Sheets version 3) and JavaScript. Students will utilize the skills learned in this course to create web documents and pages that easily adapt to display on both traditional and mobile devices. In addition, students will learn techniques for code validation and testing, form creation, inline form field validation, and mobile design for browsers and apps, including Responsive Web Design (RWD).

C779 - Web Development Foundations -
This course prepares students for the CIW Site Development Associate certification. The course introduces students to web design and development by presenting them with HTML5 and CSS, the foundational languages of the web, by reviewing media strategies, and by using tools and techniques commonly employed in web development.

C783 - Project Management - In this course, students examine project management concepts based on the five process groups and ten knowledge areas identified in the Project Management Body of Knowledge (PMBOK) Guide in preparation for completing the PMI Certified Associate in Project Management (CAPM) certification exam.

C784 - Applied Healthcare Statistics - Applied Healthcare Probability and Statistics is designed to help you develop competence in the fundamental concepts of basic mathematics, introductory algebra, and statistics and probability. These concepts include: basic arithmetic with fractions and signed numbers; introductory algebra and graphing; descriptive statistics; regression and correlation; and probability. Statistical data and probability are now commonplace in the healthcare field. You need to be able to make informed decisions about which studies and results are valid, which are not, and how those results affect your decisions. This course will give you background in what constitutes sound research design and how to appropriately model phenomena using statistical data. Additionally, you will be able to calculate simple probabilities, especially based on events which occur in the healthcare profession. This course will prepare you for your studies at WGU, as well as in the healthcare profession.

C785 - Biochemistry - Biochemistry covers the structure and function of the four major polymers produced by living organisms. These include nucleic acids, proteins, carbohydrates, and lipids. This course focuses on application! Be sure to understand the underlying biochemistry in order to grasp how it is applied. By successfully completing this course, you will gain an introductory understanding of the chemicals and reactions that sustain life. You will also begin to see the importance of this subject matter to health.

C787 - Health and Wellness Through Nutritional Science - Nutritional ignorance or misunderstandings are at the root of the health problems that most Americans face today. Nurses need to be armed with the most current information available about nutrition science, including how to understand nutritional content of food; implications of exercise and activity on food consumption and weight management, and management of community or population specific nutritional challenges. The Health and Wellness Through Nutritional Science course should prepare nurses to provide support, guidance, and teaching about incorporation of sound nutritional principles into daily life for health promotion. This course covers the following concepts: nutrition to support wellness; healthy nutritional choices; nutrition and physical activity; nutrition through the lifecycle; safety and security of food; and nutrition and global health environments.

C790 - Foundations in Nursing Informatics - This course addresses the integration of technology to improve and support nursing practice. It provides nurses with a foundational understanding of nursing informatics theory, practice, and applications. Topics include the role of nursing in informatics; use of computer technology for clinical documentation, communication, and workflows; problem identification; project implementation; and best practices.

C791 - Advanced Information Management and the Application of Technology - In this course you will examine complementary roles of master's level-prepared nursing information technology professionals, including informaticists and quality officers. You will analyze current and emerging technologies; data management; ethical legal and regulatory best-practice evidence; and bio-health informatics using decision-making support systems at the point of care.

C792 - Data Modeling and Database Management Systems - This graduate course is designed to engage the student in planning, analyzing, and designing a relational database management system (DBMS) for use by nurse administrators, clinicians, educators, and informaticists. This experience will provide the knowledge needed to advocate for nursing informatics needs within the field of healthcare.

C793 - Nursing Informatics Field Experience - In the Nursing Informatics Field Experience, you will complete a hands-on field experience while working with a preceptor in a setting relevant to your professional situation and nursing informatics. Today's rapidly changing health delivery system requires nurse informaticists to be prepared to effectively lead change and facilitate learning that is dynamic and meets the needs of a diverse student and professional nursing population. To help you develop competency in this area, you will apply methods and solutions to support clinical decisions and improve health outcomes by designing data collection instruments, developing a database management system and analyzing data using statistical and geospatial techniques in a simulated environment.

C794 - Nursing Informatics Capstone - The Nursing Informatics Capstone is the final leg in your journey to graduation. During this course, you will present evidence of the knowledge and skills you gained during this program by completing a comprehensive evaluation of a health information system. You will develop a multimedia presentation that reviews and reflects on your learning experiences during the Nursing Informatics program. This scholarly presentation is a synthesis that illustrates the acquisition of nursing informatics knowledge, skills, and competencies. Your final presentation should demonstrate how the integration of nursing informatics facilitates the transformation of data and information to knowledge and wisdom in a nursing practice. The presentation will be developed using the best practices for narrated PowerPoint presentations (see the MSN Capstone Presentation section for details).

C797 - Data Science and Analytics - This course addresses the interdisciplinary and emerging field of data science in healthcare. Students will learn to combine tools and techniques from statistics, computer science, data visualization, and the social sciences to solve problems using data. Topics include data analysis, database management, inferential and descriptive statistics, statistical inference, and process improvement.

C798 - Informatics System Analysis and Design - In Informatics System Analysis and Design, a broad understanding of data systems is covered to build upon the Foundations in Nursing Informatics course. The importance of effective interoperability, functionality, data access, and user satisfaction are addressed. The student will be analyzing reports and integrating federal regulations, research principles, and principles of environmental health in the construction of a real-world systems analysis and design project. This course will be directly applicable to healthcare settings as electronic records management has become compulsory for healthcare providers. All of the information in this course will be directly tied to the delivery of quality patient care and patient safety.

C799 - Healthcare Ecosystems - Healthcare Ecosystems explores the history and state of healthcare organizations in an ever-changing environment. This course covers how agencies influence healthcare delivery through legal, licensure, certification, and accreditation standards. The course will also discuss how new technologies and trends keep healthcare delivery innovative and current.

C800 - Introduction to Healthcare IT Systems - Introduction to Healthcare IT Systems introduces students to information technology as a discipline. This course also exposes students to the various roles and functions of the health information manager to support the business of healthcare. There are no prerequisites for this course.

C801 - Health Information Law and Regulations - Health Information Law and Regulations prepares students to manage health information in compliance with legal guidelines and teaches how to respond to questions and challenges when legal issues occur. This course presents the types of situations occurring in health information management that could result in ethical dilemmas and establishes a foundation for work based on legal and ethical guidelines.

C802 - Foundations in Healthcare Information Management - Foundations in Healthcare Information Management applies theories from business, IT, management, medicine, and consumer-centered healthcare skills. Students will learn to evaluate and analyze health information systems for implementation in health information management. There are no prerequisites for this course.

C803 - Data Analytics and Information Governance - Data Analytics and Information Governance explores the structure, methods, and approaches for using health information in the healthcare industry. By focusing on quality data collection, analytics, and industry regulations, students will examine tools that ensure quality data collection as well as use data to improve quality of care. This course has no prerequisites.

C804 - Medical Terminology - Medical Terminology focuses on the basic components of medical terminology and how terminology is used when discussing various body structures and systems. Proper use of medical terminology is critical for accurate and clear communication among medical staff, health professionals, and patients. In addition to the systems of the body, this course will discuss immunity, infections, mental health, and cancer.

C805 - Pathophysiology - Pathophysiology is an overview of the pathology and treatment of diseases in the human body and its systems. This course will explain the processes in the body that result in the signs and symptoms of disease, as well as therapeutic procedures in managing or curing the disease. The content draws on a knowledge of anatomy and physiology to understand how diseases manifest themselves and how they affect the body.

C806 - Introduction to Pharmacology - Introduction to Pharmacology provides information about drug development and approvals, pharmaceutical classifications, metabolism, and the effect of drugs on body systems. The course will introduce advancements in pharmaceutical technology, regulatory requirements within electronic health record systems, and the financial implications of pharmaceutical coding and billing. This course has no prerequisites.

C807 - Healthcare Compliance - Healthcare Compliance examines the role of the coding professional within healthcare information management. The course covers compliance plans, issues that arise with noncompliance, and management of internal and external audits.

C808 - Classification Systems - Classification Systems provides a comprehensive approach to learning about medical coding classification, coding audits and quality standards. Students will be exposed to electronic health record systems and leadership principles as they relate to management of ICD and CPT codes. There are no prerequisites for this course.

C810 - Foundations in Healthcare Data Management - Foundations in Healthcare Data Management introduces students to the concepts and terminology used in health data and health information management. This course teaches students how to apply data management and governance principles in the healthcare environment. There are no prerequisites for this course.

C811 - Healthcare Financial Resource Management - Healthcare Financial Resource Management examines financial practices within healthcare industries to promote effective management at department and organization levels. Focusing on financial processes associated with facility operations in the healthcare field, this course will analyze the impact of strategic financial planning and regulatory control processes. This course has no prerequisites.

C812 - Healthcare Reimbursement - Healthcare Reimbursement explores financial practices within the healthcare industry as they relate to reimbursement policies. This course identifies how reimbursement systems impact the revenue cycle and a health information manager's role. This course has no prerequisites.

C813 - Healthcare Statistics and Research - Healthcare Statistics and Research explores the use of statistical data to support process improvement through health information research. Health information management (HIM) professionals use information systems to gather, analyze, and present data in response to administrative and clinical needs. This course has no prerequisites.

C815 - Quality and Performance Management and Methods - Quality and Performance Management and Methods examines quality initiatives within healthcare. Quality issues cover human resource management, employee performance and patient safety. This course focuses on quality improvement initiatives and performance improvement with the health information management perspective.

C816 - Healthcare System Applications - Healthcare System Applications introduces students to information systems. This course includes important topics related to management of information systems (MIS), such as system development and business continuity. The course also provides an overview of management tools and issue tracking systems. This course has no prerequisites.

C818 - Health Information Management Capstone - Health Information Management Capstone Project is the culmination of the student's degree program. It requires the demonstration of competencies through a deliverable of significant scope in the form of a research project. The capstone project consists of a technical work product applicable to the field of health information management. Students should consider creating this final product with the aim of expanding the body of knowledge within the profession. The topic of the Capstone must be presented to and approved by the Capstone Mentor before starting the project.

C820 - Professional Leadership and Communication for Healthcare - The Inter-Professional Communication and Leadership in Healthcare course is designed to help students prepare for success in the online environment at Western Governors University and beyond. Student success starts with the social support and self-reflective awareness that will prepare students to weather the challenges of academic programs. In this course students will participate in group activities and complete several individual assignments. The group activities are aimed at finding support and insight from other students. The assignments are intended to give the student an opportunity to reflect about where they are and where they would like to be. The activities in each group meeting are designed to give students several tools they can use to achieve success. This course is designed as an intensive learning experience. Students will attend group meetings during the term. At each meeting students will engage in activities that help them understand their own educational journey and find support and inspiration in the journey of others.

C823 - Nursing Leadership and Management Field Experience - Today’s rapidly changing healthcare delivery environment requires nurse executives to effectively lead change to achieve organization goals and improvements. Registered nurses needs to hold an active nursing license and have considerable clinical experience and education to become a nurse leader or manager. The Nursing Leadership and Management Field Experience provides the graduate student with an opportunity to work collaboratively within the organization where he/she is employed to address an identified nursing problem, need, or gap in current practices. Students then work to promote a practice change, quality improvement, or innovation that is based on the existing evidence and best practices.

C824 - Nursing Leadership and Management Capstone - The Nursing Leadership and Management capstone course provides the student with an opportunity to engage in a project that is actionable, relevant, highly collaborative, and based on real world experience. The capstone involves development of a scholarly project that addresses a problem, need, or gap in current practices. The capstone project provides an opportunity for the graduate nursing student to demonstrate competency through design, application, and evaluation of a planned practice change, quality improvement, or innovation that is based on the existing evidence and best practices.

C825 - Introduction to Nursing Arts and Science - Intro to Nursing Clinical Skills is a skills lab section in which students will have the opportunity to practice skills learned in didactic in a learning lab. Students will be introduced to and learn the fundamental skills of nursing, including: assessment, vital signs, principles of safety, equipment uses, bathing, oral hygiene, perineal care, principles of asepsis, ambulating, transferring, range of motion, restraints, fall prevention, and communication. Students successful in the lab assessment will be considered for admission to the BSRN program.

