WESTERN GOVERNORS UNIVERSITY®

Institutional Catalog

Western Governors University
2017 University Catalog
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Undergraduate and Graduate Programs
Teachers College
College of Business
College of Information Technology
College of Health Professions

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

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

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About Western Governors University

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

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

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

An Online University with a Mission

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

To fulfill the mission, the founding governors also insisted that WGU help students achieve their dreams for a degree and career success by providing a personal, flexible, and affordable education based on real world competencies. Thus, WGU strives to serve as many students as possible—including minorities, first-generation college students, those with modest incomes, and others whose lives or geographic locations do not allow them to attend traditional, campus-based colleges.

Today's WGU student body is quite diverse. WGU serves students residing in all 50 states, in both urban and rural settings, and active-duty military personnel and their spouses at overseas military installations. The average WGU student is 36 years old and works full or part-time jobs while attending. Most students pursuing a bachelor's degree already have some college experience.

The mission of Western Governors University is to improve quality and expand access to post-secondary educational opportunities by providing a means for individuals to learn independent of time and place and to earn competency-based degrees and other credentials that are credible to both academic institutions and employers.

Institutional Core Themes

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

Core Theme 1: *Use a competency-based approach to prepare the nation's education, IT, business, and health professionals with the core knowledge, skills, and dispositions essential to performing their professional responsibilities.*

WGU uses a competency-based approach to measure students' skills, abilities, and dispositions through a series of assessments intended to represent demands encountered in real-life situations. The university's assessment system provides students with opportunities to demonstrate competence through multiple assessment measures. This multi-faceted approach allows us to assess skills and abilities at different cognitive levels. WGU believes that this comprehensive assessment system allows us to determine student competence to interact professionally in the fields of education, IT, business, and health. The Assessment Council, a panel of national assessment experts, fulfills a critical academic function for the university by reviewing and validating the university's assessment development process. The program and assessment design process has evolved over the past year to become more collaborative and to ensure that all program components (e.g., domains, assessments, learning resources, courses of study) align to the program's conceptual framework and goals.

: *Provide accessible and affordable academic programs through the use of technology that allow students to progress and complete their program requirements independent of time or place.*

WGU was founded in 1996 by 19 western governors to confront the need to educate an ever-increasing population with a limited, and often shrinking education budget. WICHE (Western Interstate Commission on Higher Education) and NCHEMS (National Center for Higher Education Management Systems) were integrally involved in the development and early implementation of the university and they designed WGU with five central themes:

- Responsiveness to employment and societal needs;
- A focus on competency-based education;
- Expanding access;
- Cost-effectiveness; and
- Development of a technology infrastructure.

WGU's second core theme requires the combination of accessible and affordable academic programs with the use of technology to allow students to progress and complete their program requirements independent of time or place

: *Provide academic programs to prepare traditionally underserved students for relevant professional careers in the 21st century workplace.*

A fundamental purpose of Western Governors University is to offer online undergraduate and graduate degree programs that are competency-based, academically rigorous, competitive, and relevant in today's marketplace. In order to support the university mission and to expand access to meet students where they are, WGU strives to serve an underrepresented population of students–including minorities, first generation college students, those with modest incomes, and others whose lives or rural geographical locations do not allow them to attend traditional, campus-based locations. The founding governors of WGU determined that our mission should adhere to several key objectives in support of the core theme of helping underserved students receive a quality education and adequately prepare for the rigors of their chosen career path. Namely, our degree programs must be affordable, flexible, and student focused.

Competency Based Education

Colleges and universities traditionally award credit for classroom hours attended, conferring degrees based on students' completion of a certain set of courses for a given number of credit hours. As an online institution that provides its students the convenience of studying and completing coursework outside the classroom, WGU offers a competency-based program for completing its degree and certificate requirements.

Competency-based programs allow students to demonstrate through assessments that they have acquired the set of competencies (levels of knowledge, skill, or ability) required for a particular degree or certificate. Adult students have often acquired many of the skills necessary for a degree through their life or previous work experience. WGU's competency-based system enables students to employ such previously learned skills in proving their competency.

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

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

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

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

Accreditation

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

Regional Accreditation

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

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

NCATE

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

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

This means that all WGU teaching programs, at both the undergraduate and graduate levels were reviewed by this national accreditation agency. In addition, a number of WGU programs have been singled out for national recognition by NCATE and the specialized professional associations that govern curriculum in those programs; in particular, currently all programs in mathematics, elementary education, science, social science, ELL, and technology have been awarded national recognition.

CCNE

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

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

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

CAHIIM

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

University Governance

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

The following link provides information about the Board of Trustees, including chairman and directors, National Advisory Board and other university officials: http://www.wgu.edu/about_WGU/governors_industry

Board of Trustees:
As of April 2016, the trustees are:

The Honorable Jim Geringer, Chairman
Director, Policy & Public Sector, ESRI
Governor of Wyoming, 1995-2003

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Chief Operating Officer
Pacific Northwest University of Health Sciences
Former President, Hispanic Scholarship Fund

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Washington State University

The Honorable Gary Herbert
Governor
State of Utah

Dr. Charles Sorenson
President and CEO
Intermountain Healthcare

National Advisory Board:

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

AT&T	*Hospital Corporation of America*	*J. Willard and Alice S. Marriott Foundation*
CenturyLink	*Lumina Foundation*	*Simmons Media Group*
Bill & Melinda Gates Foundation	*Alfred P. Salon Foundation*	*Tenet Healthcare*
Dell	*Microsoft*	*Wasatch Property Management*
Google	*Oracle*	*Zions Bank*
Hewlett-Packard	*Robert Wood Johnson Foundation*	

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MBA, Harvard

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Ph.D., University of Arizona

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Acting National Director (Dean) for College of Business
Ph.D., University of Kansas

Myles Vogel
National Director (Dean) for College of Information Technology,
Interim CIO
Ph.D., D.M., University of Maryland University College

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DHSc., A.T. Still University

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Ph.D., Arizona State University

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Ed.D., University of North Texas

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Associate Provost for Academic Services
Ph.D., University of Colorado-Denver

Bob Collins
Vice President, Financial Aid
MPA, University of Phoenix

Mitsu Phillips
Associate Provost for Mentoring
MBA, Western Governors University

Robert W. Mendenhall
President Emeritus
Ph.D., Brigham Young University

Academic Program Governance

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

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

Faculty Composition

WGU employs a disaggregated faculty model across the university. That is, the aggregated roles and tasks traditionally performed by university professors, such as meeting with and advising students, course or curriculum design, learning resource selection, instruction, and assessment, are effectively disaggregated or "unbundled."

In concurrence with this disaggregated model, the role of individual WGU faculty members focuses on single aspects of students' academic experience. Within WGU, there are several essential faculty roles and associated tasks:

- Student Mentors provide overall academic support of students;
- Course Mentors provide content expertise and instructional help to students as they work to complete courses of study and prepare for assessments;
- Product Managers develop, manage, and provide ongoing evaluation of academic programs and curriculum;
- Council Members provide academic expertise and industry experience;
- Adjunct Faculty evaluate assessments and perform clinical observation and evaluation of candidates in the Teachers College and in the Nursing Programs.

Student Mentors

For each student, the primary faculty support is a personally assigned Student Mentor. The role of the Student Mentor is

to provide continuous academic support from the moment an individual becomes a student to the time he or she graduates. This involves regularly scheduled academic progress conversations weekly or biweekly and active involvement in other aspects of the student's academic career. While not an expert in all subjects, the student mentor guides the student through the overall program and offers coaching and practical advice.

Course Mentors

The Course Mentor serves as the subject matter expert in the Course(s) of Study (COS) and provides academic help to students enrolled in those respective COS. Course Mentors conduct regular outreach to students and assist those who may need additional clarification or academic support. They also facilitate virtual learning communities and regularly host webinars and teleconferences.

Product Managers

The Product Manager establishes a vision of each degree program, designs, develops and maintains its curriculum, and monitors performance to ensure program quality and student success. He or she is responsible for the overall performance and marketability of assigned courses, assessments, and degree programs. The Product Manager relies heavily on student engagement and performance data as well as student and faculty feedback to measure the effectiveness of courses, learning resources, assessments, and degree programs.

Council Members

Council members are nationally recognized experts in their respective fields. They consult with the Dean or National Director to provide advice, make recommendations, and offer guidance on degrees to be developed and key competencies to be included in those degrees. This includes guidance on workforce needs, the updating of new degree programs, and examining programs for their currency.

Adjunct Faculty

Evaluators are carefully trained, expert assessors, whose work is calibrated to ensure that they accurately and fairly apply the performance assessment analytic rubric criteria. Evaluators score performance assessments—which require the submission of artifacts such as essays, lesson plans, reflection, and presentations. These evaluations allow us to measure student competence at a high level of cognitive demand.

Clinical Supervisors observe teacher candidates in demonstration teaching, complete observation forms, prepare improvement plans if needed, conduct pre- and post-observation conferences, and participate in midterm and final evaluations.

Clinical Instructors provide support, guidance, and feedback for nursing students in the clinical setting.

Clinical Coaches work one-on-one with nursing students. They must have an unencumbered license, a minimum of two years of direct patient care experience, strong communication and computer literacy skills, and a desire and interest in clinical teaching.

Academic Calendar

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

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

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

Learning Resources

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

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

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

Student Services

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

WGU has a Student Services team dedicated exclusively to helping students achieve their academic goals. The Student Services Office is available during extended hours to assist students with general questions and administrative or accessibility issues.

The Student Services team helps students resolve issues, listens to student issues and concerns, and makes recommendations for improving policy and practice based on student feedback. The Student Services team provides a formal means by which students can express their views, and those views in turn inform the decisions we make.

The Student Services team assists students with unresolved concerns to find equitable resolutions. Prior to contacting the Student Services Office with a complaint, a student should always work first with his or her mentor. Mentors have the expertise to guide students toward goals and direct them to the resources they need to be successful. If, however, a student has an issue or problem that cannot be resolved by the mentor, the student is invited to contact the Student Services Office.

To contact the Student Services team, please feel free to call 866.903.0110 or email studentservices@wgu.edu. Representatives are available Monday - Friday, 6 AM to 12 AM MT and Saturday - Sunday, 10 AM to 7 PM MT.

Other services available to students include:

Mentoring

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

Student Success Office

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

IT Help Desk

As an online university, technology plays a large role in operations. WGU's IT Help Desk is available to help students resolve any technology problem. The Help Desk is open morning, noon, and night (weekends, too).

WGU Student Assistance Program

WGU has partnered with the Wellness Corporation to provide WellConnect™, a free, voluntary, and confidential service which offers counseling and support services to students. WellConnect provides support with a live clinician by phone 24 hours a day, 7 days a week.

Due to WGU's online presence and lack of a physical campus, the WellConnect student assistance program constitutes the extent of healthcare services available to WGU students.

<u>Tools for Success</u>

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

Alumni Community

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

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

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

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

Benefits and Resources for Graduates:

<u>Networking Tools</u>

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

<u>Continuing Education</u>

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

<u>Discount Programs</u>

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

<u>Ongoing Communication</u>

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

<u>Opportunities to Volunteer</u>

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

Career and Professional Development

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

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

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

New Student Orientation to Western Governors University

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

Career Resources Web Site

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

Weekly Career Webinars (WGU CareerWise Webinars)

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

Individual Appointments with Career & Professional Development (CPD) Specialists

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

Resume Assistance

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

Practice Interviews

CPD Specialists help prepare students/graduates to succeed in interviews by providing them with information on how to interview and by conducting practice interviews with students/graduates. The Career & Professional Development Center also offers practice interview software.

Access to National Job and Internship Postings

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

Networking Opportunities with WGU Alumni

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

Information on Applying to Graduate School

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

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

Library

The WGU Central Library makes its services and resources easily available to WGU students 24 hours a day through a

contractual arrangement with Jones eGlobal Library®. The library services offer access to article and E-book databases, Online Reference Support (available 24/7 and staffed by professional librarians), Interlibrary Loan services, and the Course E-reserves.

The library maintains major academic databases, giving students search and full-text access to academic materials through Academic Search Complete, ABI/Inform, Applied Science and Technology Full Text, Art Full Text, Biography Reference Bank, Business Abstracts with Full Text, Educational Full Text, CINAHL Plus with Full Text, General Science Full Text, Humanities Full Text, Health Business Elite, Medline with Full Text, Ovid Journals, and Wilson Omnifile Fulltext Mega. Ebrary, a subscription E-book provider, gives students access to over 74,000 full-text electronic books.

WGU's interlibrary loan services provide our students access to the extensive collections of The University of Michigan libraries. Once students locate books they want to use in their research, they can use the Michigan Information Transfer Source interlibrary loan program to have the books delivered to their home. The library also provides WGU students with access to over 94,000 full text e-books.

Facilities

As an online university, WGU does not have a physical campus or equipment other than its state-of-the-art computing and networking resources to meet the needs of students working at a distance. Prospective students are informed of the computer capacity requirements for successful access to all WGU systems and learning resources.

WGU Building Locations

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

Arizona: 426 N 44th St, Ste. 150; Phoenix, AZ 85008 (enrollment center ONLY)

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

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

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

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

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

Texas: 221 W 6th St, Ste. 1050; Austin, TX 78701 (with enrollment center)

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

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

Admissions

General Admission Requirements

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

For convenience, *WGU starts new groups of students in most degree programs every month.* Currently, WGU programs do not require a minimum GPA (grade point average) or a specific score on either the SAT or the ACT.

Undergraduate Programs

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

Graduate Programs

To be admitted to a WGU Teacher's College initial licensure graduate program, candidates for admission must submit an official transcript with a baccalaureate degree posted to the transcript, and meet all content requirements based upon prior transcript review where applicable. The baccalaureate degree must be from a regionally or nationally accredited institution in the United States.

To be admitted to a WGU Teacher's College non-licensure or endorsement graduate program, candidates for admission must submit an official transcript with a baccalaureate degree posted to the transcript. The baccalaureate degree must be from a regional or national accrediting body recognized by the United States Department of Education (USDE) or a foreign degree equivalent to a baccalaureate degree from a regionally accredited institution in the United States. Candidates for admission into the educational leadership endorsement preparation program must also submit an official transcript with a master's degree posted to the transcript. Additionally, and where applicable, the candidate must provide a copy of their active and unencumbered teaching license (if seeking an endorsement to the current license).

