



Program Guidebook

Bachelor of Arts, Special Education, Mild to Moderate

The Bachelor of Arts, Special Education, Mild-to-Moderate is a competency-based program that enables teacher candidates to earn a Bachelor of Arts, Special Education, Mild to Moderate Exceptionalities (BASPMM) degree which can lead to an initial licensure in Special Education (K-12). The Special Education, Mild to Moderate Exceptionalities is a specifically designed program for the preparation of prospective teachers to work with students with mild to moderate disabilities in a variety of educational settings, including inclusionary K-12 classrooms, resource rooms or self-contained classrooms. This program consists of online courses which take the learner from general education, through methods of instruction, assessment, and classroom management to special education courses for teaching students with exceptionalities. Candidates develop and refine their skills through a series of sequential field-based experiences beginning with video-based observations of classroom instruction, followed by an authentic, collaborative pre-clinical teaching experience in a K-12 setting, and culminating with a supervised teaching experience that consists of two placements, one in an elementary special education and another in a secondary level special education setting. Both placements support the academic needs of students with mild-to-moderate disabilities. With the successful completion of program expectations and required assessments in the major area of teaching, the candidate can receive institutional recommendation for certification in special education.

Understanding the Competency-Based Approach

Practically speaking, how do competency-based programs like those offered at Western Governors University (WGU) work? Unlike traditional universities, WGU does not award degrees based on completion of a certain number of credit hours or a certain set of required courses. Instead, you will earn your degree by demonstrating your skills, knowledge, and understanding of important concepts.

Progress through a degree program is governed not by the amount of time you spend in class but by your ability to demonstrate mastery of competencies as you complete required courses. Of course, you will need to engage in learning experiences as you review competencies or develop knowledge and skills in areas in which you may be weak. To help you acquire the knowledge and skills you need to complete your courses and program, WGU provides a rich array of learning resources. Your program mentor will work closely with you to help you understand the competencies required for your program and to help you create a schedule for completing your courses. You will also work closely with course instructors as you engage in each of your courses. As subject matter experts, course instructors will guide you through the content you must master to pass the course assessments.

The benefit of this competency-based system is that enables students who are knowledgeable about a particular subject to make accelerated progress toward completing a degree, even if they lack college experience. You may have gained skills and knowledge of a subject while on the job, accumulated wisdom through years of life experience, or already taken a course on a particular subject. WGU will award your degree based on the skills and knowledge that you possess and can demonstrate—not the number of credits hours 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), which reaffirmed WGU's accreditation in February 2017. 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 Information Management program is accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM). The College of Business programs are accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

The Degree Plan

The focus of your program is your personalized Degree Plan. The Degree Plan is a detailed blueprint of the courses you will need to complete in order to earn your degree. The Degree Plan also lays out the accompanying learning resources and assessments that compose your program. The list of courses in the Degree Plan is often referred to as the standard path. The amount of time it takes to complete 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 vary widely in the specific skills and information they need to learn. For example, some students may be highly knowledgeable in a particular subject matter and would not need to engage in new learning opportunities. Other students may find that portions of the program require them to learn new information and that they need to take an online class or participate in a study module to acquire the knowledge and skills needed to fulfill 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 need to devote more time. For this reason, pre-assessments are there to help your program mentor form a profile of your prior knowledge and create a personalized Degree Plan.

How You Will Interact with Faculty

At WGU, faculty serve in specialized roles, and they will work with you individually to provide the guidance, instruction, and support you will need to succeed and graduate. As a student, it is important for you to take advantage of this support. It is key to your progress and ultimate success.

Upon your enrollment, you will be assigned a program mentor—an expert in your field of study who will provide you with regular program-level guidance and support from the day you start until the day you graduate. Your program mentor will set up regular telephone appointments (weekly at first) with you, which you will be expected to keep. The mentor will review program competencies with you and work with you to develop a plan and schedule for your coursework. Your program mentor will serve as your main point of contact throughout your program—helping you set weekly study goals, recommending specific learning materials, telling you what to expect in courses, and keeping you motivated. In addition to regular calls, your program mentor is available to help you resolve questions and concerns as they arise.

For many of the courses at WGU, you will be required to complete performance assessments. These include reports, papers, presentations, and projects that let you demonstrate your mastery of the required competencies. A separate group of faculty members, called evaluators, will review your work to determine whether it meets requirements. Evaluators are also subject matter experts in their field of evaluation. If your assessment needs further work before it “passes,” these evaluators, who review your work anonymously, will provide you with instructional feedback to help you meet evaluation standards and allow you to advance.

Connecting with Other Mentors and Fellow Students

As you proceed through your Degree Plan, you will have direct contact with multiple faculty members. These communications can take a variety of forms, including participation in one-on-one discussions, chats in the learning communities, and live cohort and webinar opportunities. As a WGU student, you will have access to your own personal MyWGU Student Portal, which will provide a gateway to your courses of study, learning resources, and learning communities where you will interact with faculty and other students.

The learning resources in each course are specifically designed to support you as you develop competencies in preparation for your assessments. These learning resources may include reading materials, videos, tutorials, cohort opportunities, community discussions, and live discussions that are guided by course instructors who are experts in their field. You will access your program community

during your orientation 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 Student Services associates to help you and your program mentor solve any special problems that may arise.

Orientation

The WGU orientation course focuses on acquainting you with WGU's competency-based model, distance education, technology, and other resources and tools available for students. You will also utilize WGU program and course communities, participate in activities, and get to know other students at WGU. The orientation course must be completed before you can 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 rather on demonstration of competency. However, if you have completed college coursework at another accredited institution, or if you have completed industry certifications, you may have your transcripts and certifications evaluated to determine if you are eligible to receive some transfer credit. The guidelines for determining what credits will be granted varies based on the degree program. Students entering graduate programs must have their undergraduate degree verified before being admitted to WGU. To review more information in regards to transfer guidelines based on the different degree programs, you may visit the Student Handbook found at the link below and search for "Transfer Credit Evaluation." Within the Teachers College, there may be additional courses to meet state requirements.