C826 - Community Health and Population-Focused Nursing - Community Health and Population-Focused Nursing will assist students in becoming familiar with foundational theories and models of health promotion applicable to the community health nursing environment. Students will develop an understanding of how policies and resources influence the health of populations. Focus is concentrated on learning the importance of a community assessment to improve or resolve a community health issue. Students will be introduced to the relationships between cultures and communities and the steps necessary to create community collaboration with the goal to improve or resolve community health issues in a variety of settings. Students will gain a greater understanding of health systems in the United States, global health issues, quality-of-life issues, cultural influences, community collaboration, and emergency preparedness.

C828 - Teacher Performance Assessment in Elementary Education - The Teacher Performance Assessment is a culmination of the wide variety of skills learned during your time in the Teachers College at WGU. In order to be a competent and independent classroom teacher, you will showcase a collection of your content, planning, instructional, and reflective skills in this professional assessment.

C829 - Teacher Performance Assessment in Elementary and Special Education - The Teacher Performance Assessment is a culmination of the wide variety of skills learned during your time in the Teachers College at WGU. In order to be a competent and independent classroom teacher, you will showcase a collection of your content, planning, instructional, and reflective skills in this professional assessment.

C830 - Teacher Performance Assessment in Mathematics Education - The Teacher Performance Assessment is a culmination of the wide variety of skills learned during your time in the Teachers College at WGU. In order to be a competent and independent classroom teacher, you will showcase a collection of your content, planning, instructional, and reflective skills in this professional assessment.

C832 - Chemistry with Lab - Chemistry for undergraduates provides students seeking initial teacher licensure in middle school science, physics, biology, or the geosciences with an introduction to the field of chemistry, the branch of science that studies the composition, structure, properties, and behavior of matter. Designed for those not majoring in chemistry education, this course highlights how the topics covered can be applied within various branches of science. This course provides students with opportunities to examine the electronic structure of atoms, study periodic trends, name chemical compounds, write chemical formulas, determine the structure of molecules, balance chemical reactions, and discover the changing states of matter. Laboratory experiences facilitate the study of matter and the application of laboratory safety and maintenance procedures. Concepts in Science for undergraduates is a prerequisite for this course.

C833 - Chemistry with Lab - Chemistry for graduates provides already licensed teachers seeking an additional license or endorsement in middle school science, physics, biology, or the geosciences with an introduction to the field of chemistry, the branch of science that studies the composition, structure, properties, and behavior of matter. Designed for those not majoring in chemistry education, this course highlights how the topics covered can be applied within various branches of science. This course provides students with opportunities to examine the electronic structure of atoms, study periodic trends, name chemical compounds, write chemical formulas, determine the structure of molecules, balance chemical reactions, and discover the changing states of matter. Laboratory experiences facilitate the study of matter and the application of laboratory safety and maintenance procedures. Concepts in Science for graduates is a prerequisite for this course.

C836 - Fundamentals of Information Security - This course lays the foundation for understanding terminology, principles, processes and best practices of information security at local and global levels. It further provides an overview of basic security vulnerabilities and countermeasures for protecting information assets through planning and administrative controls within an organization.

C837 - Managing Web Security - Almost all businesses and organizations require a web presence. The security needs, demands, and defenses for these online environments differ from those of an isolated single computer or intranet. This course introduces best practices for preventing security breaches by applying web security protocols, firewalls, and system configurations. This course prepares students for the Web Security Associate (CIW WSA) certification exam.

C838 - Managing Cloud Security - Many of today's companies and organizations have outsourced data management, availability, and operational processes through cloud computing. In this course, students design solutions for cloud-based platforms and operations that maintain data availability while protecting the confidentiality and integrity of information. This includes security controls, disaster recovery plans, and continuity management plans that address physical, logical, and human factors. This course prepares students for the Certified Cloud Security Professional (ISC2 CCSP) certification exam.

C839 - Introduction to Cryptography - This course provides students with knowledge of cryptographic algorithms, protocols, and their uses in the protection of information in various states. This course prepares students for the Certified Encryption Specialist (EC-Council ECES) certification exam.

C840 - Digital Forensics in Cybersecurity - Digital forensics, the science of investigating cybercrimes, seeks evidence that reveals who, what, when, where, and how threats compromise information. This course examines the relationships between incident categories, evidence handling, and incident management. Students identify consequences associated with cyber threats and security laws using a variety of tools to recognize and recover from unauthorized, malicious activities.

C841 - Legal Issues in Information Security - Security information professionals have the role and responsibility for knowing and applying ethical and legal principles and processes that define specific needs and demands to assure data integrity within an organization. This course addresses the laws, regulations, authorities, and directives that inform the development of operational policies, best practices, and training to assure legal compliance and to minimize internal and external threats. Students analyze legal constraints and liability concerns that threaten information security within an organization and develop disaster recovery plans to assure business continuity.

C842 - Cyber Defense and Countermeasures - Traditional defenses such as firewalls, security protocols, and encryption sometimes fail to stop attackers determined to access and compromise data. This course provides the fundamental skills to handle and respond to the computer security incidents in an information system. The course addresses various underlying principles and techniques for detecting and responding to current and emerging computer security threats. Students learn how to handle various types of incidents, risk assessment methodologies, and various laws and policy related to incident handling. This course prepares students for the Certified Incident Handler (EC-Council ECIH) certification exam.

C843 - Managing Information Security - This course expands on fundamentals of information security by providing an in-depth analysis of the relationship between an information security program and broader business goals and objectives. Students develop knowledge and experience in the development and management of an information security program essential to ongoing education, career progression, and value delivery to enterprises. Students apply best practices to develop an information security governance framework, analyze mitigation in the context of compliance requirements, align security programs with security strategies and best practices, and recommend procedures for managing security strategies that minimize risk to an organization.

C844 - Emerging Technologies in Cybersecurity - The continual evolution of technology means that cybersecurity professionals must be able to analyze and evaluate new technologies in information security such as wireless, mobile, and internet technologies. Students review the adoption process which prepares an organization for the risks and challenges of implementing new technologies. This course focuses on comparison of evolving technologies to address the security requirements of an organization. Students learn underlying principles critical to the operation of secure networks and adoption of new technologies.

C845 - Information Systems Security - IT security professionals must be prepared for the operational demands and responsibilities of security practitioners, including authentication, security testing, intrusion detection and prevention, incident response and recovery, attacks and countermeasures, cryptography, and malicious code countermeasures. This course provides a comprehensive, up-to-date global body of knowledge that ensures students have the right information security knowledge and skills to be successful in IT operational roles to mitigate security concerns and guard against the impact of malicious activity. Students demonstrate how to manage and restrict access control systems; administer policies, procedures, and guidelines that are ethical and compliant with laws and regulations; implement risk management and incident handling processes; execute cryptographic systems to protect data; manage network security; and analyze common attack vectors and countermeasures to assure information integrity and confidentiality in various systems. This course prepares students for the Systems Security Certified Practitioner (ISC2 SSCP) certification exam.

C846 - Business of IT - Applications - Business of IT – Applications examines Information Technology Infrastructure Library (ITIL®) terminology, structure, policies, and concepts. Focusing on the management of Information Technology (IT) infrastructure, development, and operations, students will explore the core principles of ITIL practices for service management to prepare them for careers as IT professionals, business managers, and business process owners. This course has no prerequisites.

C847 - Fundamentals of Diversity, Inclusion, and Exceptional Learners - Students will learn the history of inclusion and develop practical strategies for modifying instruction, in accordance with legal expectations, to meet the needs of a diverse population of learners. This population includes learners with disabilities, gifted and talented learners, culturally diverse learners, and English language learners.

C848 - Fundamentals of Diversity, Inclusion, and Exceptional Learners - Students will learn the history of inclusion and develop practical strategies for modifying instruction, in accordance with legal expectations, to meet the needs of a diverse population of learners. This population includes learners with disabilities, gifted and talented learners, culturally diverse learners, and English language learners.

C849 - Cloud Foundations - More and more companies are shifting to a cloud computing model of doing business. The Cloud Foundations course focuses on the real-world issues and practical solutions of cloud computing in business and IT. Competency in this course will be demonstrated by the successful completion of the CompTIA Cloud Essentials certification exam.

C850 - Emerging Technologies - The Emerging Technology course examines emerging technologies, identifies the benefits and drawbacks of technology adoption, and provides students with a process to evaluate technologies. The course will examine three technologies that may have an impact on Information Technology services in the coming years.

C851 - Linux Foundations - Linux Foundations is an introduction to Linux as an operating system as well as an introduction to open source concepts and the basics of the Linux command line. Expert content, a Linux virtual machine, and step-by-step labs give you hands-on access to practice Linux command line concepts. Linux is widely used in different industries for all kinds of functions including web servers, firewalls, and graphic design, and provides robust functionality and a stable, secure environment that is not often found in any other client operating system.

C853 - Teacher Performance Assessment in English - The Teacher Performance Assessment serves as the final, culminating project in your degree program. It is a formal, scholarly piece of work. You are required to design and develop a two-week-long (minimum), standards-based curriculum unit. You will then implement (i.e., teach) the unit in your classroom and gather data as to its effectiveness.

C856 - User Experience Design - User Experience Design explores multiple tools and techniques used in user experience design. Students are presented with an in-depth view of activities involved in the design of user experience and have the opportunity to create several deliverables including persona profiles, information architectures, and prototypes of different levels of fidelity. In addition, the course also covers usability testing and the evaluation of quantitative and qualitative data derived from these and other experiments.

C857 - Software Quality Assurance - Software Quality Assurance applies a QA focus to every phase of the software development life cycle. This course investigates best practices for quality analysis, quality planning, and testing strategies as they pertain to the everyday practice of software development. Students will come to understand how their work fits into the bigger picture: how QA, testing, and code-writing practices interact within specific process models; the potential impact of new code on existing code or on other applications; the importance of usability and the influence users have on the ultimate success of an application. Students will explore test plans, test cases, unit tests, integration tests, regression tests, usability tests, and test and review tools.

C859 - Introduction to Programming in Python - Introduction to Programming in Python provides the fundamentals of the Python language and its features to control program flow and to manipulate data sets. This course teaches how to develop Python scripts that extract and manipulate data from unstructured data sources. Python libraries including acquisition and configuration are also covered. Scripting and Programming Foundations and Web Development Foundations are prerequisites to this course.

C860 - Innovation Project - This course explores healthcare innovation by having you compare examples, apply concepts, perform research and analysis, and create original work. You will complete and submit an Innovation proposal form describing a new technology to decrease clinic wait times.

C861 - Healthcare Systems Project - You will explore healthcare systems by evaluating the needs of a group medical center to expand care to a growing population of underserved and underinsured patients. You will assess the value of affiliation with other providers and potential payers, analyze several healthcare organizations as potential partners for affiliation, and determine what type of affiliation structure will best meet the needs of the medical center. This project culminates in the creation of a proposed “affiliation recommendation” that summarizes the assessment of three candidate organizations.

C862 - Healthcare Quality Project - You will use Six Sigma principles and strategies, as well as other quality concepts (DMAIC), to address problems of high patient wait times and poor physician communication at a highly functioning level 1 trauma center. You will develop a healthcare quality improvement process that implements the five phases of a Six Sigma approach. You will also analyze challenges executives face in identifying, synthesizing, and acting upon healthcare data to improve operations and patient-centered care.

C863 - Healthcare Financial Management Project - You will develop a value-based payment model and strategic implementation plan to provide high-quality, most cost-effective care to a high-risk patient population. The organization is currently not equipped to take on the risks inherent in the population of Southern Florida. To create a successful plan, you will analyze and interpret data to determine the population's need and justify that their organization can financially support and sustain the new system.

