



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

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

Understanding the Competency-Based Approach

Practically speaking, what does it mean when we say that WGU programs are competency-based? Unlike traditional universities, WGU does not award degrees based on credit hours or on a certain set of required courses. Instead, students earn their degrees by demonstrating their skills, knowledge, and understanding of important concepts through a series of carefully designed assessments.

Progress through your degree program is governed, not by classes, but by satisfactory completion of the required assessments that demonstrate your mastery of the competencies. Of course, you will need to engage in learning experiences as you brush up on competencies or develop knowledge and skills in areas in which you may be weak. For this learning and development, WGU has a rich array of learning resources in which you may engage under the direction of your mentor. You will work closely with your mentor to schedule your program for completing the assessments. (We discuss assessments in much more detail later in this guide.) You will work closely with additional faculty members as you proceed through courses of study that are designed to lead you through the content you must master in order to pass individual assessments.

The benefit of this competency-based system is that it makes it possible for people who are knowledgeable about a particular subject to make accelerated progress toward completing a WGU degree even if they lack college experience. You may have gained your skills and knowledge of a subject on the job, accumulated wisdom through years of life experience, or, indeed, took a course on a particular subject. WGU awards a degree to you based on the skills and knowledge that you possess and can demonstrate, not the number of credits you have on your transcript.

Accreditation

Western Governors University is the only university in the history of American higher education to have earned accreditation from four regional accrediting commissions. WGU's accreditation was awarded by (1) the Northwest Commission on Colleges and Universities, (2) the Higher Learning Commission of the North Central Association of Colleges and Schools, (3) the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, and (4) the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges. The university's accreditation status is now managed by the Northwest Commission on Colleges and Universities (NWCCU). The university is also accredited by the Distance Education and Training Council (DETC), and the WGU Teachers College is accredited by the National Council for Accreditation of Teacher Education (NCATE). The nursing programs are accredited by the Commission on Collegiate Nursing Education (CCNE). The Health Informatics program is accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM).

The Degree Plan

The focus of your program is your personalized Degree Plan. The Degree Plan is a detailed blueprint of the learning resources and assessments that comprise your program. The length of your program depends on both the amount of new information you need to learn and the amount of time you plan to devote each week to study.

Students will vary widely in the specific skills and information they need to learn. For example, some may be highly knowledgeable in a subject matter and would not need to engage in new learning opportunities. Others may find that portions of the program require completely new learning and that they may need to take an online class or participate in a study module to acquire the knowledge and skills needed to pass the program competencies in that area. Some individuals may be able to devote as little as 15–20 hours per week to the program, while others may have more time. For this reason, you will complete pre-assessments to help your mentor form a profile of your prior knowledge and experience for use in creating your Degree Plan.

WGU’s Mentoring Approach

Our mentoring approach is a powerful component of the WGU educational experience. When you enroll at WGU, you will begin interacting with your personal mentor, course mentors, and support staff. Your mentor takes an active role and a personal interest in your success. Whether by e-mail or phone, your mentor will be your “point person” of communication throughout your program. Your mentor will help motivate you to work hard to complete your program. When you have questions or concerns, your mentor team will help you resolve them.

You and your mentor will work together to evaluate your educational background, strengths, and weaknesses. With this analysis, your mentors will help determine in which areas you are already competent (and can move quickly to assessment) and areas you need to work on; this will become your personalized Degree Plan. Your mentor will direct you to the Courses of Study that contain the best learning resources for you (courses, texts, independent study modules, etc.) and are supported by course mentors that serve as your content experts for each area of study. As you proceed through your academic program, you and your mentor will determine when you are ready for the required assessments. If you are ready, your assessment will be scheduled. You will follow this same process as you proceed through each domain.

Connecting with Other Mentors and Fellow Students

As you proceed through your Degree Plan, you may also have direct contact with other faculty members. These communications can take a variety of forms, including participation in learning communities, office hours via the courses of study, and webinars. As a WGU student, you will have access to your own personal MyWGU Student Portal that will provide a gateway to courses of study, learning communities, and program communities where you will have interactions with faculty and other students. Courses of study and communities are specifically designed to support you as you develop competencies in preparation for your assessments through the utilization of threaded discussions, blogs, and chats that are guided by content experts. You will access your program community during the Education Without Boundaries introductory course to network with peers who are enrolled in your program and to receive continued support through professional enrichment and program-specific chats, blogs, and discussions. WGU also provides a Student Services Associate to help you and your mentor solve any special problems that may arise.

Education Without Boundaries Orientation

Education Without Boundaries (EWB) is a required orientation that focuses on acquainting the student with WGU’s competency-based model, distance education, technology, and other resources and tools available for students. You will also utilize tutorials, message boards, online

chats, and other activities to connect with other students in your program. This orientation is completed before you start your first term at WGU.

Transferability of Prior College Coursework

Because WGU is a competency-based institution, it does not award degrees based on credits but on demonstration of competency. However, if you have completed college coursework at another accredited institution, you may have your transcripts evaluated and may be able to have some lower-division or co-requisite assessments cleared. The guidelines for determining what will “clear” through transfer vary based on the degree program.

The following transfer guidelines also generally apply to undergraduate programs: Degree requirements in the domains that can be considered the degree major cannot be cleared through transfer, except in certain cases where an applicable degree is presented according to the program transfer guidelines. Furthermore, WGU does not clear any requirements based upon the student's professional experience and does not perform a "resume review" or "portfolio review" that will automatically clear any degree requirements. Degree requirements and transferability rules are subject to change in order to keep the degree content relevant and current.