[Click here for the Student Handbook](#)

WGU does not waive any requirements based on a student's professional experience and does not perform a "résumé review" or "portfolio review" that will automatically waive 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. Each term is six months long. Longer terms and continuous enrollment allow you to focus on your studies without the hassle of unnatural breaks between terms that you would experience at a more traditional university. At the end of every six-month term, you and your program 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 8

competency units each term, and undergraduate students must enroll in at least 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 courses you are able to pass, not on your accumulation of credit hours or course grades. Every time you pass a course, you are demonstrating that you have mastered skills and knowledge in your degree program. For comparison to traditional grading systems, passing a course means you have demonstrated competency equivalent to a “B” grade or better.

WGU assigns competency units to each course in order to track your progress through the program. A competency unit is equivalent to one semester credit of learning. Some courses may be assigned 3 competency units while others may be as large as 12 competency units.

Satisfactory Academic Progress (SAP) is particularly important to students on financial aid because you must achieve 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. In order to remain in good academic standing, you must complete at least 66.67% of the units you attempt over the length of your program—including any courses you add to your term to accelerate your progress. Additionally, during your first term at WGU you must pass at least 3 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. *Please note: The Endorsement Preparation Program in Educational Leadership is not eligible for federal financial aid.

Courses

Your Degree Plan includes courses needed to complete your program. To obtain your degree, you will be required to demonstrate your skills and knowledge by completing the assessment(s) for each course. In general there are two types of assessments: performance assessments and objective assessments. Performance assessments contain, in most cases, multiple scored tasks such as projects, essays, and research papers. 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. Certifications verified through third parties may also be included in your program. More detailed information about each assessment is provided in each course of study.

External Content & Basic Skills Exams

Western Governors University requires that candidates pass the state-mandated content exam that aligns with their WGU program in addition to a basic skills exam (initial licensure programs only). Specific information regarding required content and basic skills exams required for each program and state can be found in the WGU Student Handbook. In many cases, it is the candidates’ responsibility to register and pay for the required exams and submit their official passing score reports to WGU.

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, state-specific teacher 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..

Learning Resources

WGU works with many different educational partners, including enterprises, publishers, training companies, and higher educational institutions, to provide high-quality and effective learning resources that match the competencies you are developing. These vary in type, and may be combined to create the best learning experience for your course. A learning resource can be an e-textbook, online module, study guide, simulation, virtual lab, tutorial, or a combination of these. The cost of most learning resources are included in your tuition and Learning Resource Fee. They can be accessed or enrolled for through your courses. Some degree-specific resources are not covered by your tuition, and you will need to cover those costs separately. WGU also provides a robust library to help you obtain additional learning resources, as needed.

Mobile Compatibility:

The following article provides additional details about the current state of mobile compatibility for learning resources at WGU. It includes a list that can be referenced to determine the mobile friendliness of all core course materials used in a program.

[Student Handbook article: Can I use my mobile device for learning resources?](#)

Standard Path

As previously mentioned, competency units (CUs) have been assigned to each course in order to measure your academic progress. If you are an undergraduate student, you will be expected to enroll in a minimum of 12 competency units each term. Graduate students are expected to enroll in a minimum of 8 competency units each term. A standard plan for a student for this program who entered WGU without any transfer units would look similar to the one on the following 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, Special Education, Mild to Moderate

Course Description	CUs	Term
Human Growth and Development Across the Lifespan	3	1
English Composition I	3	1
Introduction to Humanities	3	1
Foundational Perspectives of Education	3	1
Mathematics for Elementary Educators I	3	2
English Composition II	3	2
Survey of World History	3	2
Introduction to Biology	3	2
Mathematics for Elementary Educators II	3	3
Psychology for Educators	4	3
Introduction to Communication	3	3
Cultural Studies and Diversity	3	3
Mathematics for Elementary Educators III	3	4
Fundamentals of Diversity, Inclusion, and Exceptional Learners	4	4
Integrated Physical Sciences	3	4
Survey of United States History	3	4
Natural Science Lab	2	5
Professional, Ethical, and Legal Practices for Special Education	3	5
Classroom Management, Engagement, and Motivation	4	5
Introduction to Instructional Planning and Presentation	3	5
Educational Assessment	3	6
Instructional Planning and Presentation in Special Education	3	6
Elementary Reading Methods and Interventions	3	6
Language Arts Instruction and Intervention	3	6
Behavioral Support Strategies for K-12 Learners with Mild to Moderate Exceptionalities	4	7
Assessment in Special Education	3	7
Secondary Reading Instruction and Interventions	3	7
Disciplinary Literacy	3	7
Collaborating with Partners for Student Success	3	8
Elementary Mathematics Methods	3	8
Children's Literature	3	8

Course Description	CUs	Term
Considerations for Instructional Planning for Learners with Mild to Moderate Exceptionalities	3	8
Instructional Strategies and Technologies for Elementary Learners with Mild to Moderate Exceptionalities	2	9
Instructional Strategies and Technologies for Secondary Learners with Mild to Moderate Exceptionalities	2	9
Preclinical Experiences in Special Education	3	9
Supervised Demonstration Teaching in Special Education, Obs 1 and 2	3	9
Supervised Demonstration Teaching in Special Education, Obs 3 and Midterm	3	9
Supervised Demonstration Teaching in Special Education, Obs 4 and 5	3	10
Supervised Demonstration Teaching in Special Education, Obs 6 and Final	3	10
Teacher Performance Assessment in Special Education	2	10
Professional Portfolio	1	11
Cohort Seminar in Special Education	3	11

Changes to Curriculum

WGU publishes an Institutional Catalog, which describes the academic requirements of each degree program. Although students are required to complete the program version current at the time of their enrollment, WGU may modify requirements and course offerings within that version of the program to maintain the currency and relevance of WGU's competencies and programs. As these changes are implemented, WGU will ensure that the length of the student's degree program (i.e., total competency unit requirements) will not increase and that competency units already earned will be applied to the updated program version. When program requirements are updated, students readmitting after withdrawal from the university will be expected to re-enter into the most current catalog version of the program.

Areas of Study for Bachelor of Arts, Special Education, Mild to Moderate

The following section includes the areas of study in the program, with their associated courses. 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. 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.

General Education

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.

