



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

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

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).

State Licensure Requirements

Many states have specific licensure requirements that are not part of WGU programs that you will have to fulfill in addition to the degree requirements of your program. These state licensure requirements might include, but are not limited to, subject-specific licensure exams, performance assessments, course work related to state history, basic skills exams, and

background clearances. The WGU Student Handbook outlines the credentialing requirements of each state. Teacher candidates should consult the applicable section to become familiar with their state's expectations regarding licensure.

The 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 generally apply to graduate programs: Graduate domains (i.e., subject areas) cannot be cleared through transfer. Requirements in the domains that can be considered the degree major cannot be cleared through transfer. Furthermore, WGU does not clear any requirements based on the student's professional experience and does not perform a "resume review" or "portfolio review" that will automatically clear any degree requirements. Degree requirements and transferability rules are subject to change in order to keep the degree content relevant and current.

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

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.

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.

Capstone Project: Students must also complete a capstone project. For this project students will design, develop, and evaluate an instructional product for which there is an identified need. If carefully planned in advance, individual domain projects may serve as components of the capstone. The capstone project consists of two parts: the instructional package and the written capstone report. The instructional package should include the instructional materials, activities, and assessments. The capstone report describes in detail the development of the instructional product. It must be in APA format.

Oral Defense: The final Master's exam will be a comprehensive oral defense. This exam may be face to face when possible but will most likely be done through a telephone conference. Questions related to your work in the program will test your preparation and ability to synthesize and practically apply information obtained from your courses, self-directed study, and project experiences. The purpose of the exam is a checkpoint to assure that you have acquired the critically required skills and knowledge specified in the program competencies.

As mentioned earlier, we have assigned competency units (CUs) to each assessment in order to measure your academic progress. As a graduate student, you will be expected to enroll in a minimum of eight competency units each term. A standard plan, at eight units per term, would look similar to the one that follows.

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

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

CODE	ASSESSMENTS	CU	TERM
CUA1	Culture	3	1
LPA1	Language Production, Theory and Acquisition	4	1
SLO1	Theories of Second Language Learning Acquisition and Grammar	3	1
NNA1	Planning, Implementing, Managing Instruction	4	2
FEA1	Field Experience for ELL	3	2
ASA1	Assessment Theory and Practice	3	2
NMA1	The Professional Role of the ELL Teacher	2	3
ELO1	Subject Specific Pedagogy: ELL	3	3
RFC1	Foundations of Research	2	3
JUT2	Literature Reviews for Educational Research	2	3
JVT2	Research Proposal	2	4
JTT2	Issues in Educational Research	2	4
IOT2	MA, English Language Learning (PreK-12) Capstone Written Project	3	4
IXT2	MA, English Language Learning (PreK-12) Capstone Oral Defense	3	4

In this example, the program will take five terms for the student to complete. The standard path shown above lists the courses of study (assessments) and the associated competency units by term. The 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 Master of Arts in English Language Learning (PreK–12) Program

The WGU Master of Arts in English Language Learning (preK–12) program content is based on research on effective instruction as well as national and state standards. It provides the knowledge and skills that enable teachers to teach effectively in diverse classrooms. The M.A. in English Language Learning (preK–12) program content and training processes are consistent with the accountability intent of the No Child Left Behind Act of 2001 and aligned with TESOL Standards. The degree program is focused on the preparation of highly qualified teachers. As described in the federal legislation, a highly qualified teacher is one who not only possesses full state certification, but also has solid content knowledge of the subject(s) he or she teaches.

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

English Language Learning Content Domain

This domain includes content in the following areas:

Language Production Acquisition

Focuses on describing and understanding language and the development of language. It includes the study of acquisition theory, grammar, and applied phonetics.