C864 - Enterprise Risk Management Project - You will take on the role of a consulting risk manager for the Phoenix VA Health Care System (PVAHCS) to address the Office of Inspector General’s report. You begin by identifying and analyzing risk issues embedded within a real-world scenario. You will use enterprise risk management (ERM) concepts to create and define implementation strategies for an ERM plan to mitigate and manage the risks identified. Finally, you will recommend a new system model.

C865 - Population Health and Care Coordination Project - You will design a chronic care population management plan and change a health system's model to one that focuses on patient and family. You will review a model from Mississippi that has expanded Medicaid where the opportunities to develop partnerships are ideal. To help control costs, you will develop a wellness and prevention program alongside the disease management model already being used in a system of their choice.

C867 - Scripting and Programming - Applications - Scripting and Programming - Applications for undergraduates explores the various aspects of the C++ programming language by examining its syntax, the development environment, and tools and techniques to solve some real-world problems.

C868 - Software Development Capstone - The capstone assessment challenges students to demonstrate mastery of all the BSITSW program outcomes. Students will develop a software application to solve a problem of their choice constrained only by the technology requirements provided in the assessment DRF.

C870 - Human Anatomy and Physiology - This course examines the structures and functions of the human body and covers anatomical terminology, cells and tissues, and organ systems. Students will use a dissection lab to study the healthy state of the organ systems of the human body, including the digestive, skeletal, sensory, respiratory, reproductive, nervous, muscular, cardiovascular, lymphatic, integumentary, endocrine, and renal systems. There are no prerequisites for this course.

C871 - MA, Science Education Teacher Performance Assessment - MA, Science Education (5-12 Geo) Teacher Performance Assessment contains 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 Performance Assessment 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.

C873 - Teacher Performance Assessment in Elementary Education - The Teacher Performance Assessment is a culmination of the wide variety of skills learned during your time in the Teachers College at WGU. In order to be a competent and independent classroom teacher, you will showcase a collection of your content, planning, instructional, and reflective skills in this professional assessment.

C874 - MA, Mathematics Education (5-12) Teacher Performance Assessment - MA, Mathematics Education (5-12) Teacher Performance Assessment contains 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 Performance Assessment 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.

C875 - Human Anatomy and Physiology - This course examines the structures and functions of the human body and covers anatomical terminology, cells and tissues, and organ systems. Students will use a dissection lab to study the healthy state of the organ systems of the human body, including the digestive, skeletal, sensory, respiratory, reproductive, nervous, muscular, cardiovascular, lymphatic, integumentary, endocrine, and renal systems. There are no prerequisites for this course.

C876 - Conceptual Physics - Conceptual Physics provides a broad, conceptual overview of the main principles of physics, including mechanics, thermodynamics, wave motion, modern physics, and electricity and magnetism. Problem-solving activities and laboratory experiments provide students with opportunities to apply these main principles, creating a strong foundation for future studies in physics. There are no prerequisites for this course.

C877 - Mathematical Modeling and Applications - Mathematical Modeling and Applications applies mathematics, such as differential equations, discrete structures, and statistics to formulate models and solve real-world problems. This course emphasizes improving students' critical thinking to help them understand the process and application of mathematical modeling. Probability and Statistics II and Calculus II are prerequisites.

C878 - Mathematical Modeling and Applications - Mathematical Modeling and Applications applies mathematics, such as differential equations, discrete structures, and statistics to formulate models and solve real-world problems. This course emphasizes improving students' critical thinking to help them understand the process and application of mathematical modeling. Probability and Statistics II and Calculus II are prerequisites.

C879 - Algebra for Secondary Mathematics Teaching - Algebra for Secondary Mathematics Teaching explores important conceptual underpinnings, common misconceptions and students' ways of thinking, appropriate use of technology, and instructional practices to support and assess the learning of algebra. Secondary teachers should have an understanding of the following: algebra as an extension of number, operation, and quantity; various ideas of equivalence as it pertains to algebraic structures; patterns of change as covariation between quantities; connections between representations (tables, graphs, equations, geometric models, context); and the historical development of content and perspectives from diverse cultures. In particular, the focus should be on deeper understanding of rational numbers, ratios and proportions, meaning and use of variables, functions (e.g., exponential, logarithmic, polynomials, rational, quadratic), and inverses. Calculus I is a prerequisite for this course.

C880 - Algebra for Secondary Mathematics Teaching - Algebra for Secondary Mathematics Teaching explores important conceptual underpinnings, common misconceptions and students' ways of thinking, appropriate use of technology, and instructional practices to support and assess the learning of algebra. Secondary teachers should have an understanding of the following: algebra as an extension of number, operation, and quantity; various ideas of equivalence as it pertains to algebraic structures; patterns of change as covariation between quantities; connections between representations (tables, graphs, equations, geometric models, context); and the historical development of content and perspectives from diverse cultures. In particular, the focus should be on deeper understanding of rational numbers, ratios and proportions, meaning and use of variables, functions (e.g., exponential, logarithmic, polynomials, rational, quadratic), and inverses. Calculus I is a prerequisite for this course.

C881 - Geometry for Secondary Mathematics Teaching - Geometry for Secondary Mathematics Teaching explores important conceptual underpinnings, common misconceptions and students' ways of thinking, appropriate use of technology, and instructional practices to support and assess the learning of geometry. Secondary teachers in this course will develop a deep understanding of constructions and transformations, congruence and similarity, analytic geometry, solid geometry, conics, trigonometry, and the historical development of content. Calculus I and College Geometry are prerequisites for this course.Calculus I and College Geometry are prerequisites for this course.

C882 - Geometry for Secondary Mathematics Teaching - Geometry for Secondary Mathematics Teaching explores important conceptual underpinnings, common misconceptions and students' ways of thinking, appropriate use of technology, and instructional practices to support and assess the learning of geometry. Secondary teachers in this course will develop a deep understanding of constructions and transformations, congruence and similarity, analytic geometry, solid geometry, conics, trigonometry, and the historical development of content. Calculus I is a prerequisite for this course.

C883 - Statistics and Probability for Secondary Mathematics Teaching - Statistics and Probability for Secondary Mathematics Teaching explores important conceptual underpinnings, common misconceptions and students' ways of thinking, appropriate use of technology, and instructional practices to support and assess the learning of statistics and probability. Secondary teachers should have a deep understanding of summarizing and representing data, study design and sampling, probability, testing claims and drawing conclusions, and the historical development of content and perspectives from diverse cultures. Calculus I and Probability and Statistics I and II are prerequisites for this course.

C884 - Statistics and Probability for Secondary Mathematics Teaching - Statistics and Probability for Secondary Mathematics Teaching explores important conceptual underpinnings, common misconceptions and students' ways of thinking, appropriate use of technology, and instructional practices to support and assess the learning of statistics and probability. Secondary teachers should have a deep understanding of summarizing and representing data, study design and sampling, probability, testing claims and drawing conclusions, and the historical development of content and perspectives from diverse cultures. Calculus I is a prerequisite for this course.

C885 - Advanced Calculus - Advanced Calculus examines rigorous reconsideration and proofs involving calculus. Topics include real-number systems, sequences, limits, continuity, differentiation, and integration. This course emphasizes students' ability to apply critical thinking to concepts to analyze the connections between definitions and properties. Calculus III and Linear Algebra are prerequisites.

C886 - Advanced Calculus - Advanced Calculus examines rigorous reconsideration and proofs involving calculus. Topics include real-number systems, sequences, limits, continuity, differentiation, and integration. This course emphasizes students' ability to apply critical thinking to concepts to analyze the connections between definitions and properties. Calculus III and Linear Algebra are prerequisites.

C887 - MA, Mathematics Education (5-9) Teacher Performance Assessment - MA, Mathematics Education (5-9) Teacher Performance Assessment contains 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 Performance Assessment 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.
C888 - Molecular and Cellular Biology - Molecular and Cellular Biology provides undergraduate students seeking initial licensure or endorsement in secondary science education with an introduction to the area of molecular and cellular biology. This course examines the cell as an organism, emphasizing molecular basis of cell structure and functions of biological macromolecules, subcellular organelles, intracellular transport, cell division, and biological reactions. A prerequisite for this course is Introduction to Biology.
C889 - Molecular and Cellular Biology - Molecular and Cellular Biology provides graduate students seeking initial licensure or endorsement and/or to earn their MA degree in secondary science education with an introduction to the area of molecular and cellular biology. This course examines the cell as an organism emphasizing molecular basis of cell structure and functions of biological macromolecules, subcellular organelles, intracellular transport, cell division, and biological reactions. A prerequisite for this course is Introduction to Biology.
C890 - Ecology and Environmental Science - Ecology and Environmental Science is an introductory course for undergraduate students seeking initial licensure or endorsement in secondary or middle grade science education. The course explores the relationships between organisms and their environment, including population ecology, communities, adaptations, distributions, interactions, and the environmental factors controlling these relationships. This course has no prerequisites.
C891 - Ecology and Environmental Science - Ecology and Environmental Science is an introductory course for graduate students seeking initial licensure or endorsement and/or to earn their MA degree in secondary or middle grade science education. The course explores the relationships between organisms and their environment, including population ecology, communities, adaptations, distributions, interactions, and the environmental factors controlling these relationships. This course has no prerequisites.
C892 - Geology II: Earth Systems - Geology II: Earth Systems provides undergraduate students seeking licensure or endorsement in secondary science education with an examination of the geosphere, atmosphere, hydrosphere, and biosphere, and the dynamic equilibrium of these systems over geologic time. This course also examines the history of Earth and its life-forms, with an emphasis in meteorology. A prerequisite for this course is Geology I: Physical.
C893 - Geology II: Earth Systems - Geology II: Earth Systems provides graduate students seeking licensure or endorsement and/or to earn their MA in secondary science education with an examination of the geosphere, atmosphere, hydrosphere, and biosphere, and the dynamic equilibrium of these systems over geologic time. This course also examines the history of Earth and its life-forms, with an emphasis in meteorology. A prerequisite for this course is Geology I: Physical.
C894 - Astronomy - Astronomy provides undergraduate students seeking initial licensure or endorsement in secondary or middle grade science education with essential knowledge of astronomy and explores Western history and basic physics of astronomy; phases of the moon and seasons; composition and properties of solar system bodies; stellar evolution and remnants; properties and scale of objects and distances within the universe; and introductory cosmology. A prerequisite for this course is General Physics.
C895 - Astronomy - Astronomy provides graduate students seeking initial licensure or endorsement and/or to earn their MA degree in secondary or middle grade science education with essential knowledge of astronomy and explores Western history and basic physics of astronomy; phases of the moon and seasons; composition and properties of solar system bodies; stellar evolution and remnants; properties and scale of objects and distances within the universe; and introductory cosmology. A prerequisite for this course is General Physics.
C896 - Science Methods - Science Methods provides undergraduate students seeking initial licensure or endorsement in the sciences for grades 5-12 with an introduction to science teaching methods and laboratory safety training. Course content focuses on designing and teaching with the three dimensions of science: disciplinary core ideas, crosscutting concepts, and science and engineering practices. Laboratory safety training and certification will include the proper use of personal protective equipment and safe laboratory practices and procedures in science classrooms. This course has no prerequisites.
C897 - Mathematics: Content Knowledge - Mathematics: Content Knowledge is designed to help candidates refine and integrate the mathematics content knowledge and skills necessary to become successful secondary mathematics teachers. A high level of mathematical reasoning skills and the ability to solve problems are necessary to complete this course. Prerequisites for this course are College Geometry, Probability and Statistics I, and Pre-Calculus.
C898 - Earth Science: Content Knowledge - This course covers the advanced content knowledge that a secondary Earth Science teachers is expected to know and understand. Topics include basic scientific principles of Earth and Space Sciences, tectonics and internal Earth processes, Earth materials and surface processes, history of the Earth and its Life-Forms, Earth's atmosphere and hydrosphhere, and astronomy.
C900 - Biology: Content Knowledge - This comprehensive course examines a student's conceptual understanding of a broad range of biology topics. High school biology teachers must help students make connections between isolated topics. For example, when studying hormones created by endocrine glands traveling through the circulatory system to maintain homeostasis, a student is connecting many biology topics. This course starts with macromolecules that make up cellular components and continues with understanding the many cellular processes that allow life to exist. Connections are then made between genetics and evolution. Classification of organisms leads into plant and animal development that study the organ systems and their role in maintaining homeostasis. The course finishes by studying ecology and how humans affect the environment.
C901 - Physics: Content Knowledge - Physics: Content Knowledge covers the advanced content knowledge that a secondary physics teacher is expected to know and understand. Topics include mechanics, electricity and magnetism, optics and waves, heat and thermodynamics, modern physics, atomic and nuclear structure, the history and nature of science, science technology, and social perspectives.
C902 - Middle School Science: Content Knowledge - This course covers the content knowledge that a middle-level science teacher is expected to know and understand. Topics include scientific methodologies, history of science, basic science principles, physical sciences, life sciences, Earth and space sciences, and the role of science and technology and their impact on society.
C903 - Middle School Mathematics: Content Knowledge - Mathematics: Middle School Content Knowledge is designed to help candidates refine and integrate the mathematics content knowledge and skills necessary to become successful middle school mathematics teachers. A high level of mathematical reasoning skills and the ability to solve problems are necessary to complete this course. Prerequisites for this course are College Geometry, Probability and Statistics I, and Pre-Calculus.
C904 - Teacher Performance Assessment in Science - The Teacher Performance Assessment in Science is culmination of the wide variety of skills learned during your time in the Teachers College at WGU. In order to be a competent and independent classroom teacher, you will showcase a collection of your content, planning, instructional, and reflective skills in this professional assessment.
C907 - Introduction to Biology - This course is a foundational introduction to the biological sciences. The overarching theories of life from biological research are explored as well as the fundamental concepts and principles of the study of living organisms and their interaction with the environment. Key concepts include how living organisms use and produce energy; how life grows, develops, and reproduces; how life responds to the environment to maintain internal stability; and how life evolves and adapts to the environment.