This course covers the following competencies:

- *The graduate analyzes human physical development from conception through birth.*
- *The graduate examines the processes of death, dying, and grieving.*
- *The graduate analyzes the physical, cognitive, and social development of humans during infancy.*
- *The graduate analyzes the physical, cognitive, and social development of humans during early childhood.*
- *The graduate analyzes the physical, cognitive, and social development of humans during middle childhood.*
- *The graduate analyzes the physical, cognitive, and social development of humans during middle adulthood.*
- *The graduate explains the physical, cognitive, and social development of humans during early adulthood.*
- *The graduate analyzes the physical, cognitive, and social development of humans during adolescence.*
- *The graduate analyzes the physical, cognitive, and social development of humans during late adulthood.*
- *The graduate explains guiding perspectives, theories, and influences on physical, cognitive, and social development across the lifespan.*

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.

This course covers the following competencies:

- *The graduate integrates credible and relevant sources into written arguments.*
- *The graduate uses appropriate writing and revision strategies*
- *The graduate composes an appropriate argumentative essay for a given context.*
- *The graduate composes an appropriate narrative for a given context.*
- *The graduate appropriately uses a given writing style.*
- *The graduate selects appropriate rhetorical strategies that improve writing and argumentation.*

- *The graduate applies appropriate grammatical rules, sentence structure, and writing conventions.*

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.

This course covers the following competencies:

- *The graduate analyzes the primary contributions and characteristics of humanities during the Classical period.*
- *The graduate analyzes the primary contributions and characteristics of humanities during the Romantic period.*
- *The graduate assesses the development of humans through the study of key concepts, disciplines, and primary influences of the humanities.*
- *The graduate analyzes the primary contributions and characteristics of humanities during the Renaissance.*
- *The graduate analyzes the primary contributions and characteristics of humanities within the Neoclassical and Enlightenment period.*
- *The graduate analyzes the primary contributions and characteristics of humanities during the Realist movement.*

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.

This course covers the following competencies:

- *The graduate applies basic set concepts, operations on sets, and Venn diagrams to solve problems.*
- *The graduate applies problem-solving strategies and analyzes patterns to solve application problems.*
- *The graduate applies concepts and procedures related to the composition of numbers to find greatest common factors and least common multiples.*
- *The graduate connects a variety of models and algorithms to the properties and operations of whole numbers.*
- *The graduate applies the definitions and properties of integers and their operations to solve problems.*

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.

This course covers the following competencies:

- *The graduate applies steps of the writing process appropriately to improve quality of writing.*
- *The graduate composes an argumentative research paper.*
- *The graduate evaluates the quality, credibility, and relevance of evidence in order to integrate evidence into a final research paper.*

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.

This course covers the following competencies:

- *The graduate analyzes the spread of peoples, ideas, and technologies into new territories as civilizations advanced beyond their borders of origin.*
- *The graduate analyzes major cultural, political, and economic shifts that led to revolution, industrialization, and ideological change in the modern period.*
- *The graduate examines how primary characteristics (political, cultural, and geographical features) of the first empires (Greece, Rome, Persia, and China) contributed to the establishment and rise of these societies.*
- *The graduate examines how primary characteristics (political, religious, and geographical features) of the first civilizations (Mesopotamia, Egypt, India, and China) contributed to the development of these societies.*

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.

This course covers the following competencies:

- *The graduate applies the properties of decimals and percents to solve application problems, including interest problems.*
- *The graduate applies the properties of real numbers to solve equations and represent relationships as functions.*
- *The graduate applies the properties of rational numbers and proportional reasoning to solve problems.*
- *The graduate solves counting problems and applies the properties of probability to determine theoretical and experimental probabilities.*

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.

This course covers the following competencies:

- *The graduate applies foundational elements of effective communication.*
- *The graduate applies appropriate communication strategies in interpersonal and group contexts*
- *The graduate utilizes appropriate presentational communication strategies in personal and professional settings.*

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.

This course covers the following competencies:

- *The graduate applies formulas and theorems to find the length, area, and volume of figures and solve problems.*

- *The graduate applies transformations to determine congruence and similarity of geometric figures.*
- *The graduate applies principles of congruence and similarity to solve problems.*
- *The graduate applies geometric properties of lines, angles, polygons, and circles to classify shapes and solve problems.*
- *The graduate analyzes statistical data using numerical measures and graphical displays in order to summarize data, predict trends, and make inferences.*

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.

This course covers the following competencies:

- *The graduate explains significant international and domestic challenges that the United States confronted since World War I.*
- *The graduate analyzes the colonial experience and the foundations of the American Revolution.*
- *The graduate analyzes the challenges of partisan politics and sectionalism in the Early Republic and Civil War eras.*
- *The graduate examines the major changes that defined the United States in the late-nineteenth and early-twentieth centuries.*

Foundations of Teaching

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.

This course covers the following competencies:

- *The graduate evaluates the impact of various educational philosophies on historical and current educational trends.*
- *The graduate evaluates the impact of various social issues and influences on students, teachers, instruction, and schools.*
- *The graduate evaluates the affordances and challenges of standards-based curriculum on students, teachers, instruction, and schools.*
- *The graduate analyzes the role of federal and state governance in determining standard educational practices and ensuring access to educational opportunities.*
- *The graduate analyzes the relationship of current trends in education and educational reform to historical foundations and evolution of the industry.*

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. Students in this course will complete ten hours of video-based classroom observations related to issues in educational psychology and learner development.

This course covers the following competencies:

- *The graduate summarizes how educational psychology and related tools apply to the improvement of professional practice.*
- *The graduate explains approaches to instruction for creating objectives and helping students to obtain the objectives.*
- *The graduate explains how educational psychology and related theories inform educators and contribute to professional competence in the field.*
- *The graduate analyzes observed professional practices in relation to a personal teaching philosophy.*
- *The graduate explains the two-fold process and its relevance to lesson planning for student learning assessment, using teacher measures and professionally prepared standardized tests.*
- *The graduate analyzes how various professional practices intended to support learners relate to theories of learning and development.*
- *The graduate summarizes how the different learning theories create a complex learning process from different perspectives.*
- *The graduate analyzes the theoretical and practical implications of various instructional strategies and models intended to support teaching and learning.*
- *The graduate analyzes the theoretical and practical implications of various instructional practices intended to support the use of educational psychology in the classroom.*
- *The graduate relates age-level characteristics and group characteristics of mental ability, learning styles, and gender to their potential significance for educators.*

Fundamentals of Diversity, Inclusion, and Exceptional Learners

Fundamentals of Diversity, Inclusion, and Exceptional Learners prepares candidates to make decisions based on the history of inclusion and to develop practical strategies for differentiating instruction, in accordance with legal expectations, to meet the needs of a diverse learner population while creating a safe, inclusive, and culturally responsive learning space. Diverse populations include learners with disabilities, gifted and talented learners, culturally diverse learners, and English language learners. Candidates will learn when to employ assistive technologies to meet student needs, and they will begin to develop their skills for partnering with parents and advocating for students. Candidates will complete ten hours of video-based classroom observations focused on the needs of diverse and exceptional learners. This course has no prerequisites.