To be admitted to a WGU College of Health Professions graduate nursing program, candidates for admission must submit an official transcript with a baccalaureate degree posted to the transcript. The baccalaureate degree must be in nursing from a regionally or nationally accredited institution in the United States or a foreign degree equivalent to a baccalaureate degree from a regionally accredited institution in the United States.

To be admitted to a WGU College of Business or College of Information Technology graduate program, candidates for admission must submit an official transcript with a baccalaureate degree posted to the transcript. The baccalaureate degree must be from a regional or national accrediting body recognized by the United States Department of Education (USDE) or a foreign degree equivalent to a baccalaureate degree from a regionally accredited institution in the United States.

Official verification of the degree must be received on the 15th of the month prior to the first day of the term in order for a student to be admitted for that term. Upon application to WGU, it is the student's obligation to immediately request an official transcript from the institution that awarded the degree. Occasionally, a two week extension may be given in those instances in which degrees have not yet been posted. Students who are given an extension, and fail to submit a transcript with a degree posted, will be administratively withdrawn from the term.

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

Steps and Deadlines for Enrollment

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

1. Apply for admission and pay the application fee. The application fee is $65. WGU accepts cash, checks, and web checks/EFT at no additional cost. Credit cards (Visa, MasterCard, Discover, and American Express) are also accepted,

but a 2.75% credit card fee applies. The application fee must be paid before an application will be fully processed. *Note: WGU does not profit from application fees as they only offset a small portion of admission and enrollment costs.*

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

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

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

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

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

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

6. Satisfy first tuition obligation. First tuition payment will be due by the 22nd of the month prior to the intended start date. If planning to use financial aid, students need to start the financial aid process right after paying the application fee. There is a payment plan available to those who are not using financial aid. WGU strongly encourages students to make tuition arrangements or finish the financial aid process sooner than the 22nd as this will permit students to begin orientation, Education Without Boundaries, at any time after the 15th of the month.

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

See the state and program-specific admission requirements below for additional admission requirements.

Teachers College Admission Requirements

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

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

Special Requirements for Programs Leading to Initial Teacher Certification

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

WGU's teacher licensure programs also include Demonstration Teaching (student teaching). Students must be at least 18 years of age before they may begin the application process or participate in Preclinical Experiences and Demonstration Teaching. Students must also submit to a criminal background check prior to entering the classroom for this component of the program.

Special Requirements for Programs Leading to Endorsement:

If enrolled in a program that also includes a special endorsement (for example, the M.A. in Mathematics Education, with an endorsement to teach 5-12 mathematics) and the student plans to eventually apply for the endorsement, the following are required:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

To be considered eligible for enrollment into a Post-Baccalaureate Teacher Preparation Program or M.A. in Teaching degree program, students must provide official transcripts that demonstrate they have earned a bachelor's degree from a recognized accredited university and meet appropriate content requirements as described at http://www.wgu.edu/admissions/tc_requirements by subject area:

- Elementary Education (K-8)
- English
- Mathematics
- Science
- Social Science

College of Business Admission Requirements

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

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

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

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

Special Requirements for WGU's MS Accounting Program

- Submit a transcript verifying receipt of a bachelor's degree in accounting from a recognized, accredited institution.

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

- Submit a transcript verifying receipt of your bachelor's degree from a recognized, accredited institution.
- This degree is aimed at experienced healthcare professionals seeking a master's degree in healthcare management to solidify their credentials and advance their career with specific knowledge in policy-driven patient care improvements.

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

College of Information Technology Admission Requirements

Degrees from the College of Information Technology incorporate up to 7 respected industry certifications, depending on the program. Below are admission requirements specific to College of Information Technology programs that are in addition to WGU's general admissions requirements.

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

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

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

hardware management earned within the last five years.
- Submit a resume showing three-plus years of IT work experience.

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

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

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

- Possess a bachelor's degree from a regionally or nationally accredited institution.
- Demonstrate IT security experience through at least one of the following three methods:
  - Have earned a bachelor's degree in IT security or IT networking that covers at least two CISSP CBK domains.
  - Hold a CISSP, CCIE, CCNP, CCNA, CCNA Security, CEH, CHFI, GIAC 2700 or GCWN certification that is valid and earned within the last five years.
  - Submit a resume for review showing recent significant IT security experience, of at least three years, which demonstrates at least two CISSP CBK domains.

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

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

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

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

College of Health Professions Admission Requirements

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

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

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

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

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

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

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

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

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

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

Pre-Nursing Enrollment Requirements:

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

- Take and pass the ATI TEAS Exam with a minimum total score of 60% and a reading subtest score of at least 60.
- Submit a professional resume.
- Submit a letter of intent.
- Submit at least two professional letters of recommendation. It is strongly recommended that one letter of recommendation come from a current or former employer either on the form provided or in a letter; the second letter must come from a professional colleague and be completed on the form provided. Applicants who are current employees of clinical partners must include a letter of recommendation from the clinical partner.
- Submit official transcripts from all previous institutions that show completion of required prerequisites.

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

Prelicensure Clinical Nursing Program Admission Requirements:

If a student meets the requirements above and wishes to be considered for admission into the Clinical Nursing Program, they must be prepared to enroll, complete the Pre-Nursing Curriculum requirements, and apply for admission into the program. Students must be at least 18 years of age before beginning the application process or participating in clinical experiences.

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

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

- Proof of health insurance.†
- Proof of successfully passing of a criminal background check*.

- Proof of successfully passing a urine drug test*.
- Proof of a current immunization record and current negative TB test. To see which immunizations are required, please visit http://www.wgu.edu/wgu/immunizations.
- Proof of meeting the specific physical requirements in accordance with the core performance standards of the nursing profession. For examples, please visit http://www.wgu.edu/wgu/physical_requirements.
- Participation in an interview with an admissions committee comprised of two or three committee members including the State Director of Nursing or designee.

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

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

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

State Regulatory Information

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

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

NC-SARA

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

State Portal Entity Contact:
Cynthia "Cyd" Grua
Office of the Commissioner for Higher Education
Utah System of Higher Education
Board of Regents Building, The Gateway
60 S 400 W
Salt Lake City, Utah 84111
801-321-7152
cgrua@ushe.edu

Alabama

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

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

Alaska

Western Governors University is exempt from authorization requirements of the Alaska Commission on Postsecondary Education (PO Box 110505; Juneau, Alaska 99811-0505; 907-465-2962; http://acpe.alaska.gov) under AS 14.48 and 20 AAC 17 as online or distance-delivered education, as it does not have a physical presence in the state.

Arizona

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

Arkansas

Western Governors University is certified by the Arkansas Higher Education Coordinating Board (423 Main Street, Suite 400; Little Rock, Arkansas 72201; 501-371-2000; www.adhe.edu). Arkansas Higher Education Coordinating Board certification does not constitute an endorsement of any institution or program. Such certification merely indicates that certain criteria have been met as required under the rules and regulations implementing institutional and program certification as defined in Arkansas Code §6-61-301.

Students should be aware that degree programs may not transfer. The transfer of course/degree credit is determined by the receiving institution.

California

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

Colorado

Western Governors University holds Full Authorization by the Colorado Commission on Higher Education (1560 Broadway, Suite 1600; Denver, Colorado 80202; 303-862-3005; http://highered.colorado.gov).

Connecticut

Western Governors University is registered to offer online courses/program to Connecticut residents through the Connecticut Department of Higher Education (61 Woodland Street, Hartford, CT 06105-2326).

Delaware

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

District of Columbia

Western Governors University holds a conditional exemption from the District of Columbia Higher Education Licensure Commission "HELC" (810 First Street, NE, 2nd Floor, Washington, DC 20002). The conditional exemption is approved under the provisions of DC Official Code 38-1310 (f).

Florida

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

Georgia

Western Governors University is authorized under the Nonpublic Postsecondary Education Institutions Act of 1990 by the Georgia Nonpublic Postsecondary Education Commission (2082 East Exchange Place, Suite 220; Tucker, Georgia 30084-5305; 770-414-3300; www.gnpec.org).

Hawaii

Due to a lack of physical presence in the state, Western Governors University is not required to seek approval from the Hawaii Postsecondary Education Authorization Program.

Idaho

Due to a lack of physical presence in the state, Western Governors University is not required to seek approval from the Idaho State Board of Education.

Illinois

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

Indiana

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

This institution is authorized by: The Indiana Commission for Higher Education/The Indiana Board for Proprietary Education 101 West Ohio Street, Suite 300 Indianapolis, IN 46204-4206.

Iowa

Western Governors University is registered with the Iowa College Student Aid Commission (603 East 12th Street, Fifth Floor; Des Moines, IA 50319; 877-272-4456; www.iowacollegeaid.gov).

WGU is authorized, per the approval of the Iowa Board of Education, to offer under its educator preparation programs for students seeking licensure as teachers and school administrators; however, these programs do not qualify graduates for initial licensure in Iowa. Graduates must first be licensed in Utah, and may then apply for an Iowa license.

Kansas

Western Governors University is approved by the Kansas Board of Regents to operate in the state of Kansas (1000 Southwest Jackson, Suite 520; Topeka, KS 66612-1368; 785-430-4240; www.kansasregents.org).

Kentucky

Western Governors University is hereby licensed as an out of state postsecondary institution in accordance with KRS 164.945 - .947 and 13 KAR 1:020. This licensed is granted by the Kentucky Council on Postsecondary Education (1024 Capital Center Dr. #320, Frankfort, KY 40601-7512).

Louisiana

Western Governors University is currently licensed by the Board of Regents of the State of Louisiana. Licenses are renewed by the State Board of Regents every two years. Licensed institutions have met minimal operational standards set forth by the state, but licensure does not constitute accreditation, guarantee the transferability of credit, nor signify that programs are certifiable by any professional agency or organization.

Maine

Due to a lack of physical presence in the state, Western Governors University is not required to seek approval from the Maine Department of Education.

Maryland

Western Governors University is registered with the Maryland Higher Education Commission to enroll Maryland residents in fully online distance education programs (6 North Liberty Street, 10th Floor; Baltimore, Maryland 21201; 410-767-3301; www.mhec.state.md.us).

Western Governors University is subject to investigation of complaints by the Office of the Attorney General of the Maryland Higher Education Commission. Contact the Maryland Attorney General at: Consumer Protection Division; 200 St. Paul Place; Baltimore, Maryland 21202; consumer@oag.state.md.us; Consumer Protection Hotline: 410-528-8662; http://www.marylandattorneygeneral.gov/pages/cpd/complaint.aspx

Massachusetts

Western Governors University is approved by the Massachusetts Department of Higher Education (One Ashburton Place, Room 1401; Boston, MA 02108; 617-994-6950).

Michigan

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

Minnesota

Western Governors University is registered with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

Mississippi

Due to a lack of physical presence in the state, Western Governors University is not required to seek approval from the Mississippi Commission on College Accreditation.

Missouri

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

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

Montana

Western Governors University is authorized by the Board of Regents of the Montana University System to offer post-secondary degree programs in the state of Montana (2500 Broadway; Helena, Montana 59620-3201; 406-444-6570; http://mus.edu).

Nebraska

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

Nevada

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

New Hampshire

Due to a lack of physical presence in the state, Western Governors University is not required to seek approval from the New Hampshire Division of Higher Education.

New Jersey

Due to a lack of physical presence in the state, Western Governors University is not required to seek approval from the New Jersey Secretary of Higher Education.

New Mexico

Western Governors University holds a Provisional Approval to operate from the New Mexico Higher Education Department (2044 Galisteo Street, Suite 4; Santa Fe, New Mexico 87505-2100; 505-476-8400; www.hed.state.nm.us).

New York

Due to a lack of physical presence in the state, Western Governors University is not required to seek approval from the New York Office of College and University Evaluation.

North Carolina

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

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

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

North Dakota

Western Governors University is exempt from the authorization regulations of the North Dakota University System (1815 Schafer Street, Suite 202; Bismarck, North Dakota 58505-0230; 701-224-2498; www.ndus.edu).

Ohio

Western Governors University has been authorized by the Ohio Board of Regents to offer various degrees through distance education (25 South Front Street; Columbus, Ohio 43215; 614-466-6000; www.ohiohighered.org).

Oklahoma

Due to a lack of physical presence in the state, Western Governors University is not required to seek approval from the Oklahoma State Regents for Higher Education.

Oregon

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

Pennsylvania

Due to a lack of physical presence in the state, Western Governors University is not required to seek approval from the Pennsylvania Department of Education.

Rhode Island

Due to a lack of physical presence in the state, Western Governors University is not required to seek approval from the Rhode Island Council on Postsecondary Education.

South Carolina

Due to a lack of physical presence in the state, Western Governors University is not required to seek approval from the South Carolina Commission on Higher Education.

Residents of South Carolina may access a complaint form through the web site of the Commission: http://www.che.sc.gov/CHE_Docs/AcademicAffairs/License/Complaint_procedures_and_form.pdf. The form must be completed, signed, and notarized. It may be submitted with the required documentation to Postsecondary Institution Licensing, South Carolina Commission on Higher Education, 1122 Lady Street, Suite 300, Columbia, SC 29201.

South Dakota

Due to a lack of physical presence in the state, Western Governors University is not required to seek approval from the South Dakota Secretary of State – Postsecondary Education.

Tennessee

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

Texas

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

Utah

Western Governors University has met the requirements of Utah Code Ann §13-34a-204 to be a registered postsecondary school required under 34 C.F.R. 600.9 to be legally authorized by the State of Utah.

Vermont

Due to a lack of physical presence in the state, Western Governors University is not required to seek approval from the Vermont Department of Education.

Virginia

Due to a lack of physical presence in the state, Western Governors University is not required to seek approval from the State Council of Higher Education for Virginia.