C908 - Integrated Physical Sciences - This course provides students with an overview of the basic principles and unifying ideas of the physical sciences: physics, chemistry, and Earth sciences. Course materials focus on scientific reasoning and practical and everyday applications of physical science concepts to help students integrate conceptual knowledge with practical skills.
C909 - Elementary Reading Methods and Interventions - Elementary Reading Methods and Interventions provides students seeking initial teacher licensure in elementary education with an in-depth look at best practices for developing the reading and writing skills of all students. Course content examines the stages of literacy development, the balanced literacy approach, differentiation, technology integration, literacy-assessment, and the comprehensive Response to Intervention (RTI) model used to identify and address the needs of learners who struggle with reading comprehension. This course has no prerequisites.
C910 - Elementary Reading Methods and Interventions - Elementary Reading Methods and Interventions provides students seeking initial teacher licensure in elementary education with an in-depth look at best practices for developing the reading and writing skills of all students. Course content examines the stages of literacy development, the balanced literacy approach, differentiation, technology integration, literacy-assessment, and the comprehensive Response to Intervention (RTI) model used to identify and address the needs of learners who struggle with reading comprehension. This course has no prerequisites.
C912 - College Algebra - This course provides further application and analysis of algebraic concepts and functions through mathematical modeling of real-world situations. Topics include: real numbers, algebraic expressions, equations and inequalities, graphs and functions, polynomial and rational functions, exponential and logarithmic functions, and systems of linear equations.
C913 - Psychology for Educators - This course prepares candidates to meet the expectations of society and prepares future educators to support classroom practice with research-validated concepts. The course helps future educators to create a framework for refining teaching skills that are focused on the learner, through engaged inquiry of integrating theory, critical issues in psychology, classroom applications with diverse populations, assessment, educational technology, and reflective teaching.
C914 - Teacher Performance Assessment in Mathematics Education - The Teacher Performance Assessment is a culmination of the wide variety of skills learned during your time in the Teachers College at WGU. In order to be a competent and independent classroom teacher, you will showcase a collection of your content, planning, instructional, and reflective skills in this professional assessment.
C915 - Chemistry: Content Knowledge - Chemistry: Content Knowledge provides advanced instruction in the main areas of chemistry for which secondary chemistry teachers are expected to demonstrate competency. Topics include matter and energy, thermochemistry, structure, bonding, reactivity, biochemistry and organic chemistry, solutions, nature of science, technology and social perspectives, mathematics, and laboratory procedures.
C918 - Evolving Roles of Nurse Educators in Diverse Environments - Evolving Roles of Nurse Educators examines the multidimensional roles of a contemporary academic nurse educator. This course explores the roles and responsibilities of the nurse educator as a teacher, leader, change agent, and curriculum innovator. Students will also examine the importance of personal and professional development by developing strategies that promote academic integrity, cultural sensitivity, social justice, and ethical/legal values in diverse environments. The course emphasizes the responsibility of nurse educators to utilize communication, collaboration, and leadership in mitigating challenges in academic nursing education.
C919 - Facilitation of Context-Based Student-Centered Learning - Facilitation of Context-Based Student-Centered Learning explores how the nurse educator will incorporate authentic experiences into the creation of course plans that facilitate scholarly inquiry, collaboration, and knowledge acquisition in varied educational environments. Emphasis is placed on innovative, transformational, and experiential teaching and learning strategies to facilitate student development of professional context-based nursing principles, knowledge, skills, and behavior. Evolving Roles of Nurse Educators in Diverse Environments is a prerequisite to this course.
C920 - Contemporary Curriculum Design and Development in Nursing Education - Contemporary Curriculum Design and Development in Nursing Education analyzes the concepts of creating curriculum based on national nursing accreditation standards and instructional design best practices. Nurse educator students will create course content that supports learning in diverse, real-world environments where nurse educators facilitate learning. Instructional design strategies for delivering course content will reflect the mission of academic institution programs, contemporary trends in nursing education, and the needs of key stakeholders in nursing education and practice. Facilitation of Context-Based Student-Centered Learning is a prerequisite to this course.
C921 - Assessment and Evaluation Strategies for Measuring Student Learning - Assessment and Evaluation Strategies for Measuring Student Learning addresses the academic nurse educator's role in the design, development, implementation, and evaluation of student achievement outcomes in nursing education programs. This course requires students to integrate best practices from nursing theory and theories of learning to assess student learning in diverse educational settings. Topics include validity, reliability, and practicality of assessments, interpreting item difficulty and discrimination test results, and analyzing student achievement and learning outcomes data. This course has no prerequisites.
C922 - Emerging Trends and Challenges in 21st Century Nursing Education - Emerging Trends and Challenges in 21st Century Nursing Education analyzes the emerging trends, technologies, and challenges that academic nurse educators encounter when facilitating learning in diverse healthcare settings. Students will focus on the necessity of interprofessional collaboration, and the barriers and facilitators to overcoming the challenges associated with teaching and learning in nursing. Topics include the impact of emerging technology, challenges in nursing practice, and the role of the academic nurse educator as a scholar and a nursing education policy advocate. This course has no prerequisites.
C925 - Earth: Inside and Out - Earth: Inside and Out explores the ways in which our dynamic planet evolved, and the processes and systems that continue to shape it. Though the geologic record is incredibly ancient, it has only been studied intensely since the end of the nineteenth century. Since then, research in fields such as geologic time, plate tectonics, climate change, exploration of the deep sea floor, and the inner earth have vastly increased our understanding of geological processes. There are no prerequisites for this course.
C926 - Earth: Inside and Out - Earth: Inside and Out explores the ways in which our dynamic planet evolved, and the processes and systems that continue to shape it. Though the geologic record is incredibly ancient, it has only been studied intensely since the end of the nineteenth century. Since then, research in fields such as geologic time, plate tectonics, climate change, exploration of the deep sea floor, and the inner earth have vastly increased our understanding of geological processes. There are no prerequisites for this course.
C927 - Managing Technology Operations and Innovation - Managing Technical Operations and Innovations explores the importance of innovation in the processes of operations management and business competitiveness. From the formulation of tactical operations plans from strategic objectives, IT executives need to create partnerships to drive innovation within an organization.This course provides students with the practical knowledge and understanding of operations management concepts, business models, methods, tools, applications and best practices used by successful organizations to improve their operations.This course has no prerequisites.
C929 - IT Sourcing and Development in a Global Economy - IT Sourcing and Development in a Global Economy examines the practice of sourcing and developing global IT projects from a management perspective. In today's organizations, leaders look for efficient and effective ways to deliver goods and services. This course will allow students to explore the strategic, operational, tactical, and security-related impacts to the organization of sourcing and supporting a global IT project. Students will cultivate a deep understanding of the documents, skills, and stakeholders needed for any given project and develop the ability to leverage these elements to achieve success. This course will also explore the ethical, cultural, and regulatory considerations surrounding sourcing and managing IT projects in a global space. There are no prerequisites for this course.

C930 - Preclinical Experiences in Mathematics - Preclinical Experiences in Mathematics provides students the opportunity to observe and participate in a wide range of in-classroom teaching experiences in order to develop the skills and confidence necessary to be an effective teacher. Students will reflect on and document the 75 hours of in-classroom observation and experience in their performance assessments. Prior to entering the classroom for the observations, students will be required to meet several requirements including a cleared background check, passing scores on the state or WGU required basic skills exam and a completed resume.

C931 - Preclinical Experiences in Mathematics - Preclinical Experiences in Mathematics provides students the opportunity to observe and participate in a wide range of in-classroom teaching experiences in order to develop the skills and confidence necessary to be an effective teacher. Students will reflect on and document the 75 hours of in-classroom observation and experience in their performance assessments. Prior to entering the classroom for the observations, students will be required to meet several requirements including a cleared background check, passing scores on the state or WGU required basic skills exam and a completed resume.

C932 - Preclinical Experiences in Mathematics - Preclinical Experiences in Mathematics provides students the opportunity to observe and participate in a wide range of in-classroom teaching experiences in order to develop the skills and confidence necessary to be an effective teacher. Students will reflect on and document at least 75 hours of in-classroom observations. Prior to entering the classroom for the observations, students will be required to meet several requirements including a cleared background check, passing scores on the state or WGU required basic skills exam and a completed resume.

C933 - Preclinical Experiences in Mathematics - Preclinical Experiences in Mathematics provides students the opportunity to observe and participate in a wide range of in-classroom teaching experiences in order to develop the skills and confidence necessary to be an effective teacher. Students will reflect on and document the 75 hours of in-classroom observation and experience in their performance assessments. Prior to entering the classroom for the observations, students will be required to meet several requirements including a cleared background check, passing scores on the state or WGU required basic skills exam and a completed resume.

C934 - Preclinical Experiences in Elementary and Special Education - Preclinical Experiences in Elementary and Special Education provides students the opportunity to observe and participate in a wide range of in-classroom teaching experiences in order to develop the skills and confidence necessary to be an effective teacher. Students will reflect on and document the 75 hours of in-classroom observation and experience in their performance assessments. Prior to entering the classroom for the observations, students will be required to meet several requirements including a cleared background check, passing scores on the state or WGU required basic skills exam and a completed resume.

C935 - Preclinical Experiences in Elementary Education - Preclinical Experiences in Elementary provides students the opportunity to observe and participate in a wide range of in-classroom teaching experiences in order to develop the skills and confidence necessary to be an effective teacher. Students will reflect on and document the 75 hours of in-classroom observation and experience in their performance assessments. Prior to entering the classroom for the observations, students will be required to meet several requirements including a cleared background check, passing scores on the state or WGU required basic skills exam and a completed resume.

C936 - Preclinical Experiences in Elementary Education - Preclinical Experiences in Elementary provides students the opportunity to observe and participate in a wide range of in-classroom teaching experiences in order to develop the skills and confidence necessary to be an effective teacher. Students will reflect on and document the 75 hours of in-classroom observation and experience in their performance assessments. Prior to entering the classroom for the observations, students will be required to meet several requirements including a cleared background check, passing scores on the state or WGU required basic skills exam and a completed resume.