This course covers the following competencies:

- *The graduate analyzes the theoretical and practical implications of various instructional practices intended to support equity and the teaching of diverse learners.*
- *The graduate analyzes the theoretical and practical implications of various instructional practices intended to support diversity and inclusion in the classroom.*
- *The graduate integrates knowledge of characteristics, contexts, and conditions of students in the process to address the needs of multicultural learners, exceptional learners, atypical development, English language learners, and gifted and talented learners and to implement equity pedagogy into their practice.*
- *The graduate analyzes the effectiveness of instructional practices intended to address atypical development and exceptional learning.*
- *The graduate selects appropriate strategies to effectively and ethically engage with students, families, administrators, and other stakeholders in support of the education of diverse learners.*
- *The graduate selects appropriate technology tools and accommodations to support the education of diverse learners.*
- *The graduate recommends best practices to plan classroom instruction in a supportive learning environment for ELL students.*
- *The graduate applies appropriate policies, programs, accepted practices, and legal requirements to classroom and instructional practices as they relate to special education, English language learners, and gifted and talented learners.*

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 ten 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.

This course covers the following competencies:

- *The graduate designs emotionally safe classroom environments that foster learning and deal effectively with emotions, conflicts, and serious behavior problems.*
- *The graduate analyzes the legal and ethical responsibilities of teachers in the classroom.*
- *The graduate appropriately uses technology to enhance teaching, learning, engagement, and motivation.*
- *The graduate analyzes major strategies of classroom management as they apply to specific areas of specialization.*
- *The graduate generates appropriate instructional interventions for a variety of students and learning contexts.*
- *The graduate evaluates best practices that encourage positive social interaction, self-motivation, and active engagement in learning environments.*
- *The graduate evaluates various uses of academic language and classroom discourse to determine possible theoretical and practical implications for instructional practice and student learning.*
- *The graduate incorporates evidence-based strategies and materials in the design of classroom management plans.*
- *The graduate integrates strategies for managing routine misbehaviors into classroom management strategies and procedures.*
- *The graduate analyzes the theoretical and practical implications of various instructional practices intended to support classroom management.*
- *The graduate analyzes classroom management strategies and approaches that promote student self-awareness, self-management, self-efficacy, and self-esteem.*

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.

This course covers the following competencies:

- *The graduate analyzes assessment information to inform instructional decision-making and to support and adapt instruction for all students, including those individuals with exceptional learning needs.*
- *The graduate evaluates assessment results to make informed educational recommendations, including those for program and school improvement.*
- *The graduate applies effective methods and strategies in the planning, development, and evaluation of student assessment.*
- *The graduate recommends effective strategies for ensuring the responsible and ethical assessment of students.*
- *The graduate effectively and appropriately communicates the results of assessments with stakeholders, including students.*
- *The graduate plans and designs assessments aligned to learning outcomes, standards, benchmarks, and objectives.*

General Science Content

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.

This course covers the following competencies:

- *The graduate analyzes interdependencies of organisms and their environments.*
- *The graduate analyzes the characteristics and classification of living organisms.*
- *The graduate analyzes different types of cells based on their structures and biological functions.*
- *The graduate analyzes the basic chemical composition of cells and the basic processes that happen at the cellular level.*
- *The graduate analyzes the biological basis for and patterns of heredity and gene expression.*

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.

This course covers the following competencies:

- *The graduate describes the underlying organization, interactions, and processes within the Earth system including the Earth's structure and atmosphere, and Earth's interactions within the solar system.*
- *The graduate describes the nature and process of science.*
- *The graduate examines applications of physics including fundamental concepts such as forces, motion, energy, and waves.*
- *The graduate examines applications of key chemistry concepts including the structure of matter and the behavior and conservation of matter in chemical reactions.*

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.

This course covers the following competencies:

- *The graduate accurately executes the process of scientific inquiry through experimentation in the natural world.*
- *The graduate draws conclusions based on academic research and scientific inquiry.*
- *The graduate evaluates academic sources for their credibility and relevance to a chosen research topic on a natural world phenomenon.*

Teacher Education Diversity

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.

This course covers the following competencies:

- *The graduate analyzes culturally responsive practices that support diversity in a variety of settings.*
- *The graduate evaluates the benefits, strengths, and challenges of diversity in collaborative environments.*
- *The graduate analyzes multiple perspectives and worldviews from a culturally inclusive point of view.*
- *The graduate evaluates various communication practices for their effectiveness and appropriateness in a global environment.*
- *The graduate analyzes various cultural and social influences on the development of personal identity.*
- *The graduate integrates effective strategies for overcoming obstacles to the appreciation of diversity by individuals, social groups, and institutions.*
- *The graduate analyzes the interrelationship of culture and diversity and their role in the ever-changing contemporary cultural landscape.*

Special Education

Professional, Ethical, and Legal Practices for Special Education

Professional, Ethical, and Legal Practices for Special Education prepares candidates to practice within ethical and legal guidelines in day-to-day teaching, stakeholder interactions, and other complex situations. This course also provides an overview of the Code of Ethics and the Standards for Professional Practice from the Council for Exceptional Children (CEC), which guide candidates to act in a professionally conscientious manner. Candidates will explore the legal foundations and case laws related to special education to gain understanding of how legislation influences teaching and learning. This course is designed to be taken by candidates after they have completed C847: Fundamentals of Diversity, Inclusion, and Exceptional Learners.