Remember, WGU's competency-based approach lets you take advantage of your knowledge and skills, regardless of how you obtained them. Even when you do not directly receive credit, the knowledge you possess may help you accelerate the time it takes to complete your degree program.

Continuous Enrollment, On Time Progress, and Satisfactory Academic Progress

WGU is a “continuous enrollment” institution, which means you will be automatically enrolled in each of your new terms while you are at WGU. Your terms are six months long. Longer terms and continuous enrollment allow you to focus on your studies without the hassle of unnatural breaks between the shorter terms that you would experience in a more traditional environment. At the end of every six-month term, you and your mentor will review the progress you have made and revise your Degree Plan for your next six-month term.

WGU requires that students make measurable progress toward the completion of their degree programs every term. We call this On Time Progress – denoting that you are on track and making progress toward on time graduation. As full-time students, graduate students must enroll in at least eight (8) competency units each term, and undergraduate students must enroll in at least twelve (12) competency units each term. Completing at least these minimum enrollments is essential to On Time Progress and serves as a baseline from which you may accelerate your program. We measure your progress based on the assessments you are able to pass, not on your accumulation of credit hours or course grades. Every time you pass an assessment, you are demonstrating that you have mastered skills and knowledge in your degree program. For comparison to traditional grading systems, passing an assessment means you have demonstrated competency equivalent to a “B” grade or better.

WGU has assigned competency units to each assessment so that we can track your progress through the program. A competency unit is equivalent to one semester credit of learning. Some

assessments may be assigned three competency units while other assessments may be as large as 12 competency units.

Satisfactory Academic Progress (SAP) is particularly important for financial aid students because you must make SAP in order to maintain eligibility for financial aid. We will measure your SAP quantitatively by reviewing the number of competency units you have completed each term. As full-time students, WGU graduate students must enroll in at least eight competency units each term, and undergraduate students must enroll in at least 12 competency units each term. In order to remain in good academic standing, you *must* complete at least 66.67% of the units you attempt – including any assessments you add to your term to accelerate your progress. Additionally, during your first term at WGU you must pass at least three competency units in order to remain eligible for financial aid. We know that SAP is complex, so please contact a Financial Aid Counselor should you have additional questions.

Assessments

Your Degree Plan will include the assessments needed to complete your program. To obtain your degree you will be required to demonstrate your skills and knowledge by completing the following assessments:

Performance Assessments contain, in most cases, multiple scored tasks such as projects, essays, and research papers. Performance assessments contain detailed instructions and rubrics for completing each task and are submitted in TaskStream, an online project management and grading tool. Performance assessments also include observations and reflections of videotaped and real classroom situations. These pre-clinical experience performance assessments provide reflection instruction and enable students to analyze teaching and learning in real classroom situations and to apply pedagogical knowledge.

Objective Assessments are designed to evaluate your knowledge and skills in a domain of knowledge. Most objective assessments include multiple-choice items, multiple-selection items, matching, short answer, drag-and-drop, and point-and-click item types, as well as case study and video-based items.

Essay Assessments are used to measure your ability to integrate and apply concepts. Your writing will be scored against competency-based rubrics established by the faculty.

Observations are used to measure your ability to perform the skills you have acquired as a student at WGU. These classroom observations occur during the Demonstration Teaching experience and are conducted and evaluated by a trained local clinical supervisor.

As previously mentioned, we have assigned competency units (CUs) to each assessment in order to measure your academic progress. As an undergraduate student, you will be expected to enroll in a minimum of 12 competency units each term. A standard plan for the program, at 12 units per term, for a student who has no transfer units would look similar to the one on the next page.

Your personal progress can be faster, but your pace will be determined by the extent of your transfer units, your time commitment, and your determination to proceed at a faster rate.

STANDARD PATH FOR BACHELOR OF ARTS IN EARLY CHILDHOOD EDUCATION

CODE	ASSESSMENTS	CUs	TERM
EMC1	Professional Practice in Early Childhood Education Integration	3	1
BBC1	Communications Foundations	2	1
LAE1	Language and Communication: Essay	2	1
BCC1	Health, Fitness and Wellness	4	1
IWC1	Literature, Arts and the Humanities	2	1
IWT1	Literature, Arts and the Humanities: Analysis and Interpretation	2	2
EMT1	Professional Practice in Early Childhood Education Application	2	2
QBT1	Language and Communication: Research	3	2
LUT1	Language and Communication: Presentation	2	2
AGC1	Foundations of College Mathematics	3	2
LCC1	Survey of Literature	3	3
LCT1	Survey of Literature: Analysis and Interpretation	3	3
QLC1	Quantitative Literacy: College Algebra, Measurement and Geometry	3	3
QMC1	Quantitative Literacy: Statistics, Probability and Problem Solving	3	3
QLT1	Quantitative Literacy: Quantitative Problem Solving and Applications	3	4
BZC1	United States Constitution	3	4
EEC1	Promoting Development and Learning in Early Childhood Education	2	4
EET1	Promoting Development and Learning in Early Childhood Application	3	4
SST1	General Education Social Science: Analysis and Applications	2	4
SSC1	General Education Social Science	1	5
EKC1	Observation and Assessment Integration	3	5
HJT1	Observation and Assessment Application	2	5
CLC1	Reasoning and Problem Solving	3	5
GKE1	Themes in U.S. and World History	1	5
GKT1	Applications in U.S. and World History	1	5
INC1	Integrated Natural Sciences	4	5
INT1	Integrated Natural Sciences Applications	4	6
AHC1	Contexts of Learning Integration	4	6
AHT1	Contexts of Learning Application	4	6
EIT4	Instructional Planning and Strategies	3	7
ETT4	Instructional Presentation and Follow-Up	6	7
EIO4	Instructional Planning, Strategies and Presentation Integration	3	7
AUC1	Teaching and Learning: Literacy Integration	4	8
AUT1	Teaching and Learning: Literacy Application	3	8
AVC1	Teaching and Learning: Early Childhood Math and Science Integration	2	8
AVT1	Teaching and Learning: Early Childhood Math and Science Application	2	8
AXC1	Teaching and Learning: ECE: The Arts, Movement, Health and Social Science Integration	2	8
AXT1	Teaching and Learning: ECE: The Arts, Movement, Health and Social Science Application	2	8
AIA1	Pre-clinical Experiences	3	9
FVA1	Supervised Teaching Practicum, Observations 1 and 2	3	9