Washington

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

West Virginia

Western Governors University has been authorized by the West Virginia Higher Education Policy Commission (1018 Kanawha Boulevard East, Suite 700; Charleston, West Virginia 25301; 304-558-2101; www.hepc.wvnet.edu).

Wisconsin

Western Governors University has been approved to do business in Wisconsin as a private school, subject to the provisions of Wisconsin Statutes 38.50 and all administrative rules adopted pursuant to the statutes, by the Educational Approval Board (201 West Washington Avenue, 3rd Floor; Madison, Wisconsin 53703; 608-266-1996; http://eab.state.wi.us).

Wyoming

Western Governors University is registered with the Wyoming Department of Education (Hathaway Building, 2nd Floor; 2300 Capitol Avenue; Cheyenne, Wyoming 82002-0050; 307-777-7675; http://edu.wyoming.gov) as required by Wyoming statute (§§ W.S. 21-2-401 through 21-2-407).

Puerto Rico

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

Tuition and Financial Aid

Tuition and Fees

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

As of October 1, 2016:
All Teachers College Programs: $2,890 per term
Information Technology Programs: $2,890 per term
Business Bachelor's Programs: $2,890 per term
Business Master's Programs: $3,250 per term
Nursing Programs (MSN and BSN): $3,250 per term
B.S. Nursing (Prelicensure): $4,250 per term
Resource Fee: $145 per term
Application Fee: $65 (one time)
WGU Transcript Order: $5

Special Fees: (apply to select programs)

Science Lab Fee: $350 (one time)

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

Consolidated Nursing Program Fee: $350 (one time)

Individuals pursuing a nursing degree will be assessed a one-time charge (billed separately along with the first term's tuition).

Demonstration Teaching (standard): $1,000

Individuals in a Teachers College program that includes student teaching must pay a $100 application fee, plus a $900 demonstration teaching fee prior to their in-classroom teaching practicum.

Educational Leadership Practicum: $1,000 (one time)

Individuals pursuing the M.S. in Educational Leadership will be assessed this one-time fee in their last term as they complete their practicum experience.

B.S. Nursing (Prelicensure) Fees:

- ATI TEAS Exam: $110 (at PSI Testing Centers; cost differs at other sites)
- Consolidated Nursing fee: $350
- Uniforms: $146.30 (plus shipping, handling and applicable taxes)
- iTouch unit or handheld device that is compatible with Nursing Central Software (cost varies)
- Lab kit fees: $263.09
- Drug Screen, Criminal Background Check, and Immunization Tracking System: $94 (Price includes one alias search. There will be an additional charge for each additional alias.)

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

Tuition Payment and Financial Policies

WGU Financial Policy

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

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

Payment is Required at the Beginning of Each Term

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

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

Payment Deadlines

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

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

Financial Aid

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

Payment Methods

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

Refunds

If a student is eligible for a refund, the Student Financial Services office will adjust the tuition charges and issue the refund, as applicable. Funds reimbursed to the student are reimbursed via the original payment method; i.e., tuition paid by check is refunded via check, and tuition paid by credit card is refunded to the credit card used for payment. In the case of financial aid recipients, WGU is required to return unearned financial aid to the appropriate grant or loan program based on the Return of Title IV Financial Aid funds calculation, and as a result of this calculation, students may owe WGU a portion of tuition and fees that are not covered. All funding sources including scholarships - both internal and external, waivers, discounts and grants are subject to Return of Title IV calculation. In the case of third party funds; i.e., employer contributions, government funding, military payments, etc, WGU will first verify with the original payer for the appropriate handling of the refund. The student is responsible for any portion of the tuition and fees owed after refunds to all payers.

Billing and Account Statements

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

<u>Past Due Accounts</u>

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

<u>Automatic Enrollment Confirmation/Not Attending Cancellation for Renewal Term Students</u>

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

<u>Returned Checks</u>

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

<u>Delinquent Accounts</u>

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

<u>Transcripts and Records Policy for Students with Unresolved Financial Obligations</u>

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

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

Student Financial Aid Requirements

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

Financial Aid can be used for:

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

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

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

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

Satisfactory Academic Progress

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

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

Maintaining Satisfactory Academic Progress

SAP is evaluated at the end of every term and at the time of a withdrawal from the university. To maintain good standing for SAP, students must achieve an overall minimum cumulative pass rate of 66.67% for all competency units for which they enrolled. Students are ineligible to receive federal financial aid for a period longer than 150% of the published length of the program. A change in program will not affect a student's SAP standing. Students who are requesting re-entry into the university will return with the SAP status calculated at the time of withdrawal. Students who fail to maintain SAP are placed on probation and may be suspended from federal financial aid eligibility according to the following criteria:

First Term Students*

- First term students who finish their first term with a cumulative SAP of less than 50% are automatically terminated from Federal Financial Aid.
- First term students who complete at least 50% of attempted competency units, but fail to complete the 66.67% required for good standing for SAP are placed on warning for the following term and remain eligible for financial aid.

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

Continuing Students**

Continuing students who begin a term in good standing whose cumulative SAP falls below 66.67 percent but not lower than 50% are placed on warning for the following term and remain eligible for federal financial aid. Students in a warning term who achieve a cumulative completion rate of at least a 66.67% are returned to good academic standing. Students in a warning term with completion rates below the 66.67% cumulative SAP are terminated from financial aid eligibility.

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

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

Scholarship and Grant Recipients

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

Scholarships

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

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

Academic Policies

Credit Transfer Guidelines

Policy for granting credit for previous education, training, and experience:

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

WGU does not grant credit for prior training or experience. However, students who enter with significant experience in their field of study may be able to pass some of the required WGU assessments on an accelerated schedule. Transfer guidelines are described below in excerpts from the WGU website.

Transferability of Credit; Credit Transfer Limitations

Western Governors University is a special purpose institution whose mission is "…to improve quality and expand access to post-secondary educational opportunities by providing a means for individuals to learn independent of time and place and to earn competency-based degrees and other credentials that are credible to both academic institutions and employers."

This purpose does not include preparing students for further college study. Students should be aware that transfer of credit is always the responsibility of the receiving institution. Any student interested in transferring credit hours should check with the receiving institution directly to determine to what extent, if any, credit hours can be transferred.

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

General Transfer Guidelines

For undergraduate programs, a personal evaluation of transcripts from prior colleges will be needed to determine whether credits will be able to clear any degree requirements. See below for more specific guidelines.

WGU does not accept transfer credit at the graduate (master's) level. (Transcripts are still required for proof of completion of a bachelor's degree.)

WGU will not complete unofficial transcript evaluations. Speaking to an Enrollment Counselor will allow students to get a general idea of what might be able to transfer, but students will be required to submit official copies of their transcripts for an official evaluation. To have an official transcript evaluation completed, students will need to complete the online application form and pay the application fee of $5.

Completed Courses Or A Degree

If students hold an Associate of Arts (AA) or Associate of Science (AS) degree from a school that is recognized by CHEA (Council on Higher Education Accreditation), then they should clear most of the lower-division general education requirements for a bachelor's degree in Business or Information Technology. This is also true for select Teachers College programs if the degree is regionally accredited or DETC-accredited.

Having earned an A.A.S. (or other applied associate's degree), students may be able to clear a significant portion of WGU's lower-division degree requirements.

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

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

Transcripts Department
Western Governors University
4001 South 700 East, Suite 700
Salt Lake City, UT 84107

Transcripts Department Phone: 1.877.435.7948, ext. 3102

Teachers College Transfer Guidelines

For the following programs:
- B.A. Interdisciplinary Studies (K-8)
- B.A. Special Education (K-12)

Up to 58 CUs cleared through transfer waivers through an AA or AS degree in Teacher Education.
Students may clear up to 43 CUs in the Lower-Division Domains, plus the following Education course areas:

Course of Study:
- School and Society
- Diversity and Inclusion
- Human Development and Learning
- Classroom Management
- Testing

Note: A course-by-course evaluation will be needed to verify that teacher licensure requirements are met.

For the following programs:
- B.A. Mathematics (5-9 or 5-12)
- B.A. Science (5-9)
- B.A. Science (Chemistry, 5-12)
- B.A. Science (Physics, 5-12)
- B.A. Science (Biological Science, 5-12)
- B.A. Science (Geosciences, 5-12)

Up to 58 CUs may be cleared through transfer waivers from an AA or AS degree in Teacher Education.
Students may clear up to 43 CUs in the Lower-Division Domains, plus the following Education course areas:

Course of Study:
- Schools and Society
- Diversity and Inclusion
- Human Development and Learning
- Classroom Management
- Testing

Note: Students may also clear one additional course in a major.

College of Information Technology Guidelines

For bachelor's-level IT degree programs:
Up to 61 CUs may be cleared through transfer waivers with an AA or AS degree in Information Technology (if earned within the last 5 years).
Students may clear up to 40 CUs in the Lower-Division Domains, plus the following IT course areas:

Course of Study:
- IT Fundamentals I
- IT Fundamentals II
- Web Programming
- Introduction to Programming I
- Introduction to Programming II
- Networking I

College of Business Guidelines

For bachelor's-level business degree programs:
Up to 60 CUs may be cleared through transfer waivers with an AA or AS degree in Business.
Students may clear up to 40 CUs in the Lower-Division Domains, plus the following Business course areas:

Course of Study:
- Business Applications for Finance, Accounting and Information Technology

Health Professions Guidelines

For the B.S. Nursing (RN to BSN):
Up to 92 CUs may be cleared through transfer waivers with an AA or AS degree plus an active RN license. Students may be eligible for additional transfer credits based on additional degrees or coursework. Students with an ADN may need a course-by-course evaluation.
Incoming students with a complete liberal arts background and an RN will typically clear upon transfer of all assessments EXCEPT:

Course of Study:
- Evidence-based Practice and Applied Nursing Research
- Nutrition for Contemporary Society
- Professional Roles and Values
- Health Assessment
- Care of the Older Adult
- Community and Population Health
- Information Management and the Application of Technology
- Community Health Nursing Practicum
- Organizational System and Quality Leadership
- Leadership Experience
- Professional Portfolio

For the B.S. Nursing (Prelicensure) – For those pursuing an initial RN license (available only in limited areas):
Up to 7 CUs may be cleared through transfer waivers with an AA or AS degree. Students may be eligible for additional transfer credits based on additional degrees or coursework.
Because of state and Commission on Collegiate Nursing Education (CCNE) guidelines, the AA or AS degree will typically clear only the following:

Course of Study:
- Language and Communication: Part I:Foundations
- Literature, Arts and the Humanities Part I:
- Quantitative Literacy: College Algebra, Measurement and Geometry

Note: Additional coursework in nursing content areas (such as Anatomy and Physiology) may waive additional WGU requirements.

Transferring from WGU

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

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

Term Registration and Enrollment

Term registration and enrollment is the process of selecting courses and verifying that students are enrolled for the term. Students register prior to a term by working with their mentor to schedule the set of courses to be completed. Students then accept enrollment for the term on or after the 1st day of the new term. Term enrollment must be completed no later than the10th day of the start of the term for continuing students and the 20th day of the start of the term for new students. Once term enrollment is established, students are considered enrolled for the term and are responsible for tuition charges. Once students have enrolled in a term, they are committed to the courses and changes to enrollment will not be processed. Students who do not complete registration and enrollment for the new term are administratively withdrawn from the University.

Scheduled Completion Date

The scheduled completion date is the date that appears on the degree plan in the Assessment Scheduled Date column once students have scheduled a proctored assessment or once a Taskstream task is released. To schedule proctored assessments, students submit a request via the degree plan following current guidelines. It is important to note that all scheduling requests for proctored assessments require mentor approval by the 20th day of the 6th month. All course assessments must be submitted or taken by the 25th day of the sixth month of the term in order to allow for grading and posting of course results by the last day of the term.

Working Ahead or Accelerating Courses of Study

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

Marks of Not Passed

Students are responsible for making sure they complete all courses for which they are enrolled in a term. Students may request to schedule a proctored assessment by the 15th day of the 6th month. Students are required to take or submit all course assessments by the 25th day of the last month of their term. Students who do not take the scheduled course assessment on time will receive a mark of Not Passed for the course. The mark of Not Passed does not become part of students' academic records as long as the course assessment is passed at another time during the term. When the course assessment is not passed before the term ends, a mark of Not Passed will become part of the permanent academic record and transcript. In rare circumstances, students may appeal for an additional seven days to finalize a course.

Passing Assessments before Enrolling in a Term

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

Passing Vendor Assessments/Certifications not Enrolled in Current Term

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

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

Attendance Policy

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

Online learning "WGU style" is quite flexible, even compared to other online universities. The programs are personalized to students' individual schedules, providing the flexibility students need to be successful in all areas of life, not just in school. In fact, many of our graduates have commented on how nice it was to work their education around their jobs and family, not the other way around.

Computer Requirements

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

1. A broadband (high speed) Internet connection (DSL or cable recommended; satellite Internet may work, but is not recommended).
2. A desktop or laptop computer purchased in the last five years with any operating system capable of running the required software listed below (e.g. Windows, Mac, Linux, etc.)
3. One or more of the following modern web browsers:
   - Windows Internet Explorer
   - Google Chrome
   - Mozilla Firefox
   - Apple Safari
4. A modern office productivity suite (e.g. Microsoft Office, Apple iWork, Apache OpenOffice, LibreOffice, etc.)
5. Audio: Sound card with speakers (external or built-in)
6. The following multimedia apps/plugins:
   - PDF reader software (e.g. Adobe Reader, Apple Preview, Foxit Reader, etc.)
   - Adobe Flash
   - Adobe Shockwave
   - Adobe AIR
   - Apple Quicktime
   - Java
   - Microsoft Silverlight
7. WGU recommends that students have an up-to-date anti-virus program.

Note: WGU students will also be required to use a number of third-party learning resources. The system requirements for these resources vary widely by program and assessment and may differ greatly from those listed above. Information Technology students, in particular, may need to install specific applications that require a more powerful computer or a specific operating system. If a student is concerned that their computer may not meet the minimum requirements for any third-party learning resource or specific applications in the degree program, please contact Student Services, Learning Resources or the IT Service Desk for more information.