Language Production, Theory and Acquisition (LPA1)

Performance assessment

Sample Learning Resources:

Coelho, E. (2003). *Adding English: A guide to teaching in multilingual classrooms*. Don Mills, Ontario: Pippin Publishing. ISBN-13: 978-088750953. (\$40.00)

Lightbrown, P.M., & Spada, N. (2006). *How languages are learned* (3rd ed.). Oxford: Oxford University Press. ISBN-13: 978-0194422246. (\$23.00)

Delpit, L. (2006). *Other people's children: Cultural conflict in the classroom*. New York: New Press. ISBN-13: 978-1595580740. (\$13.00)

Celce-Murcia, M.A. (Ed.). (2001). *Teaching English as a second or foreign language* (3rd ed.). Boston, MA: Heinle & Heinle Publishers. ISBN-13: 978-0838419922. (\$60.00)

Celce-Murcia, M., Brinton, D.M., & Goodwin, J.M. (1996). *Teaching pronunciation: A reference for teachers of English to speakers of other languages*. New York: Cambridge University Press. ISBN-13: 978-0521406949. (\$40.00)

Larsen-Freeman, D. (2000). *Techniques and principles in language teaching* (2nd ed.). Oxford: Oxford University Press. ISBN-13: 978-0194355742. (\$29.00)

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

Fromkin, V., Rodman, R., & Hyams, N. (2006). *An introduction to language* (8th ed.). Boston, MA: Thomson. ISBN-13: 978-141307731. (e-text, cost of this resource included in tuition and fees)

Crochunis, T., Erdey, S., & Swedlow, J. (2002). *The diversity kit: An introductory resource for social change in education*. Education Alliance, Brown University. Available for download at

http://www.alliance.brown.edu/pubs/diversity_kit/index.

Teachscape provides online video modules.

Theories of Second Language Learning Acquisition and Grammar (SLO1)

Objective assessment

Sample Learning Resources:

Lightbrown, P.M., & Spada, N. (2006). *How languages are learned* (3rd ed.). Oxford: Oxford University Press. ISBN-13: 978-0194422246. (\$23.00)

Celce-Murcia, M.A. (Ed.). (2001). *Teaching English as a second or foreign language* (3rd ed.). Boston, MA: Heinle & Heinle Publishers. ISBN-13: 978-0838419922. (\$60.00)

Celce-Murcia, M., Brinton, D.M., & Goodwin, J.M. (1996). *Teaching pronunciation: A reference for teachers of English to speakers of other languages*. New York: Cambridge University Press. ISBN-13: 978-0521406949. (\$40.00)

Larsen-Freeman, D. (2000). *Techniques and principles in language teaching* (2nd ed.). Oxford: Oxford University Press. ISBN-13: 978-0194355742. (\$29.00)

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Crochunis, T., Erdey, S., & Swedlow, J. (2002). *The diversity kit: An introductory resource for social change in education*. Education Alliance, Brown University. Available for download at http://www.alliance.brown.edu/pubs/diversity_kit/index.

Culture

Focuses on the nature and role of culture and the importance of cultural groups and cultural identity.

Culture (CUA1)

Performance assessment

Sample Learning Resources:

Coelho, E. (2003). *Adding English: A guide to teaching in multilingual classrooms*. Don Mills, Ontario: Pippin Publishing. ISBN-13: 978-088750953. (\$40.00)

Helmer, S. & Eddy, C. (2003). *Look at me when I talk to you: ESL learning in non-ESL classrooms*. Don Mills, Ontario: Pippin.

Delpit, L. (2006). *Other people's children: Cultural conflict in the classroom*. New York: New Press. ISBN-13: 978-1595580740. (\$13.00)

Celce-Murcia, M.A. (Ed.). (2001). *Teaching English as a second or foreign language* (3rd ed.). Boston, MA: Heinle & Heinle Publishers. ISBN-13: 978-0838419922. (\$60.00)

Crochunis, T., Erdey, S., & Swedlow, J. (2002). *The diversity kit: An introductory resource for social change in education*. Education Alliance, Brown University. Available for download at http://www.alliance.brown.edu/pubs/diversity_kit/index.