FVA3	Supervised Teaching Practicum, Observation 3 and Midterm	3	9
FVA5	Supervised Teaching Practicum, Observations 4 and 5	3	9
FVA7	Supervised Teaching Practicum, Observation 6 and Final	3	9
FVT1	Cohort Seminar in Early Childhood Education	3	9

In this example, the program will take nine terms for the student to complete. The standard path shown above lists the courses of study (assessments) and the associated competency units by term. The Degree Plan will include greater detail about the courses of study, including the assessments and their associated standard learning resources.

Learning Resources

You will work with your mentor to select the various learning resources needed to prepare for the required assessments. In most cases, the learning materials you will use are independent learning resources such as textbooks, e-learning modules, study guides, simulations, virtual labs, and tutorials. WGU works with dozens of educational providers, including enterprises, publishers, training companies, and higher educational institutions to give you high quality and effective instruction that matches the competencies that you are developing. The cost of many learning resources is included in your tuition, and you can enroll directly in those through your Degree Plan as your mentor has scheduled them. Some resources (e.g., many textbooks) are not covered by your tuition, and you will need to cover those costs separately. WGU has excellent bookstore and library arrangements to help you obtain the needed learning resources.

Areas of Study Within the Bachelor of Arts in Early Childhood Education

The content of the WGU Bachelor of Arts in Early Childhood Education derives from research on effective instruction as well as national and state standards. It provides the knowledge and skills that enable teachers to work sensitively and perform effectively in diverse early childhood environments including preK–3 classrooms, child care settings, etc. The program content and training processes are consistent with the accountability intent of the No Child Left Behind Act of 2001. The degree program is focused on the preparation of highly qualified teachers. As described in the federal legislation, a highly qualified teacher is one who not only possesses full state certification, but also has solid content knowledge of the subject(s) he or she teaches. The hallmarks of our program include: (a) appropriate and rigorous subject-matter preparation, (b) scientifically-based pedagogical course preparation, and (c) clinical field experiences in which teacher candidates are supervised by trained coaches.

The following section includes the larger domains of knowledge, which are then followed by the subject-specific subdomains of knowledge, their associated assessments (including the four-character code that is used to identify the assessment), and the sample learning resources that have recently been used to help students gain the competencies needed to pass the assessments. Your specific learning resources and level of instructional support will vary based on the individual competencies you bring to the program and your confidence in developing the knowledge, skills, and abilities required in each area of the degree. Please note that the learning resources included in the following sections are *sample resources* that will vary based on your own Degree Plan and the resources current at the time you enroll in the program. The Degree

Plan and learning resources are dynamic, so you need to review your Degree Plan and seek the advice of your mentor regarding the resources before you purchase them.

Early Childhood Education Domain

The Early Childhood Education domain focuses on the developmental, social, cultural, and academic knowledge and skills that will qualify you as an early childhood professional competent to work in a variety of early childhood settings and classrooms. All competencies in this domain are derived from accepted research in the field of early childhood education. As you are engaged in the learning opportunities of early childhood education, you will also participate in pre-clinical experiences (PCE) that will give you experience with all ages of children from infancy through the early elementary years.

Early childhood assessments will include a variety of objective exams, scored assignments, projects, essays, case studies, research papers, in-class performance tasks/observations/evaluations, and various portfolio projects all designed to help you develop and demonstrate competency as an early childhood professional.

Many of the texts listed in the following subdomains will be used in other areas as well as during field experiences. It is advised that students retain access to all learning resources until after graduation.

Professional Practice in Early Childhood Education

Content relates to family and community characteristics, relationships, advocacy, ethics, and practitioners' reflection.

Professional Practice in Early Childhood Education Integration (EMC1)

Proctored, computer-based objective assessment

Professional Practice in Early Childhood Education Application (EMT1)

Performance assessment

Sample Learning Resources:

Copple, C., & Bredekamp, S. (Eds.). (2009). *Developmentally appropriate practice in early childhood programs serving children from birth through age 8* (3rd ed.). Washington, DC: NAEYC. (\$60.00)

CourseSmart provides an e-text version of the following text:

Grant, K. B. & Ray, J. A. (2010). *Home, school, and community collaboration: Culturally responsive family involvement*. Los Angeles, CA: Sage. ISBN: 9781412954747. (e-text, cost of this resource is included in tuition and fees)

MyEducationLab provides an e-text version of the following text:

Kieff, J. (2009). *Informed advocacy in early childhood care and education: Making a difference for young children and families*. Upper Saddle River, NJ: Merrill Prentice Hall. ISBN: 9780131707337. (e-text, cost of this resource is included in tuition and fees)

WGU Library E-Reserves provides electronic access to the following text:

Feeney, S. & Freeman, N.K. (1999). *Ethics and the early childhood educator: Using the NAEYC code*. Washington, DC: National Association for the Education of Young Children. ISBN: 0-935989-93-5. (cost of this resource is included in tuition and fees)

Development and Learning in Early Childhood

Focuses on theories of learning and development in early childhood including atypical development, prenatal/infant/toddler development, and learning environments.