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

In order to assist students with this issue, WGU suggests and offers the following:

- Purchase a VPN connection. This allows a student to remotely access resources and work around satellite internet conflicts. WGU does not endorse any specific VPN provider. Perform an internet search for VPN service providers and choose one that works best for you.
- WGU will reimburse students for the cost of this service for up to six months, for up to $60 of service (1 term = $60).

If VPN service is required for more than six months, additional reimbursement requests will be reviewed and determined on a case-by-case basis by Academic Services leadership.

The WGU Grading System

Students are introduced to the grading system during their introductory new student orientation course of study. The grading system is also described in the Program Guide Books that are sent to each applicant and student.

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

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

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

Transcripts include five possible marks:

- *Pass*: Certifies successful completion of a course of study. The student has demonstrated the required competencies by passing the final assessment with a grade equivalent of B or better or a 3.00 on a 4.00 scale.
- *Not Passed*: Indicates that a student failed to complete a course of study in the time allotted.   To meet program requirements, the student generally re-enrolls for the course of study in a subsequent term.
- *Requirement Satisfied*: Recognizes that a student has satisfied the requirements of a course of study through alternate coursework that may not be directly transferred.
- *Transfer*: Signifies that the student has completed equivalent coursework that complies with Western Governors University transfer credit policies.
- *Withdrawn*: Represents that the student was withdrawn from the university or course before term completion.

The university does not calculate a grade point average (GPA). One competency unit is the equivalent of one semester hour credit of learning in traditional grading systems. Grades are transcribed upon completion of a course of study. A course(s) of study in progress will not appear on the transcript until the end of a term.

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

Progress Reporting

Two key components of progress reporting at WGU are (1) the personalized Degree Plan, and (2) the coaching report. Additionally, WGU's mentoring approach is a powerful component of both the WGU educational experience and student progress management. Each newly enrolled student is assigned a mentor who will partner with the student throughout his/her education. The mentor serves as an academic advisor, coach, and a friendly supporter of the student's ultimate success. The student and mentor interact closely on a regular basis via phone, email, and web conferencing. Together, they develop a personalized Degree Plan that's consistent with the student's academic background and career experience, comfort with independent learning, and the amount of time available to commit to studying.

The Degree Plan becomes the student's "road map" to success. The mentor uses the Degree Plan to determine the most appropriate learning resources based on the student's background, strengths, and weaknesses; help the student stay on track; and determine when s/he is ready for the required assessment.

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

Personal Degree Plan

Degree Plans serve as the blueprint for completion of degree program requirements. Students will develop a Degree Plan in close coordination with their mentor.

How Degree Plans Work

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

Degree Plans "map out" the learning resources and assessments each student will need to complete in order to satisfy the requirements of their program. Students are responsible for acquiring the skills for which they have not already demonstrated competency. A Degree Plan takes into account:

Existing Competencies – The skills and knowledge the student already possesses when entering the program.

Learning Resources – The online courses, tutorials, textbooks, and other learning materials available to prepare for WGU assessments.

WGU Assessments – Tests and assignments that measure competence.

Degree Plans detail all program requirements, including:

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

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

Term Enrollment

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

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

Start and End Dates

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

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

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

Student Handbook: www.wgu.edu/sh

On Time Progress to Graduation

WGU takes an active interest in a student's progress through their program and requires students to make measurable progress toward completion of their degree program every term.

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

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

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

Academic Suspension Due to Lack of Progress

Students who complete less than 3 competency units in a term will be placed on Academic Suspension and will be administratively withdrawn from the university at the end of the term.

Academic Expulsion Due to Lack of Progress

Students who are readmitted to the university following Academic Suspension and who fail to complete a minimum of 3 competency unit in any subsequent term will be Academically Expelled and permanently removed from the university. Students who are withdrawn due to Academic Expulsion will receive an "Academic Expulsion" notation on the academic transcript.

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

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

How to Complete a Degree

Some aspects of the WGU student experience will be quite similar to what is expected at any college. Students study, write papers, complete assignments, take tests, and interact with fellow students and faculty (although at a distance rather than in classroom). Other aspects are quite different.

Focus on Demonstrating Competence

WGU does not ask students to accumulate credit hours; we ask students to develop competence—proof that they understand concepts and can translate this understanding into usable knowledge and skills. There are many advantages to this approach. Here are a couple:

With few exceptions, students will "schedule" their "class" time and decide when and where they study. It could be after work, after the kids are put to bed or on a quiet Sunday afternoon.

Mentors guide students when choosing learning resources. How to develop competence is up to each student. It could be textbooks and other reading material, online study groups and learning communities, videos and webinars, or other resources. Students have the guidance of their mentor to set a path toward success.

<u>Take and Pass Assessments</u>

Often, we find that adult students have already developed many of the competencies needed for degree completion. So instead of requiring class attendance, WGU asks students to prove their knowledge through assessments. Here are some examples of assessments from various programs:

- Assignments involving problem-solving (e.g. science, information technology, etc.)
- Computerized exams consisting of multiple-choice, matching, or other question types (e.g. Mathematics)
- Projects requiring the student to design a lesson plan (e.g. Teaching)
- Reflection essays about case studies (e.g. MBA)
- Research papers on particular topics within the field.

Student Accessibility Services

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

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

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

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

Academic Authenticity

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

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

As a WGU student you are expected to uphold these Academic Authenticity rules:

- You may not use any information found, requested or purchased on the Internet (or elsewhere) that may include WGU assessment materials or responses to those materials (i.e., answers to exam questions or projects completed by someone else).
- Similarly, you may not create or transmit responses to assessments or projects if you have reason to know that those responses may be submitted to WGU by someone else.
- You may not copy, record or disclose WGU assessment or project material to anyone else, this includes disclosure on websites, blogs and other social media.
- When taking a proctored WGU assessment, you may not access any device or materials not specifically approved

in advance, or communicate with anyone except the proctor.
- Unless you are directed by WGU to work with other students, all assessments and projects must be your own work.
- If you use any material from an outside source, you must provide an appropriately formatted citation. Representing the work of others as your own, without proper citation, is plagiarism and may lead to sanctions including suspension or expulsion from the University.

All assessments and projects submitted by you will be evaluated for compliance with these rules. All written work will be evaluated by TurnItIn.com for evidence of plagiarism. To protect your identity, WGU will assign a unique ID number to your work, and you are encouraged to remove all personal information, such as phone numbers and addresses, belonging to you or anyone else. Turnitin will store a copy of your work to prevent its use by other students.

The WGU Code of Student Conduct defines violations of this policy as "cheating" subject to sanctions up to and including expulsion from the University.

Code of Student Conduct

As stated in the WGU Student Handbook:

PREAMBLE
This Western Governors University (WGU) Code of Student Conduct is premised on the belief that respect for individuals, ideas, and the authenticity of student work are all critical to a thriving academic community. Accordingly, WGU holds that all members of the WGU community have a shared responsibility for ethical, responsible, and respectful behavior and should comply in every respect with all applicable laws in addition to the rules WGU has set forth in this Code of Student Conduct.

ARTICLE I: DEFINITIONS
1. The term **"WGU"** means Western Governors University.
2. The term **"student"** includes all persons in all locations taking courses at WGU either full time or part time, pursuing undergraduate, graduate, or professional studies. Persons who withdraw after allegedly violating the Student Code, those who are not officially enrolled for a particular term but who have a continuing relationship with WGU or those who have been notified of their acceptance for admission are considered "students".
3. The term **"faculty member"** means any person hired by WGU to conduct learning activities or who is otherwise considered by WGU to be a member of its faculty.
4. The term **"WGU official"** includes any person employed by WGU performing assigned administrative or professional responsibilities.
5. The term **"member of the WGU community"** includes any person who is a student, alumni, faculty member, WGU official and any other person employed by WGU including proctors, graders, coaches, and clinical supervisors.
6. The term **"WGU premises"** includes all land, buildings, facilities, portals, communities, and other property, whether online or physical, in the possession of or owned, used, or controlled by WGU.
7. The term **"Student Conduct Board"** means any person or persons authorized by the Associate Provost for Academic Services to determine whether a student has violated the Student Code and to decide sanctions that may be imposed when a rules violation has been committed. The chair, or co-chairs, of the Student Conduct Board shall be appointed by the Associate Provost for Academic Services.
8. The term **"Student Conduct Administrator"** means a WGU official authorized on a case by case basis by the Associate Provost for Academic Services to investigate complaints, to advise the Student Conduct Board, and to carry out sanctions imposed upon any student(s) found by the Student Conduct Board to have violated the Student Code.
9. The term **"Appellate Board"** means any person or persons authorized by the Associate Provost for Academic Services to consider an appeal from the Student Conduct Board's determination as to whether a student has violated the Student Code or from the sanctions imposed by the Student Conduct Administrator.
10. The term **"shall"** is used in the imperative sense.
11. The term **"may"** is used in the permissive sense.
12. The Associate Provost for Academic Services is that person designated by WGU's President to be responsible for the administration of the Student Code.
13. The term **"policy"** means the written regulations of WGU as found in, but not limited to the WGU Student Handbook including this Student Code of Conduct and any student handbook specific to a WGU degree program. All WGU policy is made continuously available to students on the University's website.
14. The term **"cheating"** includes, but is not limited to: (1) using any information found, requested or purchased on

the Internet (or elsewhere) containing WGU assessment materials or responses to those materials (i.e., answers to exam questions or projects responses created by someone else); (2) creating or transmitting responses to WGU assessments or projects if you have reason to know those responses may be submitted to WGU by someone else; (3) copying, recording and disclosing WGU assessment or project material for others' use; (4) accessing any device or materials not specifically approved in advance, or communicating with anyone except the proctor when taking a proctored WGU assessment; and (5) working with others on assessments or projects unless specifically directed by WGU; and (6) representing the work of others as your own without proper citation.

15. The term **"plagiarism"** includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

16. The term **"harassment"** means the use of words, gestures, imagery, and other communication that creates a hostile and intimidating environment to the degree that other members of the WGU community would choose not to participate in communications, programs, or activities.

17. The term **"identity misrepresentation"** means the use of false, stolen or borrowed identification materials (e.g., driver's license) to obtain: i) admission to WGU, ii) access to student financial aid, or iii) access to WGU programs, assessments and other activities.

18. The term **"Complainant"** means any person who submits a charge alleging that a student violated this Student Code. When a student believes that s/he has been a victim of another student's misconduct, the student who believes s/he has been a victim will have the same rights under this Student Code as are provided to the Complainant, even if another member of the WGU community submitted the charge itself.

19. The term **"Accused Student"** means any student accused of violating this Student Code.

20. The term **"Advisor"** includes any member of the WGU community but the Advisor cannot be acting as an attorney.

21. **"Education Records"** are broadly defined to include all records directly related to a student and are protected from disclosure under the Family Educational Rights and Privacy Act (FERPA). Disciplinary Records and Academic Records are considered to be Education Records and as a result are kept confidential in accordance with this law.

22. The **"Disciplinary Record"** includes a statement of charges, summary of information considered by or presented to the Code of Conduct Board, findings or sanctions, records of appeals, and rationale for the decisions.

23. The **"Academic Record"** is defined as information relating to a student's academic performance including transcripts, narrative notes of the student's academic progress as documented by the student's mentor(s), assessment and evaluation results, external exam scores, and results of any appeals filed by the student.

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

ARTICLE II: STUDENT CODE AUTHORITY

1. The Associate Provost for Academic Services shall determine the composition of the Student Conduct Board and Appellate Boards and determine which Student Conduct Board, Student Conduct Administrator and Appellate Board shall be authorized to hear each matter.

2. The Associate Provost for Academic Services shall develop policies for the administration of the student conduct system and procedural rules for the conduct of Student Conduct Board Hearings that are not inconsistent with provisions of the Student Code.

3. Decisions made by the Student Conduct Board and/or Student Conduct Administrator designated by the Associate Provost for Academic Services shall be final, pending the normal appeal process.

ARTICLE III: JURISDICTION OF WGU STUDENT CODE

WGU Student Code of Conduct shall apply to conduct that adversely affects the WGU Community and/or the pursuit of its objectives. Each student shall be responsible for his/her conduct from the time of application for admission through the actual awarding of a degree, even though conduct may occur before courses begin or after courses end, during

periods between terms of actual enrollment, and conduct that is not discovered until after a degree is awarded. The Student Code shall apply to a student's conduct even if the student withdraws from school while a disciplinary matter is pending.

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

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

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

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

ARTICLE V: PROSCRIBED CONDUCT

A. Conduct—Rules and Regulations

Any student found to have committed or to have attempted to commit the following misconduct is subject to the disciplinary sanctions outlined in Article VI:
1. Acts of dishonesty, including but not limited to the following (See Academic Authenticity):
   a. Cheating, plagiarism, or other forms of academic dishonesty.
   b. Identity misrepresentation.
   c. Furnishing false information to any WGU official, faculty member, or office.
   d. Forgery, alteration, or misuse of any WGU document, record, or instrument of identification.
2. Disruption or obstruction of advising, facilitation, instruction, research, administration, disciplinary proceedings or other WGU activities.
3. Unprofessional conduct including harassment, threatening, bullying or verbal abuse of any member of the WGU community by any means (conduct, speech, written notes, electronic mail, etc.). This includes, but is not limited to, the use of threats, profanity, and demeaning or intimidating comments.
4. Physical abuse, threats of physical abuse, and/or other conduct which threatens or endangers the health or safety of any person.
5. Illegal use, possession or distribution of alcohol or any controlled substance on University premises or at University sponsored events.
6. Attempted or actual theft of and/or damage to property of WGU or property of a member of the WGU community.
7. Failure to comply with directions of WGU officials or law enforcement officers acting in performance of their duties and/or failure to identify oneself to these persons when requested to do so.
8. Failure to conform to the standards of professional conduct outlined in the Teachers College Code of Ethics, Professional Behaviors and Dispositions, the WGU Nursing Programs Standards of Professional Conduct and Process for Dispositional Disciplinary Action, and similar standards of professional conduct associated with other WGU field experience programs.
9. Violation of any WGU policy.
10. Violation of any federal, state or local law.
11. Illegal or unauthorized possession of firearms, explosives, other weapons, or dangerous chemicals on WGU premises or use of any such item, even if legally possessed, in a manner that harms, threatens or causes fear to others.
12. Theft, abuse or misuse of WGU computing, information and communication systems ("WGU systems") and/or

protected WGU information, files and resources ("WGU resources") including but not limited to:
- a. Unauthorized entry into WGU resources to use, read, or change the contents, or for any other purpose.
- b. Unauthorized transfer of WGU resources.
- c. Use of another individual's user name and/or password.
- d. Use of WGU systems to interfere with the work of another member of the WGU community.
- e. Use of WGU systems to send obscene or harassing messages.
- f. Interfering with the normal operation of WGU systems and WGU resources.
- g. Use of WGU resources in violation of WGU's Student License Agreement for use of learning resources.
- h. Any violation of the WGU Systems Use Policy.
- i. Unauthorized use of WGU systems and WGU resources to obtain or disclose the personal details of another member of the WGU community.
- j. Tampering with communications.