C937 - Preclinical Experiences in Science - Preclinical Experiences in Science provides students the opportunity to observe and participate in a wide range of in-classroom teaching experiences in order to develop the skills and confidence necessary to be an effective teacher. Students will reflect on and document the 75 hours of in-classroom observation and experience in their performance assessments. Prior to entering the classroom for the observations, students will be required to meet several requirements including a cleared background check, passing scores on the state or WGU required basic skills exam and a completed resume.

C938 - Preclinical Experiences in Science - Preclinical Experiences in Science provides students the opportunity to observe and participate in a wide range of in-classroom teaching experiences in order to develop the skills and confidence necessary to be an effective teacher. Students will reflect on and document the 75 hours of in-classroom observation and experience in their performance assessments. Prior to entering the classroom for the observations, students will be required to meet several requirements including a cleared background check, passing scores on the state or WGU required basic skills exam and a completed resume.

C939 - Data Visualization - Data Visualization covers the application of design principles, human perception, color theory, and effective storytelling in the context of data visualization. It addresses presenting data to others, and advancing technology with visualization tools enabling data scientists to share their findings and support organizational decision-making processes. Additionally, this course focuses on how to visually encode and present data to an audience.

C945 - Preclinical Experiences in English - Preclinical Experiences in English provides students the opportunity to observe and participate in a wide range of in-classroom teaching experiences in order to develop the skills and confidence necessary to be an effective teacher. Students will reflect on and document the 75 hours of in-classroom observation and experience in their performance assessments. Prior to entering the classroom for the observations, students will be required to meet several requirements including a cleared background check, passing scores on the state or WGU required basic skills exam and a completed resume.

C946 - Nursing Education Field Experience - The Nursing Education Field Experience provides the academic nurse educator student an opportunity to work collaboratively with academic mentors and interprofessional stakeholders to analyze the need-gap for a curriculum change, innovation, or improvement. Based on the identified need-gap, the graduate student will design and develop a course that reflects evidence-based instructional design and assessment principles and practices. This course prepares students for the role of an Academic Nurse Educator, as an agent for change and quality improvement in nursing education.

C947 - Nurse Educator Capstone - The Nursing Education Capstone course provides the Academic Nurse Educator student an opportunity to apply previous course work towards the completion of an evidence-based curriculum proposal project. During this course students will build on previous work during their Nursing Education Field Experience course by planning the implementation and evaluation phases of their proposed curriculum change, innovation or improvement. The capstone proposal project represents a synthesis of competencies across the Masters Science of Nursing—Nursing Education degree program, which prepares them to lead, manage, and transform nursing education in diverse and complex academic settings.

C948 - Technical Communication - Technical Communication examines communication types and strategies that information technology executives will use to communicate effectively within an organization. As leaders, IT executives frequently contribute to business goals by designing and communicating specialized information in a variety of media to customers, clients, and other departments. In this course, students learn to communicate accurately, effectively, and ethically to a variety of audiences. Students choose, design, and deliver the communication product and assess the effectiveness to improve future communication. This course has no prerequisites.

C954 - Information Technology Management - IT Management introduces the key topics and skills needed to lead next-generation technology organizations. This course explores how common applications and innovation drive value and business needs. Ethical and regulatory compliance issues are discussed, including current practices for risk management, disaster recovery, and cybersecurity. Students will also analyze the key leadership skills and traits necessary to lead responsive, competitive, and innovative organizations. This course has no prerequisites.

C962 - Current and Emerging Technology - Current and Emerging Technology explores organizational leadership trends, practices, processes, and technology in contemporary technology-intensive organizations. IT executives need to continually stay informed of technological trends to determine their relevance and implementation within an organization. This course requires students to read and evaluate academic literature pertaining to emerging IT topics. This course has no prerequisites.

C970 - Children's Literature - This course is an introduction to and exploration of children's literature. Students will consider and analyze children's literature as a lens through which to view the world. Students will experience multiple genres, historical perspectives, cultural representations and current applications in the field of children's literature. While it is not required, it is recommended that candidates take NHC1 and C133 prior to this course.

CQC2 - Calculus II - Calculus II is the study of the accumulation of change in relation to the area under a curve. It covers the knowledge and skills necessary to apply integral calculus of one variable and to use appropriate technology to model and solve real-life problems. Topics include antiderivatives; indefinite integrals; the substitution rule; Riemann sums; the Fundamental Theorem of Calculus; definite integrals; acceleration, velocity, position, and initial values; integration by parts; integration by trigonometric substitution; integration by partial fractions; numerical integration; improper integration; area between curves; volumes and surface areas of revolution; arc length; work; center of mass; separable differential equations; direction fields; growth and decay problems; and sequences. Calculus I is a prerequisite for this course.

CUA1 - Culture - Focuses on the nature and role of culture and the importance of cultural groups and cultural identity.

CWEL - Capstone Written Project in Educational Leadership - The capstone project will consist of the design and implementation of a short-term datadriven school improvement initiative. Through the case study approach and during the capstone experience, you will identify one or more measurable outcome improvement areas in your case study / practicum site. You will propose and develop short-term school improvement initiatives and will then measure the outcomes and results of your implemented improvement initiatives.

CZC1 - Accounting II - Accounting II is a continuation of the topics that were addressed in Principles of Accounting. Accounting II focuses on ways in which accounting principles are used in business operations, deepening the student's understanding of Generally Accepted Accounting Principles (GAAP), inventory, liabilities, and budgets. This course also introduces topics that are important for corporate accounting and financial analysis.

DPT1 - Physics: Electricity and Magnetism - Physics: Electricity and Magnetism addresses principles related to the physics of electricity and magnetism. Students will study electric and magnetic forces and then apply that knowledge to the study of circuits with resistors and electromagnetic induction and waves, focusing on such topics as: Electric charge and electric field, electric currents and resistance, magnetism, electromagnetic induction and Faraday's law, and Maxwell's equation and electromagnetic waves.

DPT2 - Physics: Electricity and Magnetism - Physics: Electricity and Magnetism addresses principles related to the physics of electricity and magnetism. Students will study electric and magnetic forces and then apply that knowledge to the study of circuits with resistors and electromagnetic induction and waves, focusing on such topics as: Electric charge and electric field, electric currents and resistance, magnetism, electromagnetic induction and Faraday's law, and Maxwell's equation and electromagnetic waves.

DRC1 - Educational Assessment - Educational Assessment assists students in making appropriate data-driven instructional decisions by exploring key concepts relevant to the administration, scoring, and interpretation of classroom assessments. Topics include ethical assessment practices, designing assessments, aligning assessments, and utilizing technology for assessment.

DWP2 - Application of Elementary Social Studies Methods - Application of Elementary Social Studies Methods helps students learn how to implement effective social studies instruction in the elementary classroom. Topics include social studies themes, promoting cultural diversity, integrated social studies across the curriculum, social studies learning environments, assessing social studies understanding, differentiated instruction for social studies, technology for social studies instruction, and standards-based social studies instruction. This course helps students to apply, analyze, and reflect on effective elementary social studies instruction.

DZP2 - Application of Elementary Visual and Performing Arts Methods - Application of Elementary Visual and Performing Arts Methods helps students learn how to implement effective visual and performing arts instruction in the elementary classroom. Topics include integrating arts across the curriculum, music education, visual arts, dance and movement, dramatic arts, differentiated instruction for visual and performing arts, and promoting cultural diversity through visual and performing arts instruction. This course helps students to apply, analyze, and reflect on effective elementary visual and performing arts instruction.

EBP2 - Application of Elementary Physical Education and Health Methods - Applications of Elementary Physical Education and Health Methods helps students learn how to implement effective physical and health education instruction in the elementary classroom. Topics include healthy lifestyles, student safety, student nutrition, physical education, differentiated instruction for physical and health education, physical education across the curriculum, and public policy in health and physical education. This course helps students to apply, analyze, and reflect on effective elementary visual and performing arts instruction.

EFP1 - Cultural Studies and Diversity - Cultural Studies and Diversity focuses on the development of cultural awareness. Students will analyze the role of culture in today's world, develop culturally-responsive practices, and understand the barriers to and the benefits of diversity.

EFV1 - Behavioral Management and Intervention - Behavioral Management and Intervention explores the challenges of working with students with emotional and behavioral disabilities and helps students learn about theories, interventions, practices, and assessments that can influence these children's opportunities for success. It further helps students better be able to make decisions about how to strategize behavior adjustments for individual students.

EFV2 - Behavioral Management and Intervention - Behavioral Management and Intervention explores the challenges of working with students with emotional and behavioral disabilities and helps students learn about theories, interventions, practices, and assessments that can influence these children's opportunities for success. It further helps students better be able to make decisions about how to strategize behavior adjustments for individual students.

ELO1 - Subject Specific Pedagogy: ELL - Subject Specific Pedagogy: ELL integrates aspects of pedagogy, assessment, and professionalism in English Language Learning (ELL). A student develops and assesses aspects of language curriculum development including second language instruction, methods of second language assessment, and legal policy issues.

EST1 - Ethical Situations in Business - Ethical Situations in Business explores various scenarios in business and helps students learn to develop ethical and socially responsible courses of action. Students will also learn to develop an appropriate and comprehensive ethics program for a business venture.

EXP2 - College Geometry - College Geometry covers the knowledge and skills necessary to apply geometry to model and solve real-life problems, to do formal axiomatic proofs in geometry, and to use dynamic technology to explore geometry. Topics include axiomatic systems and analytic proof; non-Euclidean geometries; construction, analytic, and synthetic methods for investigating and proving properties and relationships of two- and three-dimensional objects; geometric transformations, tessellations, and using inductive reasoning; concrete models; and dynamic technology to conduct geometric investigations. College Algebra and Pre-Calculus are prerequisites for this course.

FCC1 - Introduction to Special Education, Law and Legal Issues - Introduction to Special Education, Law and Legal Issues introduces the history and nature of special education and how it relates to general education, as well as specific legal acts and concepts governing it. Topics include history of special education, the Individuals with Disabilities Education Act, free, appropriate public education (FAPE), and least restrictive environments (LREs).

FCC2 - Introduction to Special Education, Law and Legal Issues, Policies and Procedures - Introduction to Special Education, Law and Legal Issues introduces the history and nature of special education and how it relates to general education, as well as specific legal acts and concepts governing it. Topics include history of special education, the Individuals with Disabilities Education Act, free, appropriate public education (FAPE), and least restrictive environments (LREs).

FEA1 - Field Experience for ELL - Field Experience for ELL is the field experience component of the English Language Learning program. In this experience, students are required to complete a minimum of 15 hours of observations at both elementary and secondary levels. Additionally, a supervised teaching experience that is face-to-face with English language learners according to the minimum time requirements of your state is required. The purpose of this course is to assess the ability of the student including their engagement in field experience activities, ability to reflect on and then plan standards-based instruction in ELL, and their ability to locate and effectively use resources for teaching ELL to meet the needs of their individual students.

FJC1 - Psychoeducational Assessment Practices and IEP Development/Implementation - Psychoeducational Assessment Practices and IEP Development/Implementation prepares candidates to apply knowledge of the IEP process as they work with students who have mild to moderate disabilities in a wide variety of possible situations, all with an emphasis on cross-categorical inclusion. It helps candidates gain fluency in their understanding of disability categories, assessment, curriculum, and instruction.

FJC2 - Psychoeducational Assessment Practices and IEP Development/Implementation - Psychoeducational Assessment Practices and IEP Development/Implementation prepares candidates to apply knowledge of the IEP process as they work with students who have mild to moderate disabilities in a wide variety of possible situations, all with an emphasis on cross-categorical inclusion. It helps candidates gain fluency in their understanding of disability categories, assessment, curriculum, and instruction.

FLC1 - Instructional Models and Design, Supervision and Culturally Response Teaching - Instructional Models and Design, Supervision and Culturally Response Teaching helps students understand the role of special education in the development of instruction, why this field exists separate from and in conjunction with general education, where it is going, and how they can help coordinate inclusion for students. Students will gain expertise in developing instructional, curricular, and environmental interventions based on assessment data and student need.