Promoting Development and Learning in Early Childhood Education Integration (EEC1)

Proctored, computer-based objective assessment

Promoting Development and Learning in Early Childhood Education Application (EET1)

Performance-based assessment

Sample Learning Resources:

Copple, C., & Bredekamp, S. (Eds.). (2009). *Developmentally appropriate practice in early childhood programs serving children from birth through age 8* (3rd ed.). Washington, DC: NAEYC. (\$60.00)

CourseSmart provides an e-text version of the following text:

Allen, K. E., & Cowdery, G. E. (2004). *The exceptional child: Inclusion in early childhood education* (7th ed.). Wadsworth Cengage Learning. ISBN: 978-1-111-341204. (e-text, cost of this resource is included in tuition and fees)

MyEducationLab provides e-text versions of the following texts:

Henniger, M. L. (2009). *Teaching young children: An introduction* (4th ed.). Upper Saddle River, NJ: Pearson.

Puckett, M. B., Black, J. K., Wittmer, D. S., & Petersen, S. H. (2009). *The young child: Development from prebirth through age eight* (5th ed.). Upper Saddle River, NJ: Allyn & Bacon. ISBN: 978-0-13-514776-4. (e-text, cost of this resource is included in tuition and fees.)

Supporting Young Children through Observation and Assessment

Content focuses on developmentally appropriate, culturally relevant, ethical, responsible, and effective observation and assessment practices in early childhood.

Observation and Assessment Integration (EKC1)

Proctored, computer-based objective assessment

Observation and Assessment Application (HJT1)

Performance assessment

Sample Learning Resources:

Copple, C., & Bredekamp, S. (Eds.). (2009). *Developmentally appropriate practice in early childhood programs serving children from birth through age 8* (3rd ed.). Washington, DC: NAEYC. (\$60.00)

CourseSmart provides an e-text version of the following text:

Mindes, G. (2010). *Assessing young children* (4th ed.). Upper Saddle River, NJ: Pearson. ISBN: 9780137002276. (e-text, cost of this resource is included in tuition and fees)

MyEducationLab and Cengage Learning Developmental Videos

Contexts of Learning

Content includes competencies related to establishing and managing a classroom environment relationships, interactions, incidental teaching, social interaction, characteristics, needs, interests, environments, routines, play and challenging behavior within early childhood settings.

Contexts of Learning Integration (AHC1)

Proctored, computer-based objective assessment

Contexts of Learning Application (AHT1)

Performance assessment

Sample Learning Resources:

Copple, C., & Bredekamp, S. (Eds.). (2009). *Developmentally appropriate practice in early childhood programs serving children from birth through age 8* (3rd ed.). Washington, DC: NAEYC. (\$60.00)

CourseSmart provides e-text versions of the following texts:

Wortham, S. (2010). *Early childhood curriculum: Developmental bases for learning and teaching* (5th ed.). Boston, MA: Pearson Merrill. ISBN: 0137152337. (e-text, cost of this resource is included in tuition and fees)

Hooper, S.R., & Umansky, W. (2009). *Young children with special needs* (5th ed.). Upper Saddle River, NJ: Pearson Merrill Prentice Hall. ISBN-10: 0131590146. ISBN-13: 9780131590144. (e-text, cost of this resource is included in tuition and fees)

CourseCompass provides an e-text version of the following text:

Kaiser, B. Rasminsky, J. (2007). *Challenging behavior in young children: Understanding, preventing, and responding effectively* (2nd ed.). Boston: Pearson Allyn & Bacon. ISBN: 0205493335. (e-text, cost of this resource is included in tuition and fees)

The Whole Child: A Caregivers Guide to the First Five Years, a video provided by Annenberg Media.

Teaching and Learning: Literacy

Content addresses the curriculum and methods needed to effectively create learning environments and teach young children in early childhood and early elementary settings in the areas of language and literacy.

Teaching and Learning Literacy Integration (AUC1)

Proctored, computer-based objective assessment

Teaching and Learning Literacy Application (AUT1)

Performance assessment

Sample Learning Resources:

Copple, C., & Bredekamp, S. (Eds.). (2009). *Developmentally appropriate practice in early childhood programs serving children from birth through age 8* (3rd ed.). Washington, DC: NAEYC. (\$60.00)

Tabors, P.O. (2008). *One child, two languages: A guide for early childhood educators of children learning English as a second language* (2nd ed.). Baltimore, MD: Brookes. ISBN: 9781557669216. (\$22.00)

CourseSmart provides e-text versions of the following texts:

Kiefer, B. (2010). *Charlotte Huck's children's literature* (10th ed.). Boston, MA: McGraw-Hill. ISBN: 9780073378565. (e-text, cost of this resource is included in tuition and fees)

Wortham, S. (2010). *Early childhood curriculum: Developmental bases for learning and teaching* (5th ed.). Boston, MA: Pearson Merrill. ISBN: 0137152337. (e-text, cost of this resource is included in tuition and fees)

Morrow, L.M. (2009). *Literacy development in the early years: Helping children read and write* (6th ed.). Boston, MA: Allyn & Bacon Pearson. ISBN: 9780205593255. (e-text, cost of this resource is included in tuition and fees)

Hooper, S.R., & Umansky, W. (2009). *Young children with special needs* (5th ed.). Upper Saddle River, NJ: Pearson Merrill Prentice Hall. ISBN-10: 0131590146. ISBN-13: 9780131590144. (e-text, cost of this resource is included in tuition and fees)

Teachscape and **MyEducationLab** are online, interactive resources.