13. Abuse of the Student Conduct System, including but not limited to:
- a. Failure to obey a notice from the Student Conduct Board or WGU official to appear for a meeting or hearing as part of the Student Conduct System.
- b. Falsification, distortion, or misrepresentation of information before Student Conduct Board.
- c. Disruption or interference with the orderly conduct of a Student Conduct Board proceeding.
- d. Institution of a student conduct code proceeding in bad faith.
- e. Attempting to discourage an individual's proper participating in, or use of, the student conduct system.
- f. Attempting to influence the impartiality of a member of the Student Conduct Board prior to, and/or during the course of, the Student Conduct Board proceeding.
- g. Harassment (verbal or physical) and/or intimidation of a member of the Student Conduct Board prior to, during, and/or after a student conduct code proceeding.
- h. Failure to comply with the sanction(s) imposed under the Student Code.
- i. Influencing or attempting to influence another person to commit an abuse of the student conduct code system.

B. Attempts and Complicity

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

C. Violation of Law and WGU Discipline

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

ARTICLE VI: STUDENT CONDUCT CODE PROCEDURES

A. Charges and Student Conduct Board Hearings

1. Any member of the WGU community may file charges against a student for violations of the Student Code. A charge must be submitted in writing and directed to the Student Conduct Administrator. Any charge should be submitted as soon as possible after the event takes place or is discovered, preferably within the same academic term or 90 days, whichever is later. The Student Conduct Board retains the right to review all work submitted to WGU. The Student Conduct Administrator may conduct an investigation to determine if the charges have merit and/or if they can be disposed of administratively by mutual consent of the parties involved on a basis acceptable to the Student Conduct Administrator. Such disposition shall be final and there shall be no subsequent proceedings. If the student admits violating institutional rules, but sanctions are not agreed to, subsequent process, including hearing if necessary, shall be limited to determining the appropriate sanction(s).
2. All charges shall be presented to the Accused Student in written form. A time shall be set for the Student Conduct Board Hearing, not less than five (5) nor more than fifteen (15) calendar days after the student has been notified. Maximum time limits for scheduling of Student Conduct Board Hearings may be extended at the discretion of the Student Conduct Administrator.
3. Student Conduct Board hearings shall be conducted by telephone conference according to the following guidelines:

a. Student Conduct Board Hearings normally shall be conducted in private.

b. The Complainant, Accused Student and their advisors, if any, shall be allowed to attend the entire portion of the Student Conduct Board Hearing at which information is received (excluding deliberations). Admission of any other person to the Student Conduct Board Hearing shall be at the discretion of the Student Conduct Board and/or its Student Conduct Administrator.

c.   In Student Conduct Board hearings involving more than one Accused Student, the Student Conduct Administrator, in his or her discretion, may permit the Student Conduct Board Hearings concerning each student to be conducted either separately or jointly.

d. The Complainant and the Accused Student may, upon five (5) days advance written notice to WGU, be assisted by an advisor they choose. The advisor must be a member of the WGU community and may not be acting in the capacity of an attorney. If the Complainant and/or the Accused Student fail to provide a minimum of five (5) days' notice the Student Conduct Board hearing may be rescheduled.

e. The Complainant and/or the Accused Student is responsible for presenting his or her own information, and therefore, advisors are not permitted to speak or to participate directly in any Student Conduct Board hearing. A student should select as an advisor a person whose schedule allows attendance at the scheduled date and time for the Student Conduct Board Hearing; delays will not normally be allowed due to the scheduling conflicts of an advisor.

f.   The Complainant, the Accused Student and the Student Conduct Board may arrange for witnesses to present pertinent information to the Student Conduct Board. At the discretion of the Student Conduct Administrator, WGU will try to arrange the attendance of witnesses who are members of the WGU community, provided such witnesses are identified by the Complainant and/or Accused Student at least five business days prior to the hearing. Witnesses will provide information to, and answer questions from, the Student Conduct Board. Questions may be suggested by the Accused Student and/or Complainant to be answered by each other or by other witnesses. This will be conducted by the Student Conduct Board with such questions directed to the chairperson, rather than to the witness directly. This method is used to preserve the educational tone of the hearing and to avoid creation of an adversarial environment. Questions of whether potential information will be received shall be resolved in the discretion of the chairperson of the Student Conduct Board.

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

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

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

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

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

4. There shall be a single verbatim record, such as an audio recording, of all Student Conduct Board Hearings, however the Board's deliberations shall not be recorded. The record shall be the property of WGU and will become part of the Accused Student's Disciplinary Record and will be maintained on file for seven (7) years following the last date of academic activity.   Records for students that are suspended or expelled from the University will be kept indefinitely

5. If an Accused Student who has been provided appropriate notice, does not attend the Student Conduct Board Hearing, the information in support of the charges shall be presented and considered even if the Accused Student is not present.

6. The Student Conduct Board may accommodate concerns for the personal safety, well-being, and/or fears of confrontation of the Complainant or witnesses during the hearing by permitting participation by separate meeting, separate telephone line, written statement, or other means, where determined to be appropriate by the Student Conduct Administrator.

B. Sanctions

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

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

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

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

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

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

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

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

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

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

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

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

2. More than one of the sanctions listed above may be imposed for any single violation.

3. (a) Disciplinary expulsion, removal from academic program or revocation or withholding of a degree are part of the student's permanent academic record. Other disciplinary sanctions shall not be made part of the student's permanent academic record, but shall become part of the student's disciplinary record. (b) In situations involving both an Accused Student and a student claiming to be the victim of another student's conduct, the records of the process and of the sanctions imposed, if any, shall be considered to be the academic records of both the Accused Student(s) and the student(s) claiming to be the victim because the educational career and chances of success in the academic community of each may be impacted.

4. Following the Student Conduct Board hearing, the Student Conduct Administrator shall advise the Accused Student and the Complainant in writing of the Board's determination and of the sanction(s) imposed, if any.

C. Administrative Holds

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

D. Interim Suspension

In certain circumstances, the Associate Provost for Academic Services, or a designee, may impose a WGU suspension prior to the Student Conduct Board Hearing before the Student Conduct Board.

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

During the interim suspension, an Accused Student shall be denied access to some or all WGU systems or privileges for which the Accused Student might otherwise be eligible, as the Associate Provost for Academic Services or the Student Conduct Administrator may determine to be appropriate for the purposes of investigation.

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

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

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

ARTICLE VII: INTERPRETATION AND REVISION

A. Any question of interpretation or application of the Student Code shall be referred to the Associate Provost for Academic Services or his or her designee for final determination.

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

Refund and Cancellation Policy

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

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

Tuition and Fees Refund

Students who withdraw from WGU or stop progress through the 60-percent (60%) point of a six-month term of enrollment for which tuition is assessed will receive a prorated tuition refund. After that point, there is no provision for a refund. The admission application fee is non-refundable.

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

Determining Withdrawal Dates

Withdrawal dates are determined in two ways, either through student-initiated withdrawal (official) or through WGU administrative withdrawal (unofficial). Student-initiated withdrawal occurs when the student notifies WGU of the intent to withdraw. Administrative withdrawal occurs when WGU determines that the student is no longer enrolled based on a variety of reasons such as a student's lack of academic activity, failure to establish academic activity verification at the beginning of a new term or failure to pay tuition.

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

Calculating the Refund

The percentage calculation for refund eligibility is based on the number of calendar day's enrolled (start of term to withdrawal date) divided by the total number of calendar days in the term. If the percentage is less than or equal to 60% of the term, the student is eligible for a refund. The refund amount is calculated by multiplying the tuition by the percentage of days remaining in the term after the withdrawal date, assuming the student has completed 60% or less of the term.

Refunds

Once eligibility for refund is calculated, the Student Accounts Office adjusts tuition charges and issues refunds, as applicable. In the case of financial aid recipients, WGU is required to return unearned financial aid to the appropriate grant or loan program based on the Return of Title IV Financial Aid funds calculation, and as a result of this calculation, students may owe WGU a portion of tuition and fees that are not covered. Funds reimbursed to the student are reimbursed via the original payment method; i.e., tuition paid by check is refunded by check, and tuition paid by credit card is refunded by credit card.

Tuition Refund Appeal

In the case of exceptional circumstances students may make a tuition refund appeal by submitting a written explanation of the circumstances that warrants an exception to the published refund policy. Exceptional circumstances might include incapacitating illness or injury or unanticipated military service. Supporting documentation to verify the circumstance is required. All appeals should be sent to the Manager of Student Services at studentservices@wgu.edu.

Student Complaint Process

Students who believe they have been treated unfairly by WGU, either through the action of individuals or the application of existing policy, may have their complaint(s) addressed by the procedures described in the Student Complaint Policy (available in the student handbook). Students who are unclear about the appropriate procedures may contact Student Services for guidance at (877) 435-7948 or studentservices@wgu.edu.

Informal Complaints

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

Formal Complaints

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

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

Discrimination and Harassment

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

Discrimination Grievance Procedures. Contact information for the Title IX Coordinator is:

Anika Webb - Title IX Coordinator
Western Governors University
4001 South 700 East, Suite 700
Salt Lake City, UT 84107-2533
TitleIX@wgu.edu
Direct: 385.428.1321
Toll Free: 877.435.7948 x1321

Consumer Complaint Process

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

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

Academic Programs

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

Online College of Health Professions
- B.S. Nursing (Prelicensure)
- B.S. Nursing (RN to BSN)
- M.S. Nursing—Education
- M.S. Nursing—Leadership and Management
- M.S. Nursing—Nursing Informatics
- M.S. Nursing—Education (RN to MSN Option)
- M.S. Nursing—Leadership and Management (RN to MSN Option)
- M.S. Nursing—Nursing Informatics (RN to MSN Option)

Online College of Information Technology
- B.S. Data Management/Data Analytics
- B.S. Information Technology
- B.S. Information Technology—Network Administration
- B.S. Information Technology—Security
- B.S. Software Development
- B.S. Health Information Management
- M.S. Cybersecurity and Information Assurance
- M.S. Data Analytics
- M.S. Information Technology Management

Online Teachers College
Online Teacher Licensure Degree Programs:
- B.A. Interdisciplinary Studies (K-8)
- B.A. Mathematics (5-9 or 5-12)
- B.A. Science (5-9)
- B.A. Science (Biological Science, 5-12)
- B.A. Science (Chemistry, 5-12)
- B.A. Science (Geosciences, 5-12)
- B.A. Science (Physics, 5-12)
- B.A. Special Education (K-12)

Online Post-Baccalaureate Teacher Licensure Programs:
- Post-Baccalaureate Teacher Preparation Program, Elementary Education (K-8)
- Post-Baccalaureate Teacher Preparation Program, Mathematics (5-9 or 5-12)
- Post-Baccalaureate Teacher Preparation Program, Science (5-9 or 5-12)
- Post-Baccalaureate Teacher Preparation Program, Social Science (5-12)

Online Master in Education with Teacher Licensure Programs:
- M.A. Teaching, Elementary Education (K-8)
- M.A. Teaching, English (5-12)
- M.A. Teaching, Mathematics (5-9 or 5-12)
- M.A. Teaching, Science (5-9 or 5-12)
- M.A. Teaching, Social Science (5-12)

Online Graduate Programs for Licensed Teachers:
- M.S. Special Education (K-12)
- M.S. Educational Leadership
- M.A. English Language Learning (ELL) (PreK-12)
- M.A. Mathematics Education (K-6, 5-9, or 5-12)
- M.A. Science Education (5-9)
- M.A. Science Education (Chemistry, 5-12)
- M.A. Science Education (Physics, 5-12)
- M.A. Science Education (Biological Science, 5-12)
- M.A. Science Education (Geosciences, 5-12)
- M.Ed. Instructional Design
- M.Ed. Learning and Technology
- M.S. Curriculum and Instruction
- Endorsement Preparation Program in Educational Leadership
- Endorsement Preparation Program in English Language Learning (ELL) (PreK-12)

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

WGU's public website provides access to a description of every degree program offered by the university, and each description includes the requirements to be met for satisfactory completion.

Each degree listing includes an overview of the program and the program's standard path. The standard path outlines degree requirements (assessments and associated courses of study), the order in which requirements should be completed, and the associated competency units (credits) by term.

A WGU course is an organized learning resource, comparable to a traditional course syllabus, and containing a week-by-week pacing component with a focus on helping students navigate independent learning resources in an efficient way. Each assessment in the standard path has a related course to guide students in acquiring the skills, knowledge, and abilities needed to pass the assessment.