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

Hinkel, Eli, Chapter 10, 181-195, "Cultural Codes for Calls" by Ron Scollon in *Culture in Second Language Teaching and Learning*, Cambridge University Press, 2004. (cost of this resource is included in tuition and fees)

Hinkel, Eli, Chapter 11, 196-219, "Cultural Mirrors" by Martin Cortazzi and Lixian Jin in *Culture in Second Language Teaching and Learning*, Cambridge University Press, 2004. (cost of this resource is included in tuition and fees)

Teachscape provides online video modules.

Planning, Managing, and Implementing 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.

Planning, Implementing, Managing Instruction (NNA1)

Performance assessment

Sample Learning Resources:

Fromkin, V., Rodman, R., & Hyams, N. (2006). *An introduction to language* (8th ed.). Boston, MA: Thomson. ISBN-13: 978-141307731. (e-text, cost of this resource included in tuition and fees)

Celce-Murcia, M.A. (Ed.). (2001). *Teaching English as a second or foreign language* (3rd ed.). Boston, MA: Heinle & Heinle Publishers. ISBN-13: 978-0838419922. (\$60.00)

Larsen-Freeman, D. (2000). *Techniques and principles in language teaching* (2nd ed.). Oxford: Oxford University Press. ISBN-13: 978-0194355742. (\$29.00)

CourseSmart provides an e-text version of the following text which has an accompanying CD-ROM:

Echevarria, J.A., Vogt, M.J., & Short, D.J. (2008). *Making content comprehensible for English learners: The SIOP model* (3rd ed.). Boston: Pearson, Allyn & Bacon. ISBN: 0205518869. (e-text, cost of this resource is included in tuition and fees)

Teachscape provides online video modules.

Assessment

Focuses on issues central to assessment in the ELL environment.

Assessment Theory and Practice (ASA1)

Performance assessment

Sample Learning Resources:

Coelho, E. (2003). *Adding English: A guide to teaching in multilingual classrooms*. Don Mills, Ontario: Pippin Publishing. ISBN-13: 978-088750953. (\$40.00)

O'Malley, J.M., & Valdez Pierce, L. (1996). *Authentic assessment for English language learners: Practical approaches for teachers*. NY: Longman. ISBN: 0201591510. (\$30.00)

Celce-Murcia, M.A. (Ed.). (2001). *Teaching English as a second or foreign language* (3rd ed.). Boston, MA: Heinle & Heinle Publishers. ISBN-13: 978-0838419922. (\$60.00)

Hughes, A. (2003). *Testing for language teachers* (2nd ed.). Cambridge: Cambridge University Press. ISBN: 0521484952. (\$38.00)

CourseSmart provides an e-text version of the following text which has an accompanying CD-ROM:

Echevarria, J.A., Vogt, M.J., & Short, D.J. (2008). *Making content comprehensible for English learners: The SIOP model* (3rd ed.). Boston: Pearson, Allyn & Bacon. ISBN: 0205518869. (e-text, cost of this resource is included in tuition and fees)

Teachscape provides online video modules.

Field Experience in ELL

Field Experience for ELL (FEA1)

Performance assessment; includes 30 hours of teaching English language learners (ELLs)

Sample Learning Resources:

CourseSmart provides an e-text version of the following text which has an accompanying CD-ROM:

Echevarria, J.A., Vogt, M.J., & Short, D.J. (2008). *Making content comprehensible for English learners: The SIOP model* (3rd ed.). Boston: Pearson, Allyn & Bacon. ISBN: 0205518869. (e-text, cost of this resource is included in tuition and fees)

Teachscape provides online video modules.

Professionalism

Focuses on creating advocacy, partnerships, collaboration, models and ELL laws and regulations.