Zaner-Bloser Handwriting Course

Teaching Reading K-2 Workshop, a video provided by Annenberg Media.

Teaching and Learning: Early Childhood Math and Science

Content addresses the curriculum and methods needed to effectively teach young children in early childhood and early elementary settings in the areas of developmentally appropriate mathematics and science.

Teaching and Learning: Early Childhood Math and Science Integration (AVC1)

Proctored, computer-based objective assessment

Teaching and Learning: Early Childhood Math and Science Application (AVT1)

Performance assessment

Sample Learning Resources:

CourseSmart provides e-text versions of the following texts:

- McDevitt, T. & Ormrod, J. (2010). *Child development and education* (4th ed.). Pearson Merrill. ISBN-10: 0136101291. ISBN-13: 9780136101291. (e-text, cost of this resource is included in tuition and fees)
- Isenberg, J. & Jalongo, M. (2010). *Creative thinking and arts-based learning: Preschool through fourth grade* (5th ed.) Pearson Merrill. ISBN-10: 0136100856. ISBN-13: 9780136100850. (e-text, cost of this resource is included in tuition and fees)
- Edwards, L. (2010). *The creative arts: A process approach for teachers and children* (5th ed.). Pearson Merrill. ISBN-10: 0136101097. ISBN-13: 9780136101093. (e-text)
- Edwards, L., Bayless, K., & Ramsey, M. (2009). *Music and movement: A way of life for the young child* (6th ed.). Pearson Merrill. ISBN-10: 0136013708. ISBN-13: 9780136013709. (e-text, cost of this resource is included in tuition and fees)
- Sorte, J., Daeschel, I., & Amador, C. (2011). *Nutrition, health, and safety for young children: Promoting wellness*. Pearson Merrill. ISBN-10: 0131381202. ISBN-13: 9780131381209. (e-text, cost of this resource is included in tuition and fees)
- Henniger, M. L. (2009). *Teaching young children: An introduction* (4th ed). Pearson Merrill. ISBN-10: 0137147716. ISBN-13: 9780137147717. (e-text, cost of this resource is included in tuition and fees)

MyEducationLab is an online, interactive resource that contains text and videos.

Teaching and Learning: ECE: The Arts, Movement, Health, and Social Science

Content addresses the curriculum and methods needed to effectively teach young children in early childhood and early elementary settings through the arts, movement, health, and social science.

Teaching and Learning: ECE: The Arts, Movement, Health and Social Science Integration (AXC1)

Proctored, computer-based objective assessment

Teaching and Learning: ECE: The Arts, Movement, Health and Social Science Application (AXT1)

Performance assessment

Sample Learning Resources:

CourseSmart provides e-text versions of the following texts:

- McDevitt, T. & Ormrod, J. (2010). *Child development and education* (4th ed.). Pearson Merrill. ISBN-10: 0136101291. ISBN-13: 9780136101291. (e-text, cost of this resource is included in tuition and fees)
- Isenberg, J. & Jalongo, M. (2010). *Creative thinking and arts-based learning: Preschool through fourth grade* (5th ed.) Pearson Merrill. ISBN-10: 0136100856. ISBN-13: 9780136100850. (e-text, cost of this resource is included in tuition and fees)
- Edwards, L. (2010). *The creative arts: A process approach for teachers and children* (5th ed.). Pearson Merrill. ISBN-10: 0136101097. ISBN-13: 9780136101093. (e-text)

- Edwards, L., Bayless, K., & Ramsey, M. (2009). *Music and movement: A way of life for the young child* (6th ed.). Pearson Merrill. ISBN-10: 0136013708. ISBN-13: 9780136013709. (e-text, cost of this resource is included in tuition and fees)
- Sorte, J., Daeschel, I., & Amador, C. (2011). *Nutrition, health, and safety for young children: Promoting wellness*. Pearson Merrill. ISBN-10: 0131381202. ISBN-13: 9780131381209. (e-text, cost of this resource is included in tuition and fees)
- Henniger, M. L. (2009). *Teaching young children: An introduction* (4th ed.). Pearson Merrill. ISBN-10: 0137147716. ISBN-13: 9780137147717. (e-text, cost of this resource is included in tuition and fees)

MyEducationLab is an online, interactive resource that contains text and videos.

Pre-clinical Experiences

Early field experiences in which the candidate will observe and participate in the instructional activities in various early childhood settings including infant/toddler environments; preschools, childcare, or kindergarten classes; and first, second, or third grade classrooms.

Pre-clinical Experiences (AIA1)

Field-based observations and performance assessments

Sample Learning Resources:

There are not specific resources for this assessment, but those you have collected through the program will be beneficial.

Foundations Domain

The Foundations domain focuses on basic subject matter knowledge that is typically required for baccalaureate level study.

Foundations

Focuses on application of grammatical standards, reading skills, basic numeracy and calculation skills, basic algebra skills, basic geometry principles, and basic data and probability skills.

Communications Foundations (BBC1)

Proctored, computer-based objective exam

Foundations of College Mathematics (AGC1)

Proctored, computer-based objective exam

Sample Learning Resources:

MyFoundationsLab in MyLabsPlus. This online interactive system allows students to move at their own pace as they work through the content to develop language and communication and quantitative literacy skills.

Liberal Arts Domain

The liberal arts domain focuses on basic subject matter knowledge that is typically included in baccalaureate level programs. Evaluation of your previous college transcripts may clear

assessment requirements for some areas of the liberal arts domain, which could shorten your program of study by removing assessments. To waive or clear a subdomain, the transcript must show that you have taken equivalent classes in the subdomain content areas and passed those classes with a C grade or higher at an accredited institution of higher education.