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

College of Business Programs

Bachelor of Science, Business Management

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

CCN	Course Number	Course Description	CUs	Term
BUS 2100	C711	Introduction to Business	3	1
ENGL 1010	C455	English Composition I	3	1
GEOG 1311	C255	Introduction to Geography	3	1
BUS 2301	C483	Principles of Management	4	1
ENGL 1020	C456	English Composition II	3	2
MGMT 3000	C715	Organizational Behavior	3	2
MATH 1010	C463	Intermediate Algebra	3	2
LAW 3000	C713	Business Law	3	2
MATH 1015	C278	College Algebra	4	3
SCIE 1010	C451	Integrated Natural Science	4	3
SCIE 1015	C452	Integrated Natural Science Applications	4	3
ITEC 2001	C182	Introduction to IT	4	4
COMM 1010	C132	Elements of Effective Communication	3	4
MATH 1030	C459	Introduction to Probability and Statistics	3	4
BUIT 3000	C724	Information Systems Management	3	4
ACCT 2311	VYC1	Principles of Accounting	4	5
PHIL 3010	C168	Critical Thinking and Logic	3	5
HUMN 1010	C100	Introduction to Humanities	3	5
ECON 2000	C718	Microeconomics	3	5
BUS 3000	C717	Business Ethics	3	6
BUIT 2200	C268	Spreadsheets	3	6
ECON 2100	C719	Macroeconomics	3	6
ECON 3600	FVC1	Global Business	3	6
ACCT 2320	CZC1	Accounting II	3	7
MKTG 3000	C712	Marketing Fundamentals	3	7
BUS 2600	C716	Business Communication	3	7
BUSI 3731	VZT1	Marketing Applications	3	7
ACCT 3310	UFC1	Managerial Accounting	3	8
HRM 2100	C232	Introduction to Human Resource Management	3	8
MGMT 3400	C722	Project Management	3	8
MGMT 4400	C721	Change Management	3	8
HRM 3200	C234	Workforce Planning: Recruitment and Selection	3	9
MGMT 4800	C714	Business Strategy	3	9

CCN	Course Number	Course Description	CUs	Term
BUS 3100	C723	Quantitative Analysis For Business	3	9
FINC 3000	C708	Principles of Finance	3	9
MGMT 4100	C720	Operations and Supply Chain Management	3	10
BUS 4400	QHT1	Business Management Tasks	3	10
BUS 4840	QGT1	Business Management Capstone Written Project	4	10
			Total CUs:	**121**

Bachelor of Science, Business - Healthcare Management

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

CCN	Course Number	Course Description	CUs	Term
BUS 2100	C711	Introduction to Business	3	1
ENGL 1010	C455	English Composition I	3	1
GEOG 1311	C255	Introduction to Geography	3	1
BUS 2301	C483	Principles of Management	4	1
ENGL 1020	C456	English Composition II	3	2
MGMT 3000	C715	Organizational Behavior	3	2
MATH 1010	C463	Intermediate Algebra	3	2
LAW 3000	C713	Business Law	3	2
MATH 1015	C278	College Algebra	4	3
HCM 2110	C425	Healthcare Delivery Systems, Regulation, and Compliance	3	3
COMM 1010	C132	Elements of Effective Communication	3	3
SCIE 1010	C451	Integrated Natural Science	4	3
SCIE 1015	C452	Integrated Natural Science Applications	4	4
MATH 1030	C459	Introduction to Probability and Statistics	3	4
BUIT 2200	C268	Spreadsheets	3	4
BUS 3000	C717	Business Ethics	3	4
HCM 2210	C426	Healthcare Values and Ethics	3	5
ACCT 2311	VYC1	Principles of Accounting	4	5
PSYC 1010	C180	Introduction to Psychology	3	5
HUMN 1010	C100	Introduction to Humanities	3	5
BUIT 3000	C724	Information Systems Management	3	6
HCM 2310	C427	Technology Applications in Healthcare	3	6
ECON 2000	C718	Microeconomics	3	6
PHIL 3010	C168	Critical Thinking and Logic	3	6
ECON 2100	C719	Macroeconomics	3	7
ECON 3600	FVC1	Global Business	3	7
BUS 3100	C723	Quantitative Analysis For Business	3	7

CCN	Course Number	Course Description	CUs	Term
HRM 2100	C232	Introduction to Human Resource Management	3	7
ACCT 3310	UFC1	Managerial Accounting	3	8
FINC 3000	C708	Principles of Finance	3	8
HCM 3110	C428	Financial Resource Management in Healthcare	3	8
HCM 3210	C429	Healthcare Operations Management	3	8
BUS 2600	C716	Business Communication	3	9
HCM 3310	C430	Healthcare Quality Improvement and Risk Management	3	9
HCM 3410	C431	Healthcare Research and Statistics	3	9
MGMT 3400	C722	Project Management	3	9
HCM 3510	C432	Healthcare Management and Strategy	3	10
HCM 2910	C439	Healthcare Management Capstone	4	10
		Total CUs: 120		

Bachelor of Science, Business - Human Resource Management

The Bachelor of Science in Business- Human Resource Management is a competency-based program that enables students to earn a Bachelor of Science degree that is tailored to the student's professional HR experience. The Business- Human Resource Management degree is great preparation for a career as a human resource manager or personnel director. This program consists of twelve balanced areas of study, development of a comprehensive portfolio, WGU competency-based assessments, and a capstone project. In addition, this program is aligned with and will help you prepare for the Professional in Human Resources (PHR)* Certification Exam and the Assurance of Learning Exam should you decide to pursue either of these on your own. *Other experience requirements apply to undertake this exams.

CCN	Course Number	Course Description	CUs	Term
BUS 2100	C711	Introduction to Business	3	1
ENGL 1010	C455	English Composition I	3	1
GEOG 1311	C255	Introduction to Geography	3	1
BUS 2301	C483	Principles of Management	4	1
ENGL 1020	C456	English Composition II	3	2
COMM 1010	C132	Elements of Effective Communication	3	2
HRM 2100	C232	Introduction to Human Resource Management	3	2
MATH 1010	C463	Intermediate Algebra	3	2
MATH 1015	C278	College Algebra	4	3
MGMT 3000	C715	Organizational Behavior	3	3
LAW 3000	C713	Business Law	3	3
SCIE 1010	C451	Integrated Natural Science	4	3
SCIE 1015	C452	Integrated Natural Science Applications	4	4
MATH 1030	C459	Introduction to Probability and Statistics	3	4
ACCT 2311	VYC1	Principles of Accounting	4	4
BUS 3000	C717	Business Ethics	3	4
PSYC 1010	C180	Introduction to Psychology	3	5
PHIL 3010	C168	Critical Thinking and Logic	3	5
BUIT 3000	C724	Information Systems Management	3	5
ECON 2000	C718	Microeconomics	3	5
HUMN 1010	C100	Introduction to Humanities	3	6
BUIT 2200	C268	Spreadsheets	3	6
BUS 3100	C723	Quantitative Analysis For Business	3	6
ECON 2100	C719	Macroeconomics	3	6
ECON 3600	FVC1	Global Business	3	7
ACCT 3310	UFC1	Managerial Accounting	3	7
MGMT 4400	C721	Change Management	3	7
MGMT 3400	C722	Project Management	3	7
FINC 3000	C708	Principles of Finance	3	8
HRM 3100	C233	Employment Law	3	8

CCN	Course Number	Course Description	CUs	Term
MKTG 3000	C712	Marketing Fundamentals	3	8
BUS 2600	C716	Business Communication	3	8
HRM 3200	C234	Workforce Planning: Recruitment and Selection	3	9
HRM 3500	C235	Training and Development	3	9
HRM 3600	C236	Compensation and Benefits	3	9
BUS 4800	HMP1	Cases in Advanced Human Resource Management	3	9
BUS 4880	QET1	Business - HR Management Capstone Project	4	10
BUS 4881	PFHM	Business - HR Management Portfolio Requirement	3	10
		Total CUs: 120		

Bachelor of Science, Business - Information Technology Management

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

CCN	Course Number	Course Description	CUs	Term
BUS 2100	C711	Introduction to Business	3	1
ENGL 1010	C455	English Composition I	3	1
GEOG 1311	C255	Introduction to Geography	3	1
BUS 2301	C483	Principles of Management	4	1
ENGL 1020	C456	English Composition II	3	2
MGMT 3000	C715	Organizational Behavior	3	2
ITEC 2001	C182	Introduction to IT	4	2
MATH 1010	C463	Intermediate Algebra	3	2
MATH 1015	C278	College Algebra	4	3
LAW 3000	C713	Business Law	3	3
BUS 3000	C717	Business Ethics	3	3
SCIE 1010	C451	Integrated Natural Science	4	3
SCIE 1015	C452	Integrated Natural Science Applications	4	4
MATH 1030	C459	Introduction to Probability and Statistics	3	4
PHIL 3010	C168	Critical Thinking and Logic	3	4
COMM 1010	C132	Elements of Effective Communication	3	4
MGMT 3400	C722	Project Management	3	5
ITEC 2205	C179	Business of IT - Applications	4	5
HUMN 1010	C100	Introduction to Humanities	3	5
HRM 2100	C232	Introduction to Human Resource Management	3	5
BUIT 2200	C268	Spreadsheets	3	6
ACCT 2311	VYC1	Principles of Accounting	4	6
BUIT 3000	C724	Information Systems Management	3	6
MKTG 3000	C712	Marketing Fundamentals	3	6
BUS 2600	C716	Business Communication	3	7
BUSI 3731	VZT1	Marketing Applications	3	7
ITEC 2104	C175	Data Management - Foundations	3	7
ACCT 3310	UFC1	Managerial Accounting	3	7
ECON 2000	C718	Microeconomics	3	8
ECON 2100	C719	Macroeconomics	3	8
ECON 3600	FVC1	Global Business	3	8

CCN	Course Number	Course Description	CUs	Term
HRM 3200	C234	Workforce Planning: Recruitment and Selection	3	8
BUS 3100	C723	Quantitative Analysis For Business	3	9
MGMT 4400	C721	Change Management	3	9
FINC 3000	C708	Principles of Finance	3	9
ITEC 2102	C172	Network and Security - Foundations	3	9
BUS 4890	QFT1	Business - IT Management Capstone Project	4	10
BUS 4891	PFIT	Business - IT Management Portfolio Requirement	3	10
		Total CUs: 122		

Bachelor of Science, Marketing Management

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

CCN	Course Number	Course Description	CUs	Term
BUS 2100	C711	Introduction to Business	3	1
ENGL 1010	C455	English Composition I	3	1
GEOG 1311	C255	Introduction to Geography	3	1
BUS 2301	C483	Principles of Management	4	1
ENGL 1020	C456	English Composition II	3	2
MGMT 3000	C715	Organizational Behavior	3	2
HRM 2100	C232	Introduction to Human Resource Management	3	2
MATH 1010	C463	Intermediate Algebra	3	2
MATH 1015	C278	College Algebra	4	3
LAW 3000	C713	Business Law	3	3
MKTG 3000	C712	Marketing Fundamentals	3	3
BUS 2600	C716	Business Communication	3	3
BUSI 3731	VZT1	Marketing Applications	3	4
MATH 1030	C459	Introduction to Probability and Statistics	3	4
COMM 1010	C132	Elements of Effective Communication	3	4
SCIE 1010	C451	Integrated Natural Science	4	4
SCIE 1015	C452	Integrated Natural Science Applications	4	5
ACCT 2311	VYC1	Principles of Accounting	4	5
PHIL 3010	C168	Critical Thinking and Logic	3	5
HUMN 1010	C100	Introduction to Humanities	3	5
BUS 3000	C717	Business Ethics	3	6
BUIT 2200	C268	Spreadsheets	3	6
ECON 2000	C718	Microeconomics	3	6
ECON 2100	C719	Macroeconomics	3	6
BUS 3100	C723	Quantitative Analysis For Business	3	7
ECON 3600	FVC1	Global Business	3	7
BUIT 3000	C724	Information Systems Management	3	7
ACCT 3310	UFC1	Managerial Accounting	3	7
BUS 4730	ASC1	Marketing Management Concepts	12	8
FINC 3000	C708	Principles of Finance	3	9
BUS 4740	AST1	Marketing Management Tasks	6	9
MGMT 4400	C721	Change Management	3	9
MGMT 3400	C722	Project Management	3	10

CCN	Course Number	Course Description	CUs	Term
BUS 4870	QIT1	Business Marketing Management Capstone Written Project	4	10
		Total CUs: 120		

Bachelor of Science, Accounting

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

CCN	Course Number	Course Description	CUs	Term
BUS 2100	C711	Introduction to Business	3	1
ENGL 1010	C455	English Composition I	3	1
BUIT 2200	C268	Spreadsheets	3	1
MATH 1010	C463	Intermediate Algebra	3	1
MGMT 3000	C715	Organizational Behavior	3	2
MATH 1015	C278	College Algebra	4	2
ENGL 1020	C456	English Composition II	3	2
COMM 1010	C132	Elements of Effective Communication	3	2
ACCT 2311	VYC1	Principles of Accounting	4	3
SCIE 1010	C451	Integrated Natural Science	4	3
SCIE 1015	C452	Integrated Natural Science Applications	4	3
BUS 2301	C483	Principles of Management	4	4
ACCT 2320	CZC1	Accounting II	3	4
ACCT 3310	UFC1	Managerial Accounting	3	4
MATH 1030	C459	Introduction to Probability and Statistics	3	4
BUS 2600	C716	Business Communication	3	5
ECON 2100	C719	Macroeconomics	3	5
ECON 2000	C718	Microeconomics	3	5
ECON 3600	FVC1	Global Business	3	5
BUS 3000	C717	Business Ethics	3	6
FINC 3000	C708	Principles of Finance	3	6
ACCT 3610	C248	Intermediate Accounting I	3	6
MKTG 3000	C712	Marketing Fundamentals	3	6
HRM 2100	C232	Introduction to Human Resource Management	3	7
ACCT 3630	C237	Taxation I	3	7
ACCT 3620	C249	Intermediate Accounting II	3	7
HUMN 1010	C100	Introduction to Humanities	3	7
BUS 3100	C723	Quantitative Analysis For Business	3	8
ACCT 4620	C238	Taxation II	3	8
ACCT 3660	C250	Cost and Managerial Accounting	3	8
ACCT 3640	C242	Accounting Information Systems	3	8
MGMT 4100	C720	Operations and Supply Chain Management	3	9
LAW 3000	C713	Business Law	3	9

CCN	Course Number	Course Description	CUs	Term
ACCT 4650	C241	Business Law for Accountants	3	9
ACCT 4800	C240	Auditing	3	9
MGMT 3400	C722	Project Management	3	10
BUIT 3000	C724	Information Systems Management	3	10
ACCT 4900	C251	Accounting Capstone	5	10
			Total CUs: 121	