This course covers the following competencies:

- *The graduate applies ethical principles and professional practice standards to guide practice when working with individuals with disabilities.*
- *The graduate applies the law to analyze special education processes including referrals, evaluations, and individualized education programs.*
- *The graduate analyzes federal cases, laws, and policies that ensure students with disabilities have the right to a free and appropriate public education to determine how the legislation impacts teaching and learning in the classroom and in other educational settings.*
- *The graduate collaborates with families, colleagues, and other stakeholders to ensure that students with disabilities receive access to all the services and interventions entitled to them under federal laws and policies.*

Behavioral Support Strategies for K-12 Learners with Mild to Moderate Exceptionalities

Behavioral Support Strategies for K–12 Learners with Mild to Moderate Exceptionalities prepares candidates to work effectively with students exhibiting behavior in the classroom that is below age and cultural norms. This course provides an overview of behavior disorders and the causes of them, appropriate research-based intervention strategies (including positive behavior intervention and supports, multi-tiered systems of support (MTSS), and applied behavior analysis, replacement behavior and reward strategies, culturally responsive practices, and data collection and assessment methods. Candidates emerge prepared to strategize and recommend adjustments to the learning environment that support positive behavior and student success in the classroom and beyond. This course also examines behavioral assessment and analysis, including the creation of Functional Behavior Assessment (FBA) and the creation and monitoring of behavioral improvement plans (BIP) in an authentic learning environment. This course is designed to be taken by candidates after they have completed C847: Fundamentals of Diversity, Inclusion, and Exceptional Learners; D002: Professional, Ethical, and Legal Practices for Special Education; and C572: Classroom Management, Engagement, and Motivation.

This course covers the following competencies:

- *The graduate employs methods of collecting and analyzing data to assist the Individualized Education Program (IEP) team in development of a Behavior Improvement Plan (BIP) for a student with behavior significantly below the cultural*

and age norms.

- *The graduate recommends adjustments to a Behavior Improvement Plan (BIP) based on student data collected through collaborative evaluation of an existing BIP's implementation.*
- *The graduate identifies appropriate research-based intervention strategies and provides positive behavior support for students exhibiting behavior significantly below the cultural and age norms.*
- *The graduate applies knowledge of behaviors falling significantly below cultural and age norms to understand and respond appropriately to students with exceptionalities.*

Assessment in Special Education

Assessment in Special Education prepares candidates to use multiple methods of assessment and data sources in making educational decisions about the student and the learning environment. This course is designed to help provide an understanding of how assessment data is used during screening in multi-tiered systems of support (MTSS), the eligibility process, the evaluation process, progress monitoring, and data-based instructional decision-making. This course is designed to be taken by candidates after they have completed D002: Professional, Ethical, and Legal Practices for Special Education and DRC1: Educational Assessment.

This course covers the following competencies:

- *The graduate uses knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.*
- *The graduate will use multiple-assessment data sources in making educational decisions when writing student goals and present level of performance.*
- *The graduate identifies screening, pre-referral, and classification procedures in compliance with legal and ethical principles regarding the assessment of individuals with possible exceptionalities.*
- *The graduate selects technically sound formal and informal assessments based on a variety of data sources to assess and monitor individuals with possible exceptionalities.*

Collaborating with Partners for Student Success

Collaborating with Partners for Student Success prepares candidates to apply team processes and communication strategies to collaborate in a culturally responsive manner with families, paraeducators, and other professionals (within the school, other educational settings, and the community) to plan programs and access services for students with exceptionalities and their families. The course introduces ways to enhance parental involvement and family engagement while teaching families and students advocacy throughout the Individualized Education Program (IEP) and transition planning processes. This course also focuses on the components of the IEP and how the practice of effective communication and collaboration skills is key to the program's development and implementation. This course is designed to be taken by candidates after they have completed C847: Fundamentals of Diversity, Inclusion, and Exceptional Learners and D003: Assessment in Special Education.

This course covers the following competencies:

- *The graduate collaborates with stakeholders in a school setting to build consensus, meet goals, and promote culturally responsive communication.*
- *The graduate collaborates with team members to create mutually agreed upon individualized education program (IEPs) for students with exceptionalities.*
- *The graduate collaborates with diverse families of students with exceptionalities to foster advocacy, connection with available resources, and promote culturally responsive communication.*

Considerations for Instructional Planning for Learners with Mild to Moderate Exceptionalities

Considerations for Instructional Planning for Learners with Mild to Moderate Exceptionalities introduces candidates to a repertoire of evidence-based instructional strategies to advance the learning of students with exceptionalities. The course focuses specifically on strategies for intensifying and individualizing instructional interventions; making instructional

decisions based on progress monitoring data; collaborating with general education teachers and paraeducators; teaching to mastery; promoting generalization of learning; and teaching students with exceptionalities how to use self-assessment, problem solving, and other cognitive strategies to organize critical content and meet their needs. This course is designed to be taken by candidates after they have completed NHC1: Introduction to Instructional Planning and Presentation and D011: Instructional Planning and Presentation in Special Education.

This course covers the following competencies:

- *The graduate explains how special education teachers use data to intensify instructional interventions for students with mild to moderate exceptionalities.*
- *The graduate describes cognitive and metacognitive processing strategies that support memory, attention, self-regulation, self-determination, and independence.*
- *The graduate describes research-supported instructional strategies that result in students with mild to moderate exceptionalities making the maximum possible academic gains.*

Instructional Strategies and Technologies for Elementary Learners with Mild to Moderate Exceptionalities

Instructional Strategies and Technologies for Elementary Learners with Mild to Moderate Exceptionalities prepares candidates to use evidence-based instructional practices appropriate for elementary students receiving special education services. The course includes cognitive and metacognitive strategies that elementary students can use to acquire new content knowledge and generalize skills across learning environments. It also provides opportunities for candidates to incorporate intensive instructional strategies and practice making accommodations to elementary math and English language arts lesson plans based on learner characteristics, performance data, and Individualized Education Program (IEP) goals. In addition to discussing how to make appropriate accommodations, the course teaches candidates how to assess student learning through progress monitoring and apply intensive interventions when warranted. This course is designed to be taken by candidates after they have completed D005: Considerations for Instructional Planning for Learners with Mild to Moderate Exceptionalities.