FLC2 - Instructional Models and Design, Supervision and Culturally Responsive Teaching - Instructional Models and Design, Supervision and Culturally Responsive Teaching helps students understand the role of special education in the development of instruction, why this field exists separate from and in conjunction with general education, where it is going, and how they can help coordinate inclusion for students. Students will gain expertise in developing instructional, curricular, and environmental interventions based on assessment data and student need.

FVC1 - Global Business - This course provides an introduction to global business. The advantages of global production and the benefits of trade are critical aspects of global business. Many factors influence global business, such as transparency, geography, corruption, intellectual property protections, outsourcing and off-shoring, operation management, and generally accepted accounting principles.

FXT2 - Disaster Recovery Planning, Prevention and Response - This course prepares students to plan and execute industry best practices related to conducting organization-wide information assurance initiatives and to preparing an organization for implementing a comprehensive Information Assurance Management program.

HMP1 - Cases in Advanced Human Resource Management - During Cases in Advanced Human Resource Management students apply their knowledge of human resource management by completing a case study. Students will apply critical human resource strategies in the areas of legal/regulatory compliance, recruitment and selection of personnel, performance and feedback mechanisms, and financial and benefits compensation.

IDC1 - Foundations of Instructional Design - Foundations of Instructional Design provides an overview of how to select the most appropriate learning theories, design processes, and instructional strategies based on learner audience, instructional setting, and current and desired state of learning.

IYT2 - Introduction to Curriculum Theory - For over 200 years, educators in the United States have debated the purpose of education. Should education be for enlightenment or to prepare students for the life of work? Should education be for many or for a select few? These questions continue to be debated today. Through curriculum theory and reflection, educators have an educational framework by which to understand how theory and one's philosophical views can impact the design, development, and implementation of curriculum and instruction. With this in mind, Introduction to Curriculum Theory focuses on exploring and applying an understanding of Scholar Academic, Social Efficiency, Learner Centered, and Social Reconstruction ideologies in various instructional settings and on the development on one’s own curriculum philosophy.

IZT2 - Learning Theories - Learning Theories focuses on the complexity of the current learning environment and how behaviorism, cognitivism, constructivism, and personal learning philosophy can assist in the development of appropriate curriculum and instruction.

JIT2 - Risk Management - Content focuses on categorizing levels of risk and understanding how risk can impact the operations of the business through a scenario involving the creation of a risk management program and business continuity program for a company and a business situation reacting to a crisis/disaster situation affecting the company.

JNT2 - Instructional Design Analysis - Instructional Design Analysis focuses on using analysis of needs to determine the needs and interests of learners, and scope and sequence for developing a logical approach for an education program to formulate appropriate and measurable program objectives.

JOT2 - Issues in Instructional Design - Issues in Instructional Design focuses on learning theories, learner analysis, scope and sequence, instructional strategies, task analysis and design theories, media and technology foundations, and adaptive technologies for special populations for creating effective, well-articulated, and efficient instruction.

JPT2 - Instructional Design Production - Instructional Design Production focuses on the application of a systematic process of instructional design, namely the concepts and procedure for analyzing and designing successful instruction. This course will prepare students to conduct a goal analysis, a process used to identify instructional goals, as well as a task analysis, which is used to determine the skills and knowledge required to accomplish those goals. This course also focuses on writing performance objectives, designing assessments, and developing instruction that incorporates relevant learning theories. Methods for formatively evaluating a unit of instruction are also introduced. There are no prerequisites for this course.

JQT2 - Issues in Measurement and Evaluation - Issues in Measurement and Evaluation focuses on the understanding of formative and summative evaluation, quantitative and qualitative data collection tools, including rubrics and the processes of evaluation.

JRT2 - Evaluation Methodology and Instrumentation - Evaluation Methodology and Instrumentation focuses on using qualitative and quantitative data collection tools and techniques to construct and evaluate valid and reliable measuring instruments.

JST2 - Evaluation Process and Recommendation - Evaluation Process and Recommendation focuses on implementing and interpreting an evaluation and the reporting of the results and recommendations to stakeholders.

JWT2 - Instructional Theory - Instructional Theory focuses on exploring instructional design theory and related models and processes. Students will apply instructional design principles to the design and delivery of plans to meet the learning needs found in the instructional setting.

JXT2 - Educational Psychology - Educational Psychology examines the latest findings in child and adolescent development and provides educators the opportunity to apply educational psychology to various instructional settings. Students will explore the areas of applied educational psychology to teaching, cognitive development, social development, and cultural development. They will design, develop, modify, and evaluate curriculum and instruction in various educational settings according to child/adolescent development.

JYT2 - Curriculum Design - Curriculum Design focuses on exploring curriculum design theory, educational standards, and design frameworks for what to teach. Together these topics will provide educators with the ability to take principles of curriculum design theory and related models and apply them when developing, designing, and modifying curriculum to meet learning needs in their instructional setting.
JZT2 - Curriculum Evaluation - Curriculum Evaluation focuses on exploring evaluation systems and student data to determine the effectiveness of curriculum. It also focuses on differentiating curriculum based on student data.
KAT2 - Assessment for Student Learning - Assessment for Student Learning focuses on developing the knowledge and skills to identify, develop, and design instrument tools for evaluating student learning. It also explores the use of objective and performance-based, formative, and summative assessments and their results in the evaluation of curriculum and instruction for student learning.
KBT2 - Differentiated Instruction - Differentiated Instruction focuses on developing and implementing curriculum and instruction that that best meets the needs of all learners within a given instructional setting.
LEC1 - Comprehensive Educational Leadership Integration - You will complete a comprehensive objective proctored assessment in Educational Leadership theory and practices, including administrative theory, school law, school finance, curriculum development and implementation, personnel management, public relations, and technology. You will be required to pass the Comprehensive Educational Leadership Integration objective assessment.
LFT1 - Student, Stakeholder, and Market Focus for Educational Leaders - This subdomain reviews principles and practices of meeting stakeholder needs and reviews your case study site's effectiveness in managing stakeholder relationships.
LMT1 - Measurement, Analysis, and Knowledge Management for Educational Leaders - This subdomain reviews principles and practices of program and curriculum effectiveness evaluation as well as best practices in technology for educational leaders. You also complete a program, practice, or curriculum effectiveness evaluation in your case study site as well as an evaluation of technology implementation.
LNT1 - Process Management for Educational Leaders - This subdomain reviews best practices in process management for educational leaders, as well as an evaluation of your case study site's process management policies and practices.
LPA1 - Language Production, Theory and Acquisition - Language Production, Theory and Acquisition focuses on describing and understanding language and the development of language. It includes the study of acquisition theory, grammar, and applied phonetics.
LPT1 - Performance Excellence Criteria for Educational Leaders - This subdomain reviews the case study model and prepares you to complete a thorough review of the effectiveness of their case study site's operations, outcomes, and leadership.
LQT2 - Information Security and Assurance Capstone Project - Students will be able to choose from three areas of emphasis, depending on personal and professional interests. Students will complete a capstone project that deals with a significant real-world business problem that further integrates the components of the degree. Capstone projects will require an oral defense before a committee of WGU faculty.
LRT1 - Practicum in Educational Leadership - Foundational Perspectives of Education includes a series of performance tasks to take place under the leadership of a practicing state licensed school principal or assistant principal in a practicum school site (K–12). This assessment also includes completion of assigned administrative duties to take place in both elementary (K–6) and secondary (7–12) settings under the leadership and supervision of the cooperating administrator in your case study school site. Practicum requirements vary by state of intended licensure and WGU program requirements, and the standard has been set between 275 and 540 of logged practicum activities that span a minimum of six consecutive months. Please refer back to the WGU Student Handbook for reference of your program requirements. You are required to pass the Practicum in Educational Leadership performance assessments and successfully submit other documentation, including evaluations of your performance completed by the cooperating administrator and documentation of completion of state-required hours of assigned administrative duties. The Educational Leadership Practicum requires a practicum fee. During the Educational Leadership Practicum, you are also expected to take and pass your state's licensure examination(s) required for certification as a school principal and the PRAXIS 5411 Educational Leadership: Administration and Supervision exam.
LST1 - Strategic Planning for Educational Leaders - This subdomain reviews principles and practices of the strategic planning process as well as a case study review of the strategic planning processes in your case study site.
LWT1 - Workforce Focus for Educational Leaders - This subdomain reviews best practices in human resource administration for educational leaders, as well as an evaluation of your case study site's workforce management practices.
LZT2 - Power, Influence and Leadership - This course focuses on the development of the critical leadership and soft skills necessary for success in information technology leadership and management. The course focuses specifically on skills such as cultivating effective leadership communication, building personal influence, enhancing emotional intelligence (soft skills), generating ideas and encouraging idea generation in others, conflict resolution, and positioning oneself as an influential change agent within different organizational cultures.
MBT2 - Technological Globalization - Technological Globalization explores information and communication technologies used to meet business needs in global markets. IT executives must analyze their organization's technological needs, develop internationally-capable strategic plans, and mitigate the operational challenges of each of the countries in which the organization does business. This course provides students with the practical knowledge and understanding of how to plan, evaluate, and successfully integrate effective and efficient technical communication solutions in the global business market. This course has no prerequisites.
MEC1 - Foundations of Measurement and Evaluation - Foundations of Measurement and Evaluation focuses on assessment validity, constructing reliable test instruments, identifying appropriate item and instrument types, qualitative data collection tools and techniques, and conducting a formative and summative evaluation for an instruction product or program.
MFT2 - Mathematics (K-6) Portfolio Oral Defense - Mathematics (K-6) Portfolio Oral Defense: Mathematics (K-6) Portfolio Defense focuses on a formal presentation. The student will present an overview of their teacher work sample (TWS) portfolio discussing the challenges they faced and how they determined whether their goals were accomplished. They will explain the process they went through to develop the TWS portfolio and reflect on the methodologies and outcomes of the strategies discussed in the TWS portfolio. Additionally, they will discuss the strengths and weaknesses of those strategies and how they can apply what they learned from the TWS portfolio in their professional work environment.
MGT2 - IT Project Management - IT Project Management provides an overview of the Project Management Institute's project management methodology. Topics cover various process groups and knowledge areas and application of knowledge in case studies for planning a project that has not started yet and monitoring/controlling a project that is already underway.
MMT2 - IT Strategic Solutions - In IT Strategic Solutions the learner will have the opportunity to identify strategic opportunities and emerging technologies as they research and decide on a system to support a growing company. Topics will include technology strategy; gap analysis; researching new technology; strengths, opportunities, weaknesses, and threats; ethics; risk mitigation; data security, communication plans; and globalization.
NHC1 - Introduction to Instructional Planning and Presentation - Students will develop a basic understanding of effective instructional principles and how to differentiate instruction in order to elicit powerful teaching in the classroom.
NMA1 - Professional Role of the ELL Teacher - The Professional Role of the ELL Teacher focuses on issues of professionalism for the English Language Learning teacher and leader. This includes program development, ethics, engagement in professional organizations, serving as a resource, and ELL advocacy.
NNA1 - Planning, Implementing, Managing Instruction - Planning, Implementing, Managing Instruction focuses on a variety of philosophies and grade levels of English Language Learner (ELL) instruction. It includes the study of ELL listening and speaking, ELL reading and writing, specially designed academic instruction in English (SDAIE), and specific issues for various grade level instruction.

OOT2 - Mathematics History and Technology - In this course, you will learn about a variety of technological tools for doing mathematics, and develop a broad understanding of the historical development of mathematics. You will come to understand that mathematics is a very human subject that comes from the macro-level sweep of cultural and societal change, as well as the micro-level actions of individuals with personal, professional, and philosophical motivations. You will focus on the historical development of mathematics including contributions of significant figures and diverse cultures. Most importantly, you will learn to evaluate and apply technological tools and historical information to create an enriching student-centered mathematical learning environment.