Master of Business Administration

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

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

MBA, IT Management

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

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

MBA, Healthcare Management

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

CCN	Course Number	Course Description	CUs	Term
MGMT 5000	C200	Managing Organizations and Leading People	3	1
HRM 5010	C202	Managing Human Capital	3	1
MKTG 5000	C212	Marketing	3	1
HCM 5000	AFT2	Accreditation Audit	4	2
ECON 5000	C211	Global Economics for Managers	3	2
ACCT 5000	C213	Accounting for Decision Makers	3	2
MGMT 6000	C206	Ethical Leadership	3	3
FINC 6000	C214	Financial Management	3	3
MGMT 6010	C207	Data-Driven Decision Making	3	3
HCM 6000	AMT2	Service Line Development	4	4
HCM 6900	C219	MBA, Healthcare Management Capstone	4	4
		Total CUs: 36		

Master of Science, Integrated Healthcare Management

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

CCN	Course Number	Course Description	CUs	Term
IHCM 5100	C408	Leadership and Innovation	1	1
IHCM 5110	C409	Innovation Project	2	1
IHCM 5200	C410	Collaborative Leadership Project	2	1
IHCM 5300	C411	Healthcare Systems and Policy	2	1
IHCM 5310	C412	Healthcare Systems Project	2	1
IHCM 5400	C413	Quality Improvement	1	2
IHCM 5410	C414	Healthcare Quality Project	2	2
IHCM 5500	C415	Healthcare Financial Management	2	2
IHCM 5510	C416	Healthcare Financial Management Project	2	2
IHCM 5600	C417	Analytical Methods of Healthcare Professionals	2	2
IHCM 6200	C418	Enterprise Risk Management	2	3
IHCM 6210	C419	Enterprise Risk Management Project	2	3
IHCM 6300	C420	Health Information Technology	1	3
IHCM 6310	C421	Health Information Technology Project	2	3
IHCM 6410	C422	Population Health and Care Coordination Project	2	3
IHCM 6510	C423	Challenges in Community Health Project	2	4
IHCM 6610	C424	Integrated Healthcare Project	3	4
IHCM 6900	C433	Integrated Healthcare Management Capstone Project	3	4
		Total CUs: 35		

Master of Science, Management and Leadership

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

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

Master of Science, Accounting

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

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

College of Health Professions

Bachelor of Science, Nursing

The prelicensure BSN degree focuses on contemporary nursing practices to build nursing skills and competencies using technology-based learning. It is structured to develop competent, BSN nurses in a program that is sustainable, scalable, and nationally relevant. The prelicensure BSN program includes a strategic partnership between the Western Governors University Nursing Program and healthcare employers who provide practice sites and clinical coaches. Graduates are prepared to function in new roles as members of healthcare teams in many settings. The prelicensure BSN program includes the study of medical-surgical (including critical care), psychiatric/mental health, pediatrics, obstetrics, and community health nursing and includes courses on evidence-based practice, research, leadership, nursing informatics, and professional nursing roles and values. Graduates are eligible to apply to take the NCLEX-RN exam for state licensure and be prepared to seek nursing positions for military, U.S. Public Health, and VA appointments as well as assume roles in school, community, and occupational health, and other acute and non-acute care settings. BSN graduates are also prepared to enter MS, Nursing programs. This degree program includes online and distance learning plus high fidelity simulation labs and hands on clinical experiences. The WGU prelicensure BS, Nursing program is evidence-based and developed according to The Essentials of Baccalaureate Education for Professional Practice from the American Association of Colleges of Nursing (2008) (click here to view). In addition, it incorporates competencies and standards from professional organizations and state regulations.

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

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

Bachelor of Science, Nursing

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

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

Master of Science, Nursing - Education

The Master of Science degree is a competency-based program that prepares graduates to be educators in diverse settings: hospitals, community agencies, schools, industry and businesses, and nursing programs. They provide education and training to nurses, nursing students, school children, community groups, workers, patients, and consumers. The WGU Master of Science in Nursing Program Education content is evidence based on national standards and research related to effective teaching, learning, and role development. It provides the knowledge and skills that enable educators to teach effectively in diverse learning environments. The Master of Science in Nursing for Nurse Educators content and processes are consistent with the National League for Nursing (NLN) Nurse Educator Competencies. The degree program is focused on the preparation of highly qualified educators. The hallmarks of our program include: (a) research-based course preparation and (b) all work in this degree program is online. This program consists of developing core knowledge related to complexities of healthcare, access, quality, and costs for diverse populations. New nursing knowledge includes research, theory, technology applied to nursing practice, evidence based practice, ethics, and new roles for master's prepared nurses. The nurse educator focuses on learning styles, the development and socialization of learners, and strategies to facilitate learning. Educators also need to organize their activities around learning theories. Developing curriculum, objectives, and learning modules are part of an educator role. The process for assessment, measurement, evaluation, and use of outcome data for improvement is presented.

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

Master of Science, Nursing - Leadership and Management

The Master of Science, Nursing-Leadership and Management is a competency-based program that prepares graduates to be leaders and managers in diverse settings: hospitals, long term care facilities, community service agencies, governmental agencies and facilities, and corporations. They use their organizational, analytic, strategicplanning, financial, human resources, and evaluation skills to services in diverse nursing and healthcare settings. The WGU Master of Science in Nursing, Leadership and Management program content is evidence based on national standards and research related to creating work environments that are collaborative, interdisciplinary, and promote effective functioning in complex nursing and healthcare environments. The Master of Science in Nursing-Leadership/Management content and processes are consistent with the American Nurses Association (ANA) Standards for Nurse Administrators and the AONE competencies for nursing managers and executives. The degree program is focused on the preparation of highly qualified nurse administrators (nurse managers and nurse executives). This program consists of developing core knowledge related to complexities of healthcare, access, quality, and costs for diverse populations. New nursing knowledge includes research, theory, technology applied to nursing practice, evidence based practice, ethics, and new roles for master's prepared nurses. The nurse leadership/management focuses on organizational and leadership theories, strategic planning, regulatory standards, risk management, principles of financial management, and concepts of human resource management. A case study approach is used to examine organizational, financial, and personnel issues and their resolution. The process for assessment, measurement, evaluation, and use of outcome data for improvement is presented.

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

Master of Science, Nursing - Nursing Informatics

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

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

Master of Science, Nursing - Education

The Masters of Science in Nursing (RN to MSN option) degree is a competency-based program that builds on the foundation of previous nursing education at the associate degree or diploma levels. The BSN portion of the degree focuses on contemporary nursing practice in the developing of skills and competencies using technology-based learning. It is structured to develop high quality, highly educated BSN nurses preparing graduates who are equipped to function in new roles as members of health care teams in many settings by expanding nurses knowledge in areas of research, theory, community concepts, healthcare policy, therapeutic interventions, and current trends in healthcare. Graduates will be eligible for military, U.S. Public Health, and VA appointments as well as assume roles in school health, community, occupational, and other nonacute care settings. The Master of Science portion of the degree further prepares graduates to be leaders and managers in diverse settings: hospitals, long-term care facilities, community service agencies, governmental agencies and facilities, and corporations. They use their organizational, analytic, strategic planning, financial, human resources, and evaluation skills to services in diverse nursing and healthcare settings.

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

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

Master of Science, Nursing - Leadership and Management

The Masters of Science in Nursing (RN to MSN option) degree is a competency-based program that builds on the foundation of previous nursing education at the associate degree or diploma levels. The BSN portion of the degree focuses on contemporary nursing practice in the developing of skills and competencies using technology-based learning. It is structured to develop high quality, highly educated BSN nurses preparing graduates who are equipped to function in new roles as members of healthcare teams in many settings by expanding nurses knowledge in areas of research, theory, community concepts, healthcare policy, therapeutic interventions, and current trends in health care. Graduates will be eligible for military, U.S. Public Health, and VA appointments as well as assume roles in school health, community, occupational, and other nonacute care settings. The Master of Science portion of the degree further prepares graduates to be leaders and managers in diverse settings; hospitals, long-term care facilities, community service agencies, governmental agencies and facilities, and corporations. They use their organizational, analytic, strategic planning, financial, human resources, and evaluation skills to services in diverse nursing and healthcare settings.

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

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

Master of Science, Nursing - Nursing Informatics

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

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

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

College of Information Technology

Bachelor of Science, Data Management/Data Analytics

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

CCN	Course Number	Course Description	CUs	Term
ITEC 2001	C182	Introduction to IT	4	1
PHIL 3010	C168	Critical Thinking and Logic	3	1
COMM 1011	C464	Introduction to Communication	3	1
ENGL 1010	C455	English Composition I	3	1
ENGL 1020	C456	English Composition II	3	2
ITEC 2021	C393	IT Foundations	4	2
ITEC 2031	C394	IT Applications	4	2
MATH 1015	C278	College Algebra	4	2
HUMN 1010	C100	Introduction to Humanities	3	3
ITEC 2102	C172	Network and Security - Foundations	3	3
GEOG 1311	C255	Introduction to Geography	3	3
ITWD 3100	C779	Web Development Foundations	3	3
ITEC 3701	C480	Networks	4	4
ITEC 2103	C173	Scripting and Programming - Foundations	3	4
PHYS 1010	C164	Introduction to Physics	4	4
MATH 1030	C459	Introduction to Probability and Statistics	3	4
ITEC 2203	C169	Scripting and Programming - Applications	4	5
ITEC 2214	C189	Data Structures	4	5
ITEC 2220	C768	Technical Communication	3	5
BUIT 2200	C268	Spreadsheets	3	5
ITEC 2105	C176	Business of IT - Project Management	4	6
ITEC 2104	C175	Data Management - Foundations	3	6
ITEC 2204	C170	Data Management - Applications	4	6
ITEC 2205	C179	Business of IT - Applications	4	6
DTSC 3310	C754	Structured Query Language	4	7
ITEC 2202	C178	Network and Security - Applications	4	7
DTSC 3320	C755	Database Server Administration	6	7
DTSC 3210	C749	Introduction to Data Science	4	8
DTMG 3210	C750	Data Wrangling with MongoDB	3	8
DTAN 3210	C751	Data Analysis with R	2	8
DTSC 3220	C753	Machine Learning	3	8
DTAN 3220	C752	Data Visualization	3	9
DTAN 4020	C756	Data Analytics	4	9

CCN	Course Number	Course Description	CUs	Term
ITEC 4903	C769	IT Capstone Written Project	4	9
			Total CUs: 120	

Bachelor of Science, Information Technology

The WGU Bachelor of Science in Information Technology (IT) program provides a solid foundation in computer information systems and technologies. In addition to the IT content, the degree program includes a broad collegiate-level education. The program is primarily designed for those seeking a career or to advance their current career as information technology professionals by developing levels of expertise required for increased responsibility in the information technology field. The foundation of the Bachelor of Science program consists of five domains of study: systems and services, networking and security, scripting and programming, data management, and the business of IT. At the end of the program, students develop a comprehensive portfolio and complete a capstone project. Students who are seeking a specialization in software development, networks, database, or security can complete the basic IT degree program and pass additional assessments to earn one of these designated emphases.

CCN	Course Number	Course Description	CUs	Term
ITEC 2001	C182	Introduction to IT	4	1
COMM 1011	C464	Introduction to Communication	3	1
ENGL 1010	C455	English Composition I	3	1
PHIL 3010	C168	Critical Thinking and Logic	3	1
ITEC 2021	C393	IT Foundations	4	2
ITEC 2031	C394	IT Applications	4	2
GEOG 1311	C255	Introduction to Geography	3	2
MATH 1010	C463	Intermediate Algebra	3	2
MATH 1015	C278	College Algebra	4	3
ENGL 1020	C456	English Composition II	3	3
ITEC 2102	C172	Network and Security - Foundations	3	3
MATH 1030	C459	Introduction to Probability and Statistics	3	3
MATH 1709	C277	Finite Mathematics	4	4
ITEC 2104	C175	Data Management - Foundations	3	4
ITEC 2204	C170	Data Management - Applications	4	4
SCIE 1020	C165	Integrated Physical Sciences	3	4
BUIT 3000	C724	Information Systems Management	3	5
ITEC 3701	C480	Networks	4	5
ITEC 3659	C697	Operating Systems I	4	5
ITEC 2103	C173	Scripting and Programming - Foundations	3	5
ITEC 3669	C698	Operating Systems II	4	6
ITEC 2220	C768	Technical Communication	3	6
HUMN 1010	C100	Introduction to Humanities	3	6
BUIT 2200	C268	Spreadsheets	3	6
BUS 3430	EST1	Ethical Situations in Business	3	7
ITEC 2202	C178	Network and Security - Applications	4	7
ITWD 3100	C779	Web Development Foundations	3	7
ITEC 2205	C179	Business of IT - Applications	4	7
ITWD 3120	C777	Web Development Applications	6	8
ITWD 3110	C773	User Interface Design	4	8

CCN	Course Number	Course Description	CUs	Term
BUS 2001	C484	Organizational Behavior and Leadership	3	8
BUS 2301	C483	Principles of Management	4	9
ITEC 2105	C176	Business of IT - Project Management	4	9
ITEC 4903	C769	IT Capstone Written Project	4	9
			Total CUs: 120	

Bachelor of Science, IT - Networks Administration Emphasis

The WGU Bachelor of Science in Information Technology with Network Administration emphasis program provides a solid foundation in computer information systems and technologies. In addition to the IT content, the degree program includes a broad collegiate-level education. The program is primarily designed for those seeking a career or to advance their current career as network systems administrators by developing levels of expertise required for increased responsibility in the information technology field. The foundation of the Bachelor of Science program consists of five domains of study: systems and services, networking and security, scripting and programming, data management, and the business of IT. At the end of the program, students develop a comprehensive portfolio and complete a capstone project. Students seeking the BS in IT with Network Administration emphasis demonstrate additional competencies in this area by taking and passing specific industry certification exams, including the Microsoft Certified Solutions Associate on Windows Server 2012.