This course covers the following competencies:

- *The graduate implements reading strategies and interventions for elementary students with mild to moderate exceptionalities to address targeted reading deficits and regularly assesses those learned skills to measure progress toward IEP goals and adjust instruction as needed.*
- *The graduate implements mathematics strategies and interventions for elementary students with mild to moderate exceptionalities to address targeted mathematics deficits and regularly assesses those learned skills to measure progress toward IEP goals and adjust instruction as needed.*
- *The graduate implements writing strategies and interventions for elementary students with mild to moderate exceptionalities to address targeted writing deficits and regularly assesses those learned skills to measure progress toward IEP goals and adjust instruction as needed.*

Instructional Strategies and Technologies for Secondary Learners with Mild to Moderate Exceptionalities

Instructional Strategies and Technologies for Secondary Learners with Mild to Moderate Exceptionalities prepares candidates to use evidence-based instructional practices appropriate for use with secondary students receiving special education services. Strategies taught in this course focus on intensive instruction and making accommodations to secondary lesson plans in order to develop critical thinking and problem-solving skills that students can use to enhance acquisition of age-appropriate secondary content across academic disciplines. This course also promotes the achievement of Individualized Education Program (IEP) and transition goals for independent living and career preparation through demonstration of strategies that increase students' self-awareness, self-regulation, self-management, self-control, and self-esteem. This course is designed to be taken by candidates after they have completed D005, Considerations for Instructional Planning for Learners with Mild to Moderate Exceptionalities.

This course covers the following competencies:

- *The graduate implements mathematical strategies and interventions for secondary students with mild to moderate exceptionalities to develop critical thinking and problem-solving skills that increase learner independence, and regularly assesses those learned skills to measure progress toward IEP and transition goals and adjust instruction as needed.*
- *The graduate implements reading strategies and interventions for secondary students with mild to moderate exceptionalities to develop critical thinking and problem-solving skills that increase learner independence, and regularly assesses those learned skills to measure progress toward IEP and transition goals and adjust instruction as needed.*
- *The graduate implements writing strategies and interventions for secondary students with mild to moderate exceptionalities to develop critical thinking and problem-solving skills that increase learner independence, and regularly assesses those learned skills to measure progress toward IEP and transition goals and adjust instruction as needed.*

Pedagogy

Introduction to Instructional Planning and Presentation

Introduction to Instructional Planning and Presentation prepares candidates with the basic understanding of effective instructional principles and how to differentiate instruction. Through exploration of learning environments, technology, learning resources, collaboration, assessments, and lesson plans, this course provides candidates with the necessary foundational knowledge to use research-based strategies to plan effectively for students. This course has no prerequisites.

This course covers the following competencies:

- *The graduate selects appropriate and effective instructional strategies to support the full range of learners.*
- *The graduate evaluates various influences on learning and instruction to ensure positive and engaging learning experiences.*
- *The graduate analyzes the role of assessment in the cycle of instruction.*
- *The graduate analyzes the relationships among technology, pedagogy, instruction, and learning.*
- *The graduate selects appropriate and effective tools for communicating with students, colleagues, families, and others to support and facilitate student success and achievement.*
- *The graduate evaluates appropriate and effective learning resources that support student learning.*
- *The graduate incorporates best principles and practices into the design of learning outcomes.*
- *The graduate applies research-based and evidence-based instructional design and presentation principles in the evaluation of effective unit and lesson plans.*
- *The graduate applies strategies to develop academic language through learning and instruction.*

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.

This course covers the following competencies:

- *The graduate explains how the Response to Intervention (RTI) approach identifies, monitors, and differentiates instruction to ensure that struggling readers obtain the appropriate support and interventions to improve academic progress.*
- *The graduate integrates knowledge of effective comprehension strategies to help students monitor and improve their*

own comprehension when reading.

- *The graduate develops effective vocabulary instruction to enhance students' reading comprehension in the content areas.*
- *The graduate integrates reading assessments to make informed instructional and placement decisions.*
- *The graduate integrates reading strategies that scaffold instruction for students when reading increasingly complex texts.*

Instructional Planning and Presentation

Instructional Planning and Presentation in Special Education

Instructional Planning and Presentation for Special Education builds upon candidates' foundational knowledge of instructional effectiveness to include unit and lesson planning, instructional presentation strategies, assessment, engagement, integration of learning across the curriculum, effective grouping strategies, technology in the classroom, and the use of data to inform instruction. This course prepares candidates to plan and create direct instruction lesson plans for a diverse classroom of students. This course is designed to be taken by candidates after they have completed NHC1: Introduction to Instructional Planning and Presentation.

This course covers the following competencies:

- *The graduate integrates appropriate and effective presentation strategies in the planning or delivery of lessons for a variety of learners.*
- *The graduate effectively evaluates and integrates standards, learning outcomes, assessment, instructional strategies, and learning resources in the development and modification of unit and lesson plans.*
- *The graduate integrates research derived from evidence-based practice into the planning and delivery of meaningful, relevant, and engaging instruction and assessment.*
- *The graduate uses technology appropriately in the planning and delivery of meaningful, relevant, and engaging instruction.*
- *The graduate develops active learning opportunities for a variety of students to promote meaningful, relevant, and engaging student-focused instruction.*
- *The graduate effectively and appropriately uses data, including assessment results, in the planning, delivery, and evaluation of meaningful, relevant, and engaging instruction.*
- *The graduate develops instructional materials that effectively incorporate prior learning and cross-curricular learning outcomes to promote relevant, meaningful, and engaging instruction.*
- *The graduate incorporates various grouping strategies into instruction to facilitate learning for all students.*
- *The graduate plans safe and engaging learning environments that foster cultural and community understanding, collaboration, student voice, positive social interactions, and that include individuals with exceptional learning needs.*

Elementary Education Methods

Elementary Reading Methods and Interventions

Elementary Reading Methods and Interventions provides candidates with an in-depth look at best practices for developing reading and writing skills. 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.

This course covers the following competencies:

- *The graduate selects developmentally appropriate technology tools that support literacy development and learning.*

- *The graduate recommends effective evidence-based teaching practices in the planning of meaningful, engaging, and developmentally-appropriate literacy lessons.*
- *The graduate analyzes major theories and research that support the development of literacy.*
- *The graduate integrates best practices and instructional strategies in reading and literacy that support the unique needs of diverse learners into the development of reading and language arts education.*
- *The graduate uses multiple assessment strategies that support the development of literacy.*
- *The graduate integrates effective, engaging instructional approaches, methods, and curriculum in to the development of environments that support literacy.*
- *The graduate integrates various instructional approaches, materials, and curriculum into the development of learning experiences that support a comprehensive, balanced approach to reading and writing.*

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.