Language and Communication

Content focuses on collegiate reading skills, basic information retrieval skills, writing skills, and speaking and writing skills.

Language and Communication: Essay (LAE1)

Performance assessment that includes writing

Language and Communication: Presentation (LUT1)

Performance assessment that includes an oral presentation

Language and Communication: Research (QBT1)

Performance assessment that includes writing a research paper

Sample Learning Resources:

Language and Communication: Essay provided by Pearson CourseCompass. This online, interactive resource includes e-text versions of the following texts:

Faigley, L. (2007). *Writing: A guide for college and beyond*. New York: Pearson Longman. ISBN: 0-321-39626-X. (e-text, cost of this resource is included in tuition and fees)

Ruszkiewicz, J., Seward, D. E., & Hairston, M. (2007). *SF writer* (4th ed.). New York: Pearson Longman. ISBN: 0-13-233458-5. (e-text, cost of this resource is included in tuition and fees)

Smith, B. D. (2007). *The reader's handbook: Reading strategies for college and everyday life* (3rd ed.). New York: Pearson Longman. ISBN-10: 0321476840. (e-text, cost of this resource is included in tuition and fees)

Language and Communication: Research and **Language and Communication: Presentation** provided by MindEdge. These online, interactive modules allow students to move at their own pace as they develop competency.

Health, Fitness and Wellness

Content focuses on the importance and foundations of good health and physical fitness, particularly for children and adolescents.

Health, Fitness and Wellness (BCC1)

Proctored, computer based objective exam

Sample Learning Resources:

Teaching Today's Health. An online interactive resource that includes e-text versions of the following texts:

Donatelle, R.J., (2006). *Health: the basics* (7th ed.). Pearson/Benjamin Cummings. ISBN: 0805377956. (e-text, cost of this resource is included in tuition and fees)

Anspaugh, D., & Ezell, G. (2008). *Teaching today's health* (8th ed.). Pearson/Benjamin Cummings. ISBN 0805327258. (e-text, cost of this resource is included in tuition and fees)

Literature, Arts, and the Humanities

Content focuses on content, concepts, terminology, methodology, models, and issues within and across the disciplines of the humanities.

Literature, Arts, and the Humanities (IWC1)

Proctored, computer-based objective exam

Literature, Arts, and the Humanities: Analysis and Interpretation (IWT1)

Performance assessment that includes subjective and objective analysis and interpretation in the humanities

Sample Learning Resources:

Humanities provided by MindEdge. This online interactive module system allows students to move at their own pace as they develop competency and includes e-text versions of the following texts:

Janaro, R. P., & Altshuler, T. C. (2009). *The art of being human* (9th ed.). New York: Longman. ISBN-10: 0205605427. (e-text, cost of this resource is included in tuition and fees)

Sporre, D.J. (2009). *Perceiving the arts: An introduction to the humanities* (9th ed). New Jersey: Pearson Prentice Hall. ISBN-13: 978-0136045694. (e-text, cost of this resource is included in tuition and fees)

Literature

Content focuses on the procedures and criteria for analysis, methods of study, theories and interpretation of texts, and discourse in literature.

Survey of Literature (LCC1)

Proctored, computer-based objective exam

Survey of Literature: Analysis and Interpretation (LCT1)

Performance assessment that includes literary analysis and interpretation

Sample Learning Resources:

Kennedy, X. J., & Gioia, D. (Eds.). (2007). *Literature: An introduction to fiction, poetry, and drama* (10th ed.). New York: Pearson Longman. ISBN: 0321428498. (\$92.00)

MyLiteratureLab provided by Pearson CourseCompass. An online interactive module system that includes an e-text version of the following text:

Harmon, W., & Holman, H. (2009). *A handbook to literature* (11th ed.). New York: Pearson Prentice Hall. ISBN-13: 978-0-13-601439-3. (e-text, cost of this resource is included in tuition and fees)

WGU Library E-Reserves provides electronic access to the following article:

Ulrich, Melanie. "Definitions of Othering."

Quantitative Literacy

Content includes numeracy, algebraic concept, geometry, measurement, statistics and probability, mathematical reasoning, and mathematical problem solving.

Quantitative Literacy: College Algebra, Measurement, and Geometry (QLC1)

Proctored, computer-based objective exam

Quantitative Literacy: Statistics, Probability, and Problem Solving (QMC1)

Proctored, computer-based objective exam

Quantitative Literacy: Quantitative Problem Solving and Applications (QLT1)

Performance assessment that utilizes quantitative problem solving strategies

Sample Learning Resources:

QLC1 MyMathLab, QMC1 MyMathLab and QLT1 MyMathLab provided by Pearson CourseCompass. This online, interactive resource includes e-text versions of the following texts:

Billstein, R., Libeskind, S., & Lott, J.W. (2010). *A problem solving approach to mathematics for elementary school teachers (10th ed.)*. Upper Saddle River, NJ: Pearson. ISBN: 9780321570550. (e-text, cost of this resource is included in tuition and fees)

Bittinger, M., & Beecher J. (2008). *Developmental mathematics: College mathematics and introductory algebra (7th ed.)*. Addison-Wesley. ISBN 9780321331915. (e-text, cost of this resource is included in tuition and fees)

Lial, M., Hornsby, J., McGinnis, T., Salzman, S., & Hestwood, D. (2009/2010). *Developmental mathematics: Basic mathematics and algebra (2nd ed.)*. Pearson Education. ISBN: 9780321599209. (e-text, cost of this resource is included in tuition and fees)

Themes in United States and World History/United States Government, Law and Constitution

Content includes major themes in world history and United States history; basic economic concepts; and the nature and development of American government.