OPT2 - Mathematics Learning and Teaching - Mathematics Learning and Teaching will help you develop the knowledge and skills necessary to become a prospective and practicing educator. You will be able to use a variety of instructional strategies to effectively facilitate the learning of mathematics. This course focuses on selecting appropriate resources, using multiple strategies, and instructional planning, with methods based on research and problem solving. A deep understanding of the knowledge, skills, and disposition of mathematics pedagogy is necessary to become an effective secondary mathematics educator. There are no prerequisites for this course.

PFHM - Business - HR Management Portfolio Requirement - Students prepare a culminating professional portfolio to demonstrate the competencies they have learned throughout their program. The portfolio includes a strengths essay, a career report, a reflection essay, a résumé, and exhibits demonstrating personal strengths in the work place.

PFIT - Business - IT Management Portfolio Requirement - Business - IT Management Portfolio Requirement is designed to help the learner complete the culminating Undergraduate Business Portfolio assessment; it focuses on developing a business portfolio containing a strengths essay, a career report, a reflection essay, a resume, and exhibits that support one's strengths in the work place.

QDT1 - Abstract Algebra - Abstract Algebra is the axiomatic and rigorous study of the underlying structure of algebra and arithmetic. It covers the knowledge and skills necessary to understand, apply, and prove theorems about numbers, groups, rings, and fields. Topics include the well-ordering principle, equivalence classes, the division algorithm, Euclid's algorithm, prime factorization, greatest common divisor, least common multiple, congruence, the Chinese remainder theorem, modular arithmetic, rings, integral domains, fields, groups, roots of unity, and homomorphisms. Linear Algebra is a prerequisite for this course.

QDT2 - Abstract Algebra - Abstract Algebra is the axiomatic and rigorous study of the underlying structure of algebra and arithmetic. It covers the knowledge and skills necessary to understand, apply, and prove theorems about numbers, groups, rings, and fields. Topics include the well-ordering principle, equivalence classes, the division algorithm, Euclid's algorithm, prime factorization, greatest common divisor, least common multiple, congruence, the Chinese remainder theorem, modular arithmetic, rings, integral domains, fields, groups, roots of unity, and homomorphisms. Linear Algebra is a prerequisite for this course.

QET1 - Business - HR Management Capstone Project - For the Business - HR Management Capstone Project students will integrate and synthesize competencies from across their degree program to demonstrate their ability to participate in and contribute value to their chosen professional field. A comprehensive business plan is developed for a company that offers HR products or services. The business plan includes a market analysis, financial statements and analysis, and specific strategic actions relevant to the chosen company.

QFT1 - Business - IT Management Capstone Project - The capstone requires students to demonstrate the integration and synthesis of competencies in all domains required for the degree in Information Technology Management. The student produces a business plan for a start-up company that is selected and approved by the student and mentor.

QGT1 - Business Management Capstone Written Project - For the Business Management Capstone Written Project students will integrate and synthesize competencies from across their degree program to demonstrate their ability to participate in and contribute value to their chosen professional field. A comprehensive business plan is developed for a company that plans to sell a product or service in a local market, national market, or on the Internet. The business plan includes a market analysis, financial statements and analysis, and specific strategic actions relevant to the chosen company.

QHT1 - Business Management Tasks - Business Management Tasks addresses important concepts needed to effectively manage a business. Topics include the cost-quality relationship, the use of various types of graphical charts in operations management, managing innovation, and developing strategies for working with individuals and groups.

QIT1 - Business Marketing Management Capstone Written Project - For the Business Marketing Management Capstone Project students will integrate and synthesize competencies from across their degree program to demonstrate their ability to participate in and contribute value to their chosen professional field. A comprehensive business plan is developed for a company that provides some type of marketing product or service. The business plan includes a market analysis, financial statements and analysis, and specific strategic actions relevant to the chosen company.

QJT2 - Calculus I - Calculus I is the study of rates of change in relation to the slope of a curve and covers the knowledge and skills necessary to use differential calculus of one variable and appropriate technology to solve basic problems. Topics include graphing functions and finding their domains and ranges; limits, continuity, differentiability, visual, analytical, and conceptual approaches to the definition of the derivative; the power, chain, and sum rules applied to polynomial and exponential functions, position and velocity; and L'Hopital's Rule. Candidates should have completed a course in Pre-Calculus before engaging in this course.

QTT2 - Finite Mathematics - Finite Mathematics covers the knowledge and skills necessary to apply discrete mathematics and properties of number systems to model and solve real-life problems. Topics include sets and operations; prime and composite numbers; GCD and LCM; order of operations; ordering numbers; mathematical systems including modular arithmetic, arithmetic and geometric sequences, ratio and proportion, subsets of real numbers, logic and truth tables, graphs, trees and networks, and permutation and combination. There are no prerequisites for this course.

RKT1 - Linear Algebra - Linear Algebra is the study of the algebra of curve-free functions extended into three-or-higher-dimensional space. It covers the knowledge and skills necessary to apply vectors, matrices, matrix theorems, and linear transformations and to use appropriate technology to model and solve real-life problems. It also covers properties of and proofs about vector spaces. Topics include linear equations and their matrix-vector representation Ax=b, row reduction, linear transformations and their matrix representations (shear, dilation, rotation, reflection), matrix operations, matrix inverses and invertible matrix characterizations, computing determinants, relating determinants to area and volume, and axiomatic and intuitive definitions of vector spaces and subspaces and how to prove theorems about them. College Geometry and Calculus II are prerequisites for this course.

RKT2 - Linear Algebra - Linear Algebra is the study of the algebra of curve-free functions extended into three-or-higher-dimensional space. It covers the knowledge and skills necessary to apply vectors, matrices, matrix theorems, and linear transformations and to use appropriate technology to model and solve real-life problems. It also covers properties of and proofs about vector spaces. Topics include linear equations and their matrix-vector representation Ax=b, row reduction, linear transformations and their matrix representations (shear, dilation, rotation, reflection), matrix operations, matrix inverses and invertible matrix characterizations, computing determinants, relating determinants to area and volume, and axiomatic and intuitive definitions of vector spaces and subspaces and how to prove theorems about them. College Geometry and Calculus II are prerequisites for this course.

RNT1 - General Physics - This course provides a broad overview of the principles of mechanics, thermodynamics, wave motion, modern physics, and electricity and magnetism and invites students to apply them by solving problems, performing labs, and reflecting on concepts and ideas.

RNT2 - General Physics - This course provides a broad overview of the principles of mechanics, thermodynamics, wave motion, modern physics, and electricity and magnetism and invites students to apply them by solving problems, performing labs, and reflecting on concepts and ideas.

RXT2 - Precalculus and Calculus - Precalculus and Calculus provides instruction in precalculus and calculus and applies them to examples found in both mathematics and science. Topics in precalculus include principles of trigonometry, mathematical modeling, and logarithmic, exponential, polynomial, and rational functions. Topics in calculus include conceptual knowledge of limit, continuity, differentiability, and integration.
SLO1 - Theories of Second Language Acquisition and Grammar - Theories of Second Language Learning Acquisition and Grammar covers content material in applied linguistics, including morphology, syntax, semantics, and grammar. Students will explore the role of dialect in the classroom, the connections between language and culture, and the theories of first and second language acquisition.
TAT2 - Technology Production - Technology Production focuses on the foundations of media and technology, integrated technology development, and the integration of technology into appropriate instructional uses of productivity, and applying different research applications in the learning environment.
TDT1 - Technology Design Portfolio - Technology Design Portfolio focuses on gaining a broad overview of the field of technology integration with a fundamental understanding of some key concepts and principles, and enhancing technology skills to enable the producing of exportable instructional and professional products using various integrated application programs.
TET1 - Issues in Technology Integration - Issues in Technology Integration focuses on the legal and ethical practice of technology, some personal uses of electronic resources, the need for protection of information, the foundations of media and technology, what electronic learning communities are, and the adaptive technologies for special populations.
TFT2 - Cyberlaw, Regulations, and Compliance - Cyberlaw, Regulations and Compliance prepares students to participate in legal analysis of relevant cyberlaws and address governance, standards, policies, and legislation. Students will conduct a security risk analysis for an enterprise system. In addition, students will determine cyber requirements for third-party vendor agreements. Students will also evaluate provisions of both the 2001 and 2006 USA PATRIOT Acts.
TOC2 - Probability and Statistics I - Probability and Statistics I covers the knowledge and skills necessary to apply basic probability, descriptive statistics, and statistical reasoning, and to use appropriate technology to model and solve real-life problems. It provides an introduction to the science of collecting, processing, analyzing, and interpreting data, including representations, constructions and interpretation of graphical displays (e.g., box plots, histograms, cumulative frequency plots, scatter plots). Topics include creating and interpreting numerical summaries and visual displays of data; regression lines and correlation; evaluating sampling methods and their effect on possible conclusions; designing observational studies, controlled experiments, and surveys; and determining probabilities using simulations, diagrams, and probability rules. Candidates should have completed a course in College Algebra before engaging in this course.
TQC1 - Probability and Statistics II - Probability and Statistics II covers the knowledge and skills necessary to apply random variables, sampling distributions, estimation, and hypothesis testing, and to use appropriate technology to model and solve real-life problems. It provides tools for the science of analyzing and interpreting data and includes statistical variability and its sources and the role of randomness in statistical inference. Topics include discrete and continuous random variables, expected values, the Central Limit Theorem, the identification of unusual samples, population parameters, point estimates, confidence intervals, influences on accuracy and precision, hypothesis testing and statistical tests (z mean, z proportion, one sample t, paired t, independent t, ANOVA, chi-squared, and significance of correlation). Calculus II and Probability and Stats I are prerequisites to this course.
TQC2 - Probability and Statistics II - Probability and Statistics II covers the knowledge and skills necessary to apply random variables, sampling distributions, estimation, and hypothesis testing, and to use appropriate technology to model and solve real-life problems. It provides tools for the science of analyzing and interpreting data and includes statistical variability and its sources and the role of randomness in statistical inference. Topics include discrete and continuous random variables, expected values, the Central Limit Theorem, the identification of unusual samples, population parameters, point estimates, confidence intervals, influences on accuracy and precision, hypothesis testing and statistical tests (z mean, z proportion, one sample t, paired t, independent t, ANOVA, chi-squared, and significance of correlation). Calculus II and Probability and Stats I are prerequisites to this course.
TVT2 - Governance, Finance, Law, and Leadership for Principals - This subdomain contains content in educational law, finance, and administration as well as a case study review of your site's leadership practices.
UFC1 - Managerial Accounting - This course focuses on identifying, gathering, and interpreting information that will be used for evaluating and managing the performance of a business. Students will also study cost measurement for producing goods and services and how to analyze and control these costs.
UQT1 - Organic Chemistry - This course focuses on the study of compounds that contain carbon, much of which is learning how to organize and group these compounds based on common bonds found within them in order to predict their structure, behavior, and reactivity.
VLT2 - Security Policies and Standards - Best Practices - This course focuses on the practices of planning and implementing organization-wide security and assurance initiatives as well as auditing assurance processes.
VYC1 - Principles of Accounting - Principles of Accounting focuses on ways in which accounting principles are used in business operations. Students will learn about the basics of accounting, including how to use Generally Accepted Accounting Principles (GAAP), ledgers, and journals. Students will also be introduced to the steps of the accounting cycle, concepts of assets and liabilities, and general information about accounting information systems. This course also presents bank reconciliation methods, balance sheets, and business ethics.
VZT1 - Marketing Applications - Marketing Applications allows students to apply their knowledge of core marketing principles by creating a comprehensive marketing plan. Their plan will apply their knowledge of the marketing planning process, market analysis, and the marketing mix (product, place, promotion, and price).