The Professional Role of the ELL Teacher (NMA1)

Performance assessment

Sample Learning Resources:

Coelho, E. (2003). *Adding English: A guide to teaching in multilingual classrooms*. Don Mills, Ontario: Pippin Publishing. ISBN-13: 978-088750953. (\$40.00)

Celce-Murcia, M.A. (Ed.). (2001). *Teaching English as a second or foreign language* (3rd ed.). Boston, MA: Heinle & Heinle Publishers. ISBN-13: 978-0838419922. (\$60.00)

CourseSmart provides an e-text version of the following text which has an accompanying CD-ROM:

Echevarria, J.A., Vogt, M.J., & Short, D.J. (2008). *Making content comprehensible for English learners: The SIOP model* (3rd ed.). Boston: Pearson, Allyn & Bacon. ISBN: 0205518869. (e-text, cost of this resource is included in tuition and fees)

Subject Specific Pedagogy: ELL

Subject Specific Pedagogy: ELL (ELO1)

Proctored, computer-based objective assessment

Sample Learning Resources:

Coelho, E. (2003). *Adding English: A guide to teaching in multilingual classrooms*. Don Mills, Ontario: Pippin Publishing. ISBN-13: 978-088750953. (\$40.00)

O'Malley, J.M., & Valdez Pierce, L. (1996). *Authentic assessment for English language learners: Practical approaches for teachers*. NY: Longman. ISBN: 0201591510. (\$30.00)

Celce-Murcia, M.A. (Ed.). (2001). *Teaching English as a second or foreign language* (3rd ed.). Boston, MA: Heinle & Heinle Publishers. ISBN-13: 978-0838419922. (\$60.00)

Larsen-Freeman, D. (2000). *Techniques and principles in language teaching* (2nd ed.). Oxford: Oxford University Press. ISBN-13: 978-0194355742. (\$29.00)

Hughes, A. (2003). *Testing for language teachers* (2nd ed.). Cambridge: Cambridge University Press. ISBN: 0521484952. (\$38.00)

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Echevarria, J.A., Vogt, M.J., & Short, D.J. (2008). *Making content comprehensible for English learners: The SIOP model* (3rd ed.). Boston: Pearson, Allyn & Bacon. ISBN: 0205518869. (e-text, cost of this resource is included in tuition and fees)

Teachscape provides online video modules.

Research Fundamentals Domain

The research fundamentals domain prepares students to conduct research and also to become informed consumers of research. Your studies in this domain will include the following:

Foundations of Research

Focuses on differentiating between different research paradigms, including qualitative, quantitative, and action research.

Foundations of Research (RFC1)

Proctored, computer-based objective exam

Sample Learning Resources:

MyEducationLab provided by Pearson CourseCompass. An online, interactive resource that includes an e-text version of the following text:

Gay, L. R., Mills, G. M., & Airasian, P. (2006). *Educational research: Competencies for analysis and applications* (8th ed.). Pearson. ISBN: 9780132338776. (e-text, cost of this resource is included in tuition and fees)

The **E-Reserves** in the WGU Library provides e-text versions of the following texts:

Gallagher, J.D. (1998). *Classroom assessment for teachers*. Upper Saddle River, NJ: Merrill. ISBN: 0137481047. (e-text, cost of this resource is included in tuition and fees)

Johnson, B., & Christensen, L. (2008). *Educational research: Quantitative and qualitative approaches*. Newbury Park, CA: SAGE Publishing. (e-text, cost of this resource is included in tuition and fees)

Literature Reviews for Educational Research

Focuses on selecting an appropriate research topic, evaluating the reliability of primary and secondary source information, and conducting a literature review.

Literature Reviews for Educational Research (JUT2)

Performance assessment

Sample Learning Resources:

American Psychological Association. (2009). *Publication manual of the American psychological association*. (6th ed.). ISBN: 978-1-4338-0561-5. (\$28.95)

Ruszkiewicz, J., Walker, J.R., & Pemberton, M. (2006). *Bookmarks: A guide to research and writing* (3rd ed.). New York: Longman. ISBN-13: 9780321271341. (\$48.00)

Jonassen, D. (2005). *Modeling with technology: Mindtools for conceptual change* (3rd ed.) Upper Saddle River, NJ: Pearson Education. ISBN: 9780131703452. (\$51.00)

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

Gay, L. R., Mills, G. M., & Airasian, P. (2006). *Educational research: Competencies for analysis and applications* (8th ed.). Pearson. ISBN: 9780132338776. (e-text, cost of this resource is included in tuition and fees)

Smaldino, S., Heinrich, R., & Russell, J (2007). *Instructional technology and media for learning* (9th ed.). ISBN: 978-0132391740. (e-text, cost of this resource is included in tuition and fees)

MyEducationLab provided by Pearson CourseCompass. An online, interactive resource that includes an e-text version of the following text:

Roblyer, M., & Doering, A. (2009). *Integrating educational technology into teaching* (5th ed.). Pearson/Allyn & Bacon. ISBN: 9780135130636.