United States Constitution (BZC1)

Proctored, computer based objective exam

Sample Learning Resources:

Americans Governing provided by Soomo provides documents, reference materials and recorded chats to help you prepare for the assessment.

Themes in U.S. and World History (GKE1)

Proctored, essay

Applications in U.S. and World History (GKT1)

Performance assessment

Sample Learning Resources:

Themes in History provided by Soomo provides documents, reference materials and recorded chats to help you prepare for the assessment.

General Education Social Sciences

Content includes social science theory and method; human development and behavior; modern economic, social, and political institutions; and geography and human cultures.

General Education Social Science: Analysis and Applications (SST1)

Performance assessment that includes analysis and application of social science theories and methods

General Education Social Science (SSC1)

Proctored, computer-based objective exam

Sample Learning Resources:

General Education Social Sciences provided by Pearson CourseCompass. This online, interactive resource includes e-text versions of the following texts:

Bergman, E., & Renwick, W. H. (2008). *Introduction to geography: People, places and environment* (4th ed.). Upper Saddle River, NJ: Pearson Prentice Hall. ISBN-13: 9780132238991. (e-text, cost of this resource is included in tuition and fees)

Perry, J., & Perry, E. (2009). *Contemporary society: An introduction to social science* (12th ed.). Boston: Pearson Allyn and Bacon. ISBN-13: 9780205578672. (e-text, cost of this resource is included in tuition and fees)

Collegiate Level Reasoning and Problem Solving

Content includes 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.

Reasoning and Problem Solving (CLC1)

Proctored, computer-based objective exam

Sample Learning Resources:

Collegiate Level Reasoning and Problem-Solving Skills provided by MindEdge.

This online interactive module system allows students to move at their own pace as they develop competency and includes an e-text version of the following text:

Paul, R., & Elder, L. (2006). *Critical thinking: Tools for taking charge of your learning and your life* (2nd ed.). Upper Saddle River, NJ: Pearson Prentice Hall. ISBN 0-13-114962-8. (e-text, cost of this resource is included in tuition and fees)

Natural Science

Content focuses on scientific concepts and inquiry as well as key concepts across and within disciplines of natural science.

Integrated Natural Sciences (INC1)

Proctored, computer-based objective exam

Integrated Natural Sciences Applications (INT1)

Performance assessment that utilizes scientific inquiry and analysis of evidence

Sample Learning Resources:

Integrated Natural Science provided by Pearson CourseCompass. This online, interactive resource includes an e-text version of the following text:

Hewitt, P. G., Lyons, S., Suchocki, J., & Yeh, J. (2007). *Conceptual integrated science*. (1st ed.). San Francisco: Addison-Wesley. ISBN: 0805390383. (e-text, cost of this resource is included in tuition and fees)

Effective Teaching Practices Domain

The Effective Teaching Practices domain deals with knowledge and skills related to how to teach. All competencies in this domain are derived from research. While you are engaged in the learning opportunities of Effective Teaching Practices, you will also participate in pre-clinical experiences (PCE) that now go beyond the FOT video cases to actual teaching experiences in real classroom situations. You will apply for, and be given approval, by the Field Experiences Office to do your pre-clinical experiences in a school. PCE takes place prior to your actual demonstration teaching (DT) (student teaching) and will require you to spend time in a school completing various required tasks. While you are completing your Effective Teaching Practices domain, you will be assigned a placement specialist who will work to place you in an appropriate classroom for your demonstration teaching as you approach that point.

As you continue your work in this domain, you must pay careful attention to the cohort requirements and deadlines pertaining to your specified demonstration teaching entry date. Your final acceptance into your desired DT cohort will be approved only when you have met all the requirements. Your mentor and the Field Experiences Office will help you through this process. An additional fee is required prior to beginning demonstration teaching (the fee, except for the DT application fee, can be covered through the use of financial aid proceeds). This fee covers the cost of in-classroom clinical supervision. You may not transfer credits or prior years of teaching experience from other institutions to meet requirements of the Effective Teaching Practices domain.

Instructional Strategies and Approaches

Content refers to curriculum design and evaluation; lesson planning and materials development; and adapting instruction, accommodating diverse learners, and using technology to facilitate learning. Additional content deals with empirically based methods of teaching, both general case (e.g., learning strategies) and content specific (e.g., reading methods).

Instructional Planning and Strategies (EIT4)

Performance assessment

Sample Learning Resources:

CourseSmart provides e-text version of the following texts:

Slavin, R. E. (2009). *Educational psychology: Theory and practice* (9th ed.). Boston, MA: Pearson. ISBN-13: 9780205616121. (e-text, cost of this resource is included in tuition and fees)

Smaldino, S. E., Lowther, D. L., & Russell, J. D. (2008). *Instructional technology and media for learning* (9th ed.). Upper Saddle River, NJ: Pearson. ISBN: 9780132391740. (e-text, cost of this resource is included in tuition and fees)

Teachscape provides online videos and other resources.

Designing Curriculum and Instruction and Building your Repertoire of Teaching Strategies provided by Canter and Associates which includes DVDs and a workbook.

CourseCompass provides e-text versions of the following texts:

Borich, G. (2007). *Effective teaching methods: Research-based practice*. Upper Saddle River, NJ: Pearson. ISBN: 9780131714960. (e-text, cost of this resource is included in tuition and fees)

Linn, R., Miller, M., & Gronlund, N. (2009). *Measurement and assessment in teaching* (10th ed.). Upper Saddle River, NJ: Pearson. ISBN: 9780132408936. (e-text, cost of this resource is included in tuition and fees)

Instructional Presentation and Follow-Up

Content relates explicitly to teaching skills and information to children.