This course covers the following competencies:

- *The graduate uses multiple assessment strategies that support the development of reading and writing.*
- *The graduate recommends instructional strategies that support the development of academic language, discourse, reading, and writing across the curriculum.*
- *The graduate designs instruction that supports the development of awareness, understanding, respect, and the valuing of differences in society.*
- *The graduate uses various texts and instructional strategies to facilitate the development of word recognition, comprehension, strategic knowledge, and reading-writing connections to expand elementary students' knowledge of the world.*
- *The graduate designs instruction that facilitates the learning of formal English so elementary students can express their ideas clearly and persuasively to a variety of audiences both orally and in writing.*
- *The graduate uses appropriate technology tools that motivate students to read, write, interact, and collaborate with others.*

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.

This course covers the following competencies:

- *The graduate applies mathematical learning research as a foundation for instruction.*
- *The graduate creates interdisciplinary learning experiences as contexts for mathematical instruction.*
- *The graduate integrates effective mathematical communication strategies into the development of mathematics education for elementary students.*
- *The graduate plans differentiated instruction in mathematics education to support the unique needs of diverse learners.*
- *The graduate integrates national, state, and local mathematics standards, learning outcomes, benchmarks, and objectives in the development of mathematics education for elementary students.*

- *The graduate recommends various instructional strategies that encourage students' development of critical thinking, problem solving, and performance skills in mathematics.*
- *The graduate applies models and representations to support and enhance the interpretation, organization, recording, and communication of mathematics.*
- *The graduate evaluates student learning to measure elementary students' mathematical achievement and to plan further instruction.*
- *The graduate integrates tools that enhance student mathematics learning.*

Effective Teaching Practices

Disciplinary Literacy

Disciplinary Literacy examines teaching strategies designed to help candidates to develop the literacy skills necessary to read, write, and think critically while engaging content in different academic disciplines. Course content highlights strategies to help candidates 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 is designed to be taken by candidates after they have completed NHC1: Introduction to Instructional Planning and Presentation and D011: Instructional Planning and Presentation in Special Education.

This course covers the following competencies:

- *The graduate integrates instructional strategies and materials in disciplinary literacy practices to enhance student understanding within specific disciplines.*
- *The graduate plans differentiated lessons and units to help students develop language and literacy skills within the disciplines.*
- *The graduate integrates discipline-specific literacy instruction to help students make meaning from the text structures, vocabulary, and language features found in a variety of discipline-specific texts.*
- *The graduate creates authentic learning tasks that provide students with opportunities to demonstrate digital literacy and discipline-specific understandings.*
- *The graduate distinguishes between the basic strategies used to facilitate comprehension in the content areas and the specialized reading practices needed to comprehend text in a specific discipline.*
- *The graduate plans authentic writing activities to promote understanding of discipline-specific content.*

Teacher Education Foundations

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 either C368 or C133 prior to this course.

This course covers the following competencies:

- *The graduate analyzes various genres of children's literature to understand the characteristics of each genre.*
- *The graduate develops learning experiences that integrate diverse representations from children's literature to help students gain a perspective for understanding the world.*
- *The graduate recommends appropriate texts in children's literature that align with instructional goals to meet the individual learning needs of students.*
- *The graduate creates cross-curricular learning experiences that support, motivate, and engage students when*

interacting with children's literature.

- *The graduate determines how literary and visual elements are used to convey common themes found in children's literature.*

Pre-Clinical Experiences

Preclinical Experiences in Special Education

Pre-Clinical Experiences in Special Education provides candidates 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. Candidates 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, candidates will be required to include a cleared background check, passing scores on the state or WGU required basic skills exam and a completed resume.

This course covers the following competencies:

- *The graduate evaluates the theoretical, legal, ethical, and practical applications of teaching students with exceptional learning needs.*
- *The graduate develops a classroom management plan that integrates best practices for engagement and motivation.*
- *The graduate evaluates the theoretical and practical applications of various assessment practices as they relate to student learning and instructional design.*
- *The graduate evaluates the theoretical and practical implications of various strategies that are intended to support the use of academic language, metacognition, and communication in classroom contexts.*
- *The graduate evaluates the theoretical and practical implications of various content knowledge applications, tools of inquiry, instructional strategies, models and trends in the context of classrooms and schools.*
- *The graduate evaluates various applications of technological integration in support of learning for all students.*
- *The graduate collaborates with a mentor teacher in the planning and delivery of instruction in a classroom setting.*
- *The graduate evaluates educational observations and experiences connected to professional practices to support the development of appropriate teaching dispositions and a personal teaching philosophy.*

Demonstration Teaching

Supervised Demonstration Teaching in Special Education, Obs 1 and 2

Supervised Demonstration Teaching in Special Education, Obs 1 and 2 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.

This course covers the following competencies:

- *The graduate designs instruction that effectively integrates understanding of subject matter, curriculum goals, cross-disciplinary skills, pedagogy, and students.*
- *The graduate integrates appropriate central concepts, tools of inquiry, and structures of the discipline to make content accessible and meaningful for all students and to assure mastery.*
- *The graduate provides developmentally appropriate instruction that supports the cognitive, linguistic, social, emotional, and physical needs of all students.*
- *The graduate integrates effective strategies to manage the resources, students, procedures, and routines of the classroom.*
- *The graduate integrates a variety of instructional strategies that engage students in the learning process and encourage deep understanding of content and development of the skills needed to apply knowledge in meaningful ways.*

- *The graduate integrates multiple methods of assessment that engage students in their own growth, document student progress, and inform ongoing planning and instruction.*
- *The graduate integrates effective strategies to manage the delivery of lesson content.*
- *The graduate establishes a safe and productive learning environment that supports individual learning, collaborations, and positive social interaction.*

Supervised Demonstration Teaching in Special Education, Obs 3 and Midterm

Supervised Demonstration Teaching in Special Education, Obs 3 and Midterm 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.