Online independent-study courses provided by **Atomic Learning Library** and **ASCD**.

Research Proposal

Focuses on developing a research proposal that includes the literature review, research questions, methodology, and data analysis.

Research Proposal (JVT2)

Performance assessment

Sample Learning Resources:

American Psychological Association. (2009). *Publication manual of the American psychological association*. (6th ed.). ISBN: 978-1-4338-0561-5. (\$28.95)

MyEducationLab provided by Pearson CourseCompass. An online, interactive resource that includes an e-text version of the following text:

Gay, L.R., Mills, G.M., & Airasian, P. (2009). *Educational research: Competencies for analysis and applications* (9th ed.). Upper Saddle River, NJ: Pearson. ISBN-13: 978-0-13-2338776. (e-text, cost of this resource is included in tuition and fees)

Issues in Research Fundamentals

Focuses on developing a research strategy that clarifies what data to collect and how to analyze it using descriptive and inferential statistics.

Issues in Research Fundamentals (JTT2)

Performance assessment

Sample Learning Resources:

American Psychological Association. (2009). *Publication manual of the American psychological association*. (6th ed.). ISBN: 978-1-4338-0561-5. (\$28.95)

Ruszkiewicz, J., Walker, J.R., & Pemberton, M. (2006). *Bookmarks: A guide to research and writing* (3rd ed.). New York: Longman. ISBN-13: 9780321271341. (\$48.00)

MyEducationLab provided by Pearson CourseCompass. An online, interactive resource that includes an e-text version of the following text:

Gay, L. R., Mills, G. M., & Airasian, P. (2006). *Educational research: Competencies for analysis and applications* (8th ed.). Pearson. ISBN: 9780132338776. (Cost of this resource is included in tuition and fees)

Capstone Project

The Capstone Project is the culmination of the student's WGU degree program. It requires the demonstration of competencies through a deliverable of significant scope that includes both a written capstone project and an oral defense.

MA, English Language Learning (PreK-12) Written Capstone Project (IOT2):

Students will be able to choose from three areas of emphasis, depending on personal and professional interests. These areas include: instructional design, evaluation, and research. If carefully planned in advance, the individual domain projects may serve as components of the capstone.

For capstones with the instructional design emphasis, students will design, manage, and develop an instructional product for which there is an identified need. The product can be delivered via the medium of choice (e.g., print-based, computer-based, video-based, web-based, or a combination of these), but students must provide a rationale for the medium selected. The instructional product you develop for your capstone should be an exportable form of instruction designed to bring your target audience to a mastery of predetermined knowledge and skills.

For capstones with the evaluation emphasis, students will provide a summative evaluation of a program. These programs may relate to almost any sector, such as school that involves the education of ELL students. Summative evaluation is used to provide evidence of a program's worth and is often used to make "go/no go" decisions. You should plan to share your results with your school or organization.

For capstones with the research emphasis, students will design and conduct a data-based investigation of a conclusion-oriented question (decision oriented investigations are most generally considered to be evaluation projects). The project report should be of publishable quality and may be submitted to an appropriate professional journal at the completion of the project. At the minimum students should plan to share their results with their schools or organizations.

MA, English Language Learning (PreK-12) Oral Defense of Capstone Project (IXT2)

The final master's exam will be a comprehensive oral defense and is held by conference call. Questions related to your work in the program will test your preparation and ability to synthesize and practically apply information obtained from your courses, self-directed study, and project experiences. The purpose of the defense is a checkpoint to ensure that you have acquired the critically required skills and knowledge specified in the program competencies.

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**. We are available **Monday through Friday, 6 AM to 12 AM and Saturday and Sunday, 10 AM to 7 PM, MT.**

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

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