Instructional Presentation and Follow-Up (ETT4)

Performance assessment

Sample Learning Resources:

CourseSmart provides e-text version of the following texts:

Slavin, R. E. (2009). *Educational psychology: Theory and practice* (9th ed.). Boston, MA: Pearson. ISBN-13: 9780205616121. (e-text, cost of this resource is included in tuition and fees)

Teachscape provides online videos and other resources.

CourseCompass provides e-text versions of the following texts:

Borich, G. (2007). *Effective teaching methods: Research-based practice*. Upper Saddle River, NJ: Pearson. ISBN: 9780131714960. (e-text, cost of this resource is included in tuition and fees)

Linn, R., Miller, M., & Gronlund, N. (2009). *Measurement and assessment in teaching* (10th ed.). Upper Saddle River, NJ: Pearson. ISBN: 9780132408936. (e-text, cost of this resource is included in tuition and fees)

Designing Curriculum and Instruction and Building your Repertoire of Teaching Strategies provided by Canter and Associates which includes DVDs and a workbook.

Differentiating Instruction provided by the Association for Supervision and Curriculum Development (ASCD).

Comprehensive Exam

The comprehensive exam will assess the student's knowledge of the subdomains listed above. The student may participate in a comprehensive review session with a mentor and peers to prepare for the assessment.

Instructional Planning, Strategies and Presentation Integration (EIO4)

Proctored, computer-based comprehensive objective exam

Demonstration Teaching Domain

The Demonstration Teaching Domain deals with the competencies a prospective teacher must demonstrate when teaching. Before you begin Demonstration Teaching, you must complete a number of requirements. These include a background check, standardized content examinations, and a dispositions inventory. Also, you must have completed all the above academic requirements before beginning Demonstration Teaching.

Demonstration Teaching is a full-time, in-classroom supervised experience required of all teacher candidates. The Demonstration Teaching phase of a teacher candidate's program includes a series of classroom performance observations designed to gather data about your actual performance skills. A WGU clinical supervisor (an experienced educator who lives and works near your teaching location) will observe you on multiple occasions—at least six observations are required—and evaluate you in accordance with published checklists and observation rubrics. In addition, where authorized, principals may provide one or more independent observations of WGU candidates. The clinical supervisors submit the results to WGU for review and recording. During your time in Demonstration Teaching, you will participate in a weekly cohort session via conference call. Your cohort is led by a facilitator and is comprised of a group of students teaching at about the same grade level. Your cohort facilitator will guide and support you through the Demonstration Teaching processes. For questions specifically related to placement for Demonstration Teaching, please contact the Demonstration Teaching Team at wqudt@wgu.edu. You will be required to complete the following assessments:

Supervised Teaching Practicum, Science (FVA1, FVA3, FVA5, FVA7)

Includes a series of classroom performance observations gathered across time that serve as comprehensive performance data about the candidate teacher's skills

Cohort Seminar in Early Childhood Education (FVT1)

Addresses information about schools (e.g., finance, law), professional behavior, and other common job-related expectations (committee work, reporting, etc.)

California Teacher Candidates

Effective July 1, 2008, teacher candidates matriculating in a WGU teacher licensure program and seeking licensure in California will be required to pass the California Teacher Performance Assessment (TPA). This assessment consists of four performance tasks that will ask you to plan and give instruction for elementary or secondary classes; you will also be asked to develop and administer assessment plans. In addition, WGU candidates will demonstrate how to adapt instruction and assessments to accommodate the needs of English language learners and students who are instructionally challenged. WGU will facilitate the completion of this credentialing requirement concurrent with the teacher candidate's completion of program assessments in the Effective Teaching Practices and Demonstration Teaching domains. California students will receive guidance and support on the TPA from participation in the CATPA Learning Community during their program.

External Content Exams

Prior to graduation, all students are required to take and pass the Praxis II 0014 – Elementary Education exam. In addition, Western Governors University requires that candidates pass the state-mandated content exam that aligns with their WGU program. This exam may or may not be the PRAXIS II. Specific information regarding required content exams required for each program can be found in the WGU Student Handbook. It is the candidates' responsibility to register and pay for the required exams and submit their official passing score reports to WGU.

Need More Information? WGU Student Services

WGU has a Student Services team dedicated exclusively to helping students achieve their academic goals. The Student Services Office is available during extended hours to assist students with general questions and administrative or accessibility issues. The Student Services team members help students resolve issues, listen to student issues and concerns, and make recommendations for improving policy and practice based on student feedback. The Student Services team provides a formal means by which students can express their views, and those views in turn inform the decisions we make.

Student Services team members also assist students with unresolved concerns to find equitable resolutions. To contact the Student Services team, please feel free to call **(866) 903-0110** or email [**studentservices@wgu.edu**](mailto:studentservices@wgu.edu). We are available **Monday through Friday, 6 AM to 12 AM and Saturday and Sunday, 10 AM to 7 PM, MT.**

If you have inquiries or concerns that require technical support, please contact the WGU IT Service Desk. The IT Service Desk is available **Monday through Friday, 6 AM to 12 AM and Saturday and Sunday, 10 AM to 7 PM, MT.** To contact the IT Service Desk, please call 1-877-HELP-WGU (877-435-7948) and select option 2 or email [**servicedesk@wgu.edu**](mailto:servicedesk@wgu.edu).

For the most current information regarding WGU support services, please visit the "Help" tab on the Student Portal at [**http://my.wgu.edu**](http://my.wgu.edu).