This course covers the following competencies:

- *The graduate designs instruction that effectively integrates understanding of subject matter, curriculum goals, cross-disciplinary skills, pedagogy, and students.*
- *The graduate integrates appropriate central concepts, tools of inquiry, and structures of the discipline to make content accessible and meaningful for all students and to assure mastery.*
- *The graduate provides developmentally appropriate instruction that supports the cognitive, linguistic, social, emotional, and physical needs of all students.*
- *The graduate integrates effective strategies to manage the resources, students, procedures, and routines of the classroom.*
- *The graduate integrates a variety of instructional strategies that engage students in the learning process and encourage deep understanding of content and development of the skills needed to apply knowledge in meaningful ways.*
- *The graduate integrates multiple methods of assessment that engage students in their own growth, document student progress, and inform ongoing planning and instruction.*
- *The graduate integrates effective strategies to manage the delivery of lesson content.*
- *The graduate establishes a safe and productive learning environment that supports individual learning, collaborations, and positive social interaction.*

Supervised Demonstration Teaching in Special Education, Obs 4 and 5

Supervised Demonstration Teaching in Special Education, Obs 4 and 5 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.

This course covers the following competencies:

- *The graduate designs instruction that effectively integrates understanding of subject matter, curriculum goals, cross-disciplinary skills, pedagogy, and students.*
- *The graduate integrates appropriate central concepts, tools of inquiry, and structures of the discipline to make content accessible and meaningful for all students and to assure mastery.*
- *The graduate provides developmentally appropriate instruction that supports the cognitive, linguistic, social, emotional, and physical needs of all students.*
- *The graduate integrates effective strategies to manage the resources, students, procedures, and routines of the classroom.*
- *The graduate integrates a variety of instructional strategies that engage students in the learning process and encourage deep understanding of content and development of the skills needed to apply knowledge in meaningful ways.*
- *The graduate integrates multiple methods of assessment that engage students in their own growth, document*

student progress, and inform ongoing planning and instruction.

- *The graduate integrates effective strategies to manage the delivery of lesson content.*
- *The graduate establishes a safe and productive learning environment that supports individual learning, collaborations, and positive social interaction.*

Supervised Demonstration Teaching in Special Education, Obs 6 and Final

Supervised Demonstration Teaching in Special Education, Obs 6 and Final 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.

This course covers the following competencies:

- *The graduate designs instruction that effectively integrates understanding of subject matter, curriculum goals, cross-disciplinary skills, pedagogy, and students.*
- *The graduate integrates appropriate central concepts, tools of inquiry, and structures of the discipline to make content accessible and meaningful for all students and to assure mastery.*
- *The graduate provides developmentally appropriate instruction that supports the cognitive, linguistic, social, emotional, and physical needs of all students.*
- *The graduate integrates effective strategies to manage the resources, students, procedures, and routines of the classroom.*
- *The graduate integrates a variety of instructional strategies that engage students in the learning process and encourage deep understanding of content and development of the skills needed to apply knowledge in meaningful ways.*
- *The graduate integrates multiple methods of assessment that engage students in their own growth, document student progress, and inform ongoing planning and instruction.*
- *The graduate integrates effective strategies to manage the delivery of lesson content.*
- *The graduate establishes a safe and productive learning environment that supports individual learning, collaborations, and positive social interaction.*

Teacher Performance Assessment in Special Education

Teacher Performance Assessment in Special Education 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.

This course covers the following competencies:

- *The graduate integrates strategies to develop academic language that facilitates effective student participation and engagement in learning.*
- *The graduate utilizes assessment data to profile student learning, communicate information about student progress and achievement, and guide and modify instruction.*
- *The graduate evaluates the teaching context to accommodate student differences to plan for instruction and assessment.*
- *The graduate plans comprehensive learning segments of instruction and assessment that align with standards and the needs of students.*
- *The graduate evaluates teaching experiences including the planning and implementing of curriculum and instruction through ongoing reflection.*
- *The graduate plans learning environments that support individual learning, collaboration, and positive social interaction.*

- *The graduate applies instructional strategies that promote learning, engage students, and provide differentiated instruction.*

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.

This course covers the following competencies:

- *The graduate integrates a variety of strategies and resources to differentiate instruction and meet the needs of diverse learners.*
- *The graduate demonstrates ethical responsibilities and appropriate teaching dispositions, including those outlined in the Western Governors University Teachers College Code of Ethics.*
- *The graduate integrates technology into classroom learning experiences to enhance student learning and monitor academic progress.*
- *The graduate recommends strategies that support the development of academic language for all students.*
- *The graduate recommends improvements for instruction and professional practice through personal reflection.*
- *The graduate develops appropriate plans for professional growth in subject matter knowledge and pedagogical skills, including habits and skills of continual inquiry and learning.*

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.

This course covers the following competencies:

- *The graduate recommends effective strategies to maintain high levels of student engagement.*
- *The graduate demonstrates the ability to positively impact student learning through work samples, student artifacts, assessment results, and reflection.*
- *The graduate integrates a variety of strategies and resources to differentiate instruction and meet the needs of diverse learners.*
- *The graduate demonstrates ethical responsibilities and appropriate teaching dispositions, including those outlined in the Western Governors University Teachers College Code of Ethics.*
- *The graduate recommends strategies that support the development of academic language for all students.*
- *The graduate selects community resources that support students' non-instructional needs in and out of the classroom.*
- *The graduate recommends improvements for instruction and professional practice through personal reflection.*
- *The graduate recommends best practices for classroom management, effective transitions, and pacing to maximize instructional time.*
- *The graduate recommends strategies for effectively collaborating with colleagues, parents, and community professionals to support student development, learning, and well being.*
- *The graduate develops appropriate plans for professional growth in subject matter knowledge and pedagogical skills, including habits and skills of continual inquiry and learning.*

Need More Information? WGU Student Services

WGU's Student Services team is dedicated exclusively to helping you achieve your academic goals. The Student Services office is available during extended hours to assist with general questions and administrative or accessibility issues. The Student Services team members help you 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 you can express your views, which in turn will inform the decisions we make.

Student Services team members also assist with unresolved concerns to find equitable resolutions. To contact the Student Services team, please feel free to call 877-435-7948 or e-mail studentservices@wgu.edu. We are available Monday through Friday from 6:00 a.m. to 10:00 p.m., Saturday from 7:00 a.m. to 7:00 p.m., mountain standard time. Closed Sundays.

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, 6:00 a.m. to 10:00 p.m. and Saturday and Sunday, 10:00 a.m. to 7:00 p.m., mountain standard time. To contact the IT Service Desk, please call 1-877-HELP-WGU (877-435-7948) or e-mail servicedesk@wgu.edu. The support teams are generally closed in observance of university holidays.

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