Course Instructor Directory

General Education

Adams, William R; MA, Savannah College of Art & Design
Akens, Jonne Karol; PhD, Texas A&M University
Alexander, Ledora; EdS, Walden University
Anger, Carly; PhD, Marquette University
Ashe, James Russell; PhD, University of Tennessee
Askinosie, Scott Kelsey; PhD, University of Missouri
Barnes, Lori Elizabeth; PhD, West Virginia University
Battistelli, Todd Joseph; PhD, University of Texas at Austin
Baty, Amanda M; PhD, Texas Tech University
Behrmann, Erika Marie; PhD, Bowling Green State University
Bendall, Gareth; PhD, University of Kentucky
Benson, Bryan; PhD, Boston College
Bilbrey, Joshua; PhD, Texas State University
Bissler, Mark W; PhD, Kent State University
Borden, Anne Louise; PhD, Emory University
Brewer, Craig Nolan; PhD, University of Notre Dame
Brown, Bonnie Jean; PhD, Stephen F. Austin State University
Brown, Carrie Margaret; PhD, Saint Louis University
Browning, Ellen Stringer; PhD, University of Texas Arlington
Buchanan, Antwana Tenielle; EdD, Lipscomb University
Burch, Tanya Catherine; PhD, University of North Carolina Chapel Hill
Byrnes, Sean T; PhD, Emory University
Califano, Joanne S; MS , Nazareth College of Rochester, NY
Carrier, Rebecca Ann; PhD, University of Illinois
Castaneda, Gilivaldo; MEd, University of Texas at San Antonio
Chaves Ulloa, Ramsa Isabel; PhD, Dartmouth College
Chevalier, Dorene A; MEd, Anna Maria College
Chittick, Sharla; PhD, University of Stirling
Cowan, Christy Miller; PhD, University of South Carolina
Crawford, Nathan; PhD, University of Tennessee
Crooks, Kathleen Schwartz; PhD, University of Akron
Cutler, Ned Shane; PhD, Duke University
Dillon, Jeanette Marie Muhleman; Doctorate Degree, Bowling Green State University
Dodge, Joshua Joseph; MA, University of Central Florida
Dorre, Gina M; PhD, Tulane University
Douglas, Katherine; PhD, University of California San Diego
Duff, Kandi L; EdD, Idaho State University
Dugan, Carrie T; PhD, Kent State University
Dungar, Michael; MA, Boston College
Edmunds, Jeffrey Laurence; PhD, University of Arizona
Evans, Robin; PhD, Oklahoma State University
Evenson Newhouse, Ranae Jo; PhD, Vanderbilt University
Fehnel, Bradley J; MS, University of Wisconsin Milwaukee
Francis, Katherine A; PhD, University of Illinois at Urbana-Champaign
Franco, Heidi; PhD, University of Utah
Frusciante, Denise M; PhD, University of Miami
Galindez, Dahlia E; MA, Western Governors University
Gangaram, Jitendra; PhD, North Central University
Gbur, Robin; PhD, University of New Mexico
Goodwin, Rachel Lee; PhD, University of Texas Arlington
Gordon, Kelley A; PhD, Indiana University of Pennsylvania
Gravitte, Kristen Barber; PhD, University of Tulsa
Grzadzielewski, Andrew A; PhD, University of Washington
Gumaer, Dennis; PhD, University of California Riverside
Halula, Stephen P; PhD, Marquette University
Harris, Steven; PhD, Indiana University Bloomington

Hayne, Victoria; PhD, University of California, Los Angeles
Hildebrandt, Jill Renae; PhD, Southern Illinois University, Carbondale
Hillyer, Aaron; PhD, University of Nebraska
Hoffman, John W; PhD, Kent State University
Holland, Sarah Nicole; PhD, University of Arkansas
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Knous, Helen Melissa; PhD, Texas A&M University Commerce
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Leep, Matthew Aaron; PhD, University of Connecticut
Lenz, Michael; PhD, University of Massachusetts
Lettau, Lisa M; PhD, University of Delaware
Lukin, Kara Rosamond; PhD, University of Colorado
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Metoki, Kiyoko; PhD, University of Kansas
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Moody, Vivian Robinson; PhD, University of Georgia
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Nelson, Angela H; PhD, Cornell University
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Ouellette, David; PhD, Virginia Commonwealth University
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Palmer, Michael; PhD, Texas Tech University
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Parvin, Kathleen A; PhD, Purdue University
Potter, Christine; PhD, University of Iowa
Quintela, Melissa K; PhD, Indiana University
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Redkey, Elizabeth; PhD, University at Albany, State University of New York
Remington, Theodore J; PhD, University of Iowa
Rhodes, Kristofer Michael; PhD, University of California Irvine
Richardson, Curtis L; PhD, Northern Illinois University
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Sayre Baptista, Amy J; MFA, University of Illinois, Urbana
Scheib, Douglas; PhD, University of Miami
Scotece, Shannon Marie; PhD, State University of New York at Albany
Scott, Jessica Mae; PhD, Brigham Young University
Shahi, Kimberly Rae; PhD, University of Texas Arlington
Sharpe, Robert Barry; PhD, University of South Carolina
Simeon, Patricia; EdD, Grambling State University
Simmons, Nathaniel; PhD, Ohio University
Simms, Edward; EdS, Alabama State University
Simon, Gregory G; PhD, University of Michigan
Smith, Michael R; PhD, Institute for Doctoral Studies in the Visual Arts
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Sperry, Amanda N; PhD, Georgia State University
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Tolin Schultz, Alexandra; PhD, Stony Brook University
Torrens, Amanda; PhD, Ohio University
Tucker, Diana L; PhD, Southern Illinois University Carbondale
Tweedy, Joanna Beth; PhD, Benedictine University
Vasquez, Lauren Michel; Doctorate Degree, Mississippi State University
Verber, Jason E; PhD, University of Iowa
Vida, Anna; MFA, Arizona State University
Walker, Hope; MA, Courtauld Institute of Art
Weaver, Matthew Strode; PhD, Washington State University
Webb, James David; MA, Pacific University in Oregon
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Wicker, Michael; EdD, Stephen F. Austin State University
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Woolridge, Mary J; PhD, University of Central Florida
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Teachers College

Aafif, Amal; PhD, Drexel University
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Allen, Elizabeth Hill; EdD, Argosy University

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Aufderhaar, Carolyn Rachel; EdD, University of Cincinnati
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Baxter, Marissa Elizabeth; PhD, Southern Illinois University
Betts, Anastasia Leigh; PhD, Regent University
Blanks, Dorothy E; PhD, University of Tennessee
Boen, Laurie; PhD, University of Arkansas
Boyd-Bradwell, Natasha Chimere; PhD, Capella University
Branan, Daniel Marland; PhD, University of Denver
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Butler-Likely, Tamira K; PhD, Washington University in St. Louis
Calkins, Erin; PhD, University of California, Santa Barbara
Carey, Kimberly Lynn; PhD, Northern Arizona University
Cartwright, Nancy; PhD, Gonzaga University
Celik, Rebecca Shapiro; PhD, University of California - Irvine
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Cohen, Kimberly Anne; PhD, University of Iowa
Comas, Jacqueline C; PhD, Indiana University
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Coury, Daniel Adam; PhD, University of Arizona
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Hutson, Tommye L; EdD, Baylor University
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Parry, Kelly A; PhD, University of North Texas
Pederson, Obiamaka Obianyo; PhD, University of South Carolina
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Robles, Veronica Vasquez; EdD, Arizona State University
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Russell-Fry, Nancy L; PhD, Ohio University
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Smith, Janeal Crane; PhD, Walden University

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Stubblefield, Jessica Lee; PhD, University of Oklahoma
Swenson, Karl; PhD, Indiana University
Thornsberry, Jeffrey C; ABD, William Woods University
Torres y Torres, Janelle Lynn; PhD, The University of Iowa
Traub-Metlay, Suzanne G; PhD, University of Pittsburgh
Tresnak, Robyn Christine; PhD, Walden University
Trumble, Brenda Gail; PhD, University of Texas
Turner, Carmen M; PhD, University of Memphis
Valentino, Cristina P; EdD, University of North Florida
Varley, Molly Kathleen Burnett; PhD, University of Montana
Vaughn, Monique Nicole; EdD, University of Phoenix
Vickers, Paul Kimball; EdD, Stephen F. Austin State University
Villena, Breanna M; EdD, Arizona State University
Wallender, Jennifer L; PhD, University of North Dakota
Walter-Sullivan, Earnestyne; PhD, Texas A&M University
Weber, Stephanie S; EdD, Liberty University
Weinstein, Gideon; PhD, Indiana University Bloomington
Whitmire, Jane A; PhD, University of Montana at Missoula
Willey-Rendon, Ruby Jo; PhD, Texas Tech University
Winkelhake, Kelly Marie; EdD, Northeastern University
Wisnosky, Marc; PhD, University of Pittsburgh
Woodly, Shaundau A; PhD, Capella University
Yanusheva, Lidiya; EdD, Walden University
Yatherajam, Gayatri; PhD, Colorado State University
Zimmerli, Mandy K; PhD, Iowa State University

College of Business

Adler Mandelbaum, Sara Elana; PhD, University of California, Santa Barbara
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Arenz, Russell Austin; DM, Colorado Technical University
Argiento, Steven Ira; JD, Pace University School of Law
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Baraghoshi, Behroz; PhD, University of Utah
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Black, Hilda Marino; PhD, Louisiana Tech University
Borch, Casey; PhD, University of Connecticut
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Boysen-Rotelli, Sheila; PhD, Benedictine University
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Cherry, Patricia; PhD, Capella University
Clarke, Jeffrey McConaughy; PhD, University of California Los Angeles
Connor, Martin J; JD, University of North Dakota
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Cousar, Regina Dobson; EdD, Northeastern University
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Doren, Andrew Thomas; DM, University of Maryland University College
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Goss, Line Valerie; PhD, University of New Orleans
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La Hay, Ann Lynette; EdD, University of Houston
Lagroue, Harold J; PhD, Louisiana State University
Lamer, Maryann; PhD, Oklahoma State University
Leary, Maureen; PhD, Northcentral University
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Lucas, Patrick H; JD, Vanderbilt University
Lutter-Cooper, Victoria Alice; PhD, Capella University
Magwood-Golston, Jametta S; PhD, University of South Carolina
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McCleskey, Jamie Allen; PhD, Capella University
Melton, Rebecca M; PhD, Chicago School or Professional Psychology
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Mittleman, Laraine; PhD, Barry University
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Openshaw, Matthew Scott; PhD, University of Texas Dallas
Parish, Beth Ann; EdD, Argosy University
Patterson, Julie Ann; PhD, University of Illinois Urbana-Champaign
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Pineda, Antonio J; PhD, VPISU Virginia Tech

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Reymore, Marie; PhD, University of Georgia
Reynolds, Noel Robert; PhD, University of South Florida
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Roberts, Wade; PhD, University of Utah
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Souder, Michele Rae; MBA, University of Dayton
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College of Information Technology

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Farmer, Jaynee Linkous; MA, University of Arkansas Little Rock

Ferdinand, Jeff; MS, Trident University
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Huff, David; PhD, Wayne State University
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Jordan, Michael B; MBA, Webster University
Keck, Philip Henry; MS, Keller Graduate School of Management
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Lovejoy, Michelle; MS, Stevenson University
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McLaughlin, Michael; MS, University of Maine
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Moore, Ronald Michael; PhD, Troy University
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Muhammad, Basil David; ABD, University of Phoenix
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College of Health Professions

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Alley, Kati; MS, West Texas A&M University
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Barber, Kendra; MS, Indiana University
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Cloonan, Kelly J; DNP, University of Phoenix
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Diaz, Constance Ann; PhD, University of Wyoming
Diaz, Lorna Brillantes; DNP, Western University of Health Sciences
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Donaway, Deanne M; PhD, University of Nevada Las Vegas
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Gordy, Elizabeth Shawn; MS, South University
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Hamilton, Cam Annette; PhD, Auburn University
Hanna, Henrietta Helena; PhD, Barry University
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Hodson, Kristy; Master Degree, Utah State University
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Kangas, Sandra Hageman; PhD, Georgia State University
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Lutz, Victoria Lynn; DNP, Graceland University
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Madrano, Jason Priestley; DNP, University of Washington
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Marklin, Sandra F; PhD, Hampton University
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