CCN	Course Number	Course Description	CUs	Term
ITEC 2001	C182	Introduction to IT	4	1
COMM 1011	C464	Introduction to Communication	3	1
ENGL 1010	C455	English Composition I	3	1
PHIL 3010	C168	Critical Thinking and Logic	3	1
ITEC 2021	C393	IT Foundations	4	2
ITEC 2031	C394	IT Applications	4	2
GEOG 1311	C255	Introduction to Geography	3	2
MATH 1010	C463	Intermediate Algebra	3	2
MATH 1015	C278	College Algebra	4	3
ENGL 1020	C456	English Composition II	3	3
ITEC 2102	C172	Network and Security - Foundations	3	3
MATH 1030	C459	Introduction to Probability and Statistics	3	3
BIO 1010	C190	Introduction to Biology	3	4
INTE 2000	ABV1	Operating Systems	6	4
ITEC 3659	C697	Operating Systems I	4	4
ITEC 3669	C698	Operating Systems II	4	5
ITEC 3701	C480	Networks	4	5
SCIE 1020	C165	Integrated Physical Sciences	3	5
SCIE 1001	C683	Natural Science Lab	2	5
ITEC 2220	C768	Technical Communication	3	6
HUMN 1010	C100	Introduction to Humanities	3	6
ITWD 3100	C779	Web Development Foundations	3	6
ITEC 2104	C175	Data Management - Foundations	3	6
ITEC 2204	C170	Data Management - Applications	4	7
ITEC 2103	C173	Scripting and Programming - Foundations	3	7
ITEC 2202	C178	Network and Security - Applications	4	7
ITEC 2205	C179	Business of IT - Applications	4	7
ITEC 3311	C185	Network Policies and Services Management	6	8
BUIT 2200	C268	Spreadsheets	3	8

CCN	Course Number	Course Description	CUs	Term
ITEC 3741	C186	Server Administration	6	8
ITEC 3341	C187	Network Reliability and Fault Tolerance	6	9
ITEC 2105	C176	Business of IT - Project Management	4	9
ITEC 4903	C769	IT Capstone Written Project	4	9
			Total CUs: 122	

Bachelor of Science, IT - Security Emphasis

The Bachelor of Science in Information Technology (IT) with Security emphasis provides a solid foundation in computer information systems and technologies. In addition to the IT content, the degree program includes a broad, collegiate-level education. The program is primarily designed for those seeking a career or to advance their current career as network and security administrators by developing levels of expertise required for increased responsibility in the information technology field. The foundation of the Bachelor of Science program consists of five domains of study: systems and services, networking and security, scripting and programming, data management, and the business of IT. At the end of the program, students develop a comprehensive portfolio and complete a capstone project. Students seeking the BS in IT with Security emphasis demonstrate additional competencies in this area by taking and passing specific industry certification exams including the Cisco Certified Network Associate (CCNA) Security certification and the Cisco CCNA Routing and Switching certification. Students who have passed these exams prior to enrollment will have the requirements waived.

CCN	Course Number	Course Description	CUs	Term
ITEC 2001	C182	Introduction to IT	4	1
COMM 1011	C464	Introduction to Communication	3	1
ENGL 1010	C455	English Composition I	3	1
PHIL 3010	C168	Critical Thinking and Logic	3	1
ITEC 2021	C393	IT Foundations	4	2
ITEC 2031	C394	IT Applications	4	2
GEOG 1311	C255	Introduction to Geography	3	2
MATH 1010	C463	Intermediate Algebra	3	2
MATH 1015	C278	College Algebra	4	3
ENGL 1020	C456	English Composition II	3	3
ITEC 2102	C172	Network and Security - Foundations	3	3
MATH 1030	C459	Introduction to Probability and Statistics	3	3
BIO 1010	C190	Introduction to Biology	3	4
ITEC 3659	C697	Operating Systems I	4	4
ITEC 2103	C173	Scripting and Programming - Foundations	3	4
SCIE 1020	C165	Integrated Physical Sciences	3	4
ITEC 3669	C698	Operating Systems II	4	5
ITEC 3701	C480	Networks	4	5
HUMN 1010	C100	Introduction to Humanities	3	5
ITEC 2104	C175	Data Management - Foundations	3	5
SCIE 1001	C683	Natural Science Lab	2	6
BUS 2001	C484	Organizational Behavior and Leadership	3	6
ITEC 2220	C768	Technical Communication	3	6
ITEC 3731	C246	Fundamentals of Interconnecting Network Devices	6	6
ITWD 3100	C779	Web Development Foundations	3	7
ITEC 2204	C170	Data Management - Applications	4	7
ITEC 2202	C178	Network and Security - Applications	4	7
ITEC 2205	C179	Business of IT - Applications	4	7

CCN	Course Number	Course Description	CUs	Term
BUIT 2200	C268	Spreadsheets	3	8
ITEC 3751	C247	Interconnecting Network Devices	6	8
BUS 2301	C483	Principles of Management	4	8
ITEC 3831	C299	Designing Customized Security	6	9
ITEC 2105	C176	Business of IT - Project Management	4	9
ITEC 4903	C769	IT Capstone Written Project	4	9
			Total CUs: 123	

Bachelor of Science, Software Development

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

CCN	Course Number	Course Description	CUs	Term
ITEC 2001	C182	Introduction to IT	4	1
PHIL 3010	C168	Critical Thinking and Logic	3	1
COMM 1011	C464	Introduction to Communication	3	1
ENGL 1010	C455	English Composition I	3	1
ENGL 1020	C456	English Composition II	3	2
SCIE 1020	C165	Integrated Physical Sciences	3	2
ITEC 2103	C173	Scripting and Programming - Foundations	3	2
ITWD 3100	C779	Web Development Foundations	3	2
HUMN 1010	C100	Introduction to Humanities	3	3
ITEC 2102	C172	Network and Security - Foundations	3	3
MATH 1015	C278	College Algebra	4	3
GEOG 1311	C255	Introduction to Geography	3	3
SCIE 1001	C683	Natural Science Lab	2	4
ITEC 2021	C393	IT Foundations	4	4
ITEC 2031	C394	IT Applications	4	4
BUS 2001	C484	Organizational Behavior and Leadership	3	4
MATH 1030	C459	Introduction to Probability and Statistics	3	5
ITEC 2203	C169	Scripting and Programming - Applications	4	5
ITEC 2220	C768	Technical Communication	3	5
ITWD 3110	C773	User Interface Design	4	5
ITEC 2104	C175	Data Management - Foundations	3	6
ITEC 2204	C170	Data Management - Applications	4	6
ITEC 2211	C191	Operating Systems for Programmers	3	6
ITEC 2213	C188	Software Engineering	4	6
ITEC 3003	C192	Data Management for Programmers	3	7
ITWD 3120	C777	Web Development Applications	6	7
ITEC 3014	C482	Software I	6	7
BUS 2301	C483	Principles of Management	4	8
ITEC 2205	C846	Business of IT - Applications	4	8
ITEC 3023	C195	Software II - Advanced Java Concepts	6	8
ITEC 3002	C193	Client-Server Application Development	3	9
ITEC 3033	C196	Mobile Application Development	3	9
ITEC 2105	C176	Business of IT - Project Management	4	9
ITEC 4903	C769	IT Capstone Written Project	4	9

Bachelor of Science, Health Information Management

The Bachelor of Science in Health Information Management provides a solid foundation in computer information systems and technologies for healthcare organizations including healthcare regulation, project management of health systems, databases, and security. In addition to the health information management content, the degree program includes a broad collegiate education. The program is designed for those who have some technical or clinical knowledge in a health care environment and are ready to move to increased levels of expertise and knowledge in the health information management field. The health information management component of the Bachelor of Science program consists of the following areas of study: Healthcare Data, Health Information Technology, Medical Terminology, Pathophysiology and Pharmacology. There are a number of other areas of study that students master including Fundamentals of IT in Healthcare, Legal and Ethical Considerations in Healthcare, Leadership and Management, Anatomy and Physiology, Healthcare Compliance and Coding, Project Management, Financial Resource Management, and Healthcare Statistics. There are two professional practice experiences required with a portfolio project in each. At the end of the program students complete a capstone project.

CCN	Course Number	Course Description	CUs	Term
HIM 2011	C799	Healthcare Ecosystems	3	1
ENGL 1010	C455	English Composition I	3	1
COMM 1011	C464	Introduction to Communication	3	1
HLTH 2100	C763	Healthcare Information Systems Management	3	1
ITEC 2001	C182	Introduction to IT	4	2
ENGL 1020	C456	English Composition II	3	2
HIM 2215	C801	Health Information Law and Regulations	4	2
MATH 1010	C463	Intermediate Algebra	3	2
PHIL 3010	C168	Critical Thinking and Logic	3	3
MATH 1015	C278	College Algebra	4	3
HLTH 3501	C501	Healthcare Informatics	4	3
POLS 1020	C181	Survey of United States Constitution and Government	3	3
HUMN 1010	C100	Introduction to Humanities	3	4
HLTH 2315	C257	Data Analytics and Information Governance	4	4
BIO 2010	C107	Anatomy and Physiology I	4	4
HIM 2150	C804	Medical Terminology	3	4
BIO 1010	C190	Introduction to Biology	3	5
HCM 2507	C805	Pathophysiology	3	5
HLTH 2508	C508	Pharmacology	3	5
HIM 3215	C807	Healthcare Compliance	3	5
MATH 1030	C459	Introduction to Probability and Statistics	3	6
HLTH 2515	C260	Classification Systems	4	6
ITEC 2105	C176	Business of IT - Project Management	4	6
PSYC 1010	C180	Introduction to Psychology	3	6
BUS 2001	C484	Organizational Behavior and Leadership	3	7
ITEC 2104	C175	Data Management - Foundations	3	7
BUS 2301	C483	Principles of Management	4	7
HIM 3701	C811	Healthcare Financial Resource Management	4	7

CCN	Course Number	Course Description	CUs	Term
HIM 4610	C812	Healthcare Reimbursement	4	8
HLTH 4502	C502	Healthcare Statistics and Research	3	8
HLTH 4509	C509	Professional Practice Experience and Portfolio - Technical Level	3	8
HIM 4511	C815	Quality and Performance Management and Methods	4	8
ITEC 2205	C179	Business of IT - Applications	4	9
HLTH 4504	C504	Professional Practice Experience and Portfolio - Management Level	4	9
HLTH 4506	C506	Health Informatics Capstone Project	4	9
		Total CUs: 120		

Master of Science, Cybersecurity and Information Assurance

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

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

Master of Science, Data Analytics

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

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

Master of Science, Information Technology Management

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

CCN	Course Number	Course Description	CUs	Term
ITEC 6500	MCT2	Technical Writing	3	1
ITM 5320	C783	Project Management	4	1
BUSI 6100	JIT2	Risk Management	2	1
ITEC 5510	TFT2	Cyberlaw, Regulations, and Compliance	3	2
INTE 5300	LZT2	Power, Influence and Leadership	3	2
ITEC 5400	SJT2	Advanced Networking Technology	3	2
ITEC 6100	FXT2	Disaster Recovery Planning, Prevention and Response	2	3
ITEC 6300	MAT2	Information Technology Management	3	3
ITEC 6400	MBT2	Technological Globalization	3	3
ITEC 6901	C498	MS, Information Technology Management Capstone	4	4
		Total CUs: 30		

Teachers College

Special Teachers College Program Requirements: Initial Licensure Programs

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

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

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

2. Pass Basic Skills, Content, and Pedagogy Exams
Each state has specific testing requirements that must be met or completed in addition to completing a teaching degree program at WGU. WGU requires students to complete and pass:
- Basic Skills Exam: Pass the Basic Skills Exam required by your state for certification, or a designated Basic Skills Exam if your state does not require one.
- Content Exam: You must pass the designated Content Exam(s) required by your state in order to graduate from your program.
- WGU Program Exam: WGU also requires you to pass a specific Praxis exam to graduate from your program (with the exception of Elementary programs), often in addition to any certification exam required by your state.
- Pedagogy Exam: Finally, some states require the completion of a Pedagogy Exam, which assess your knowledge of teaching methods.

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

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

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

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

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

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

Special Teachers College Program Requirements: Advanced Programs

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

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

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

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

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

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

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

Bachelor of Arts, Interdisciplinary Studies (K-8)

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

CCN	Course Number	Course Description	CUs	Term
HLTH 1010	C458	Health, Fitness and Wellness	4	1
MATH 1010	C463	Intermediate Algebra	3	1
EDUC 2210	C272	Foundational Perspectives of Education	3	1
ENGL 1010	C455	English Composition I	3	1
POLS 1020	C181	Survey of United States Constitution and Government	3	2
ENGL 1020	C456	English Composition II	3	2
HUMN 1010	C100	Introduction to Humanities	3	2
MATH 1310	C460	Mathematics for Elementary Educators I	3	2
HIST 1310	C375	Survey of World History	3	3
COMM 1011	C464	Introduction to Communication	3	3
MATH 1320	C461	Mathematics for Elementary Educators II	3	3
BIO 1010	C190	Introduction to Biology	3	3
EDUC 2240	EFP1	Cultural Studies and Diversity	3	4
SCIE 1020	C165	Integrated Physical Sciences	3	4
SCIE 1001	C683	Natural Science Lab	2	4
MATH 1330	C462	Mathematics for Elementary Educators III	3	4
HIST 1010	C121	Survey of United States History	3	4
EDUC 2260	C734	Psychology for Educators	3	5
PHIL 3010	C168	Critical Thinking and Logic	3	5
EDUC 2311	C847	Fundamentals of Diversity, Inclusion, and Exceptional Learners	3	5
EDUC 2320	NBT1	Classroom Management, Engagement, and Motivation	3	5
EDUC 3110	DRC1	Educational Assessment	3	6
EDUC 3120	NHC1	Introduction to Instructional Planning and Presentation	3	6
EDUC 3220	C368	Instructional Planning and Presentation in Elementary Education	3	6
EDUC 3310	ABP1	Introduction to Preclinical Experiences	3	6
EDUC 4210	C366	Elementary Reading and Literacy Methods	3	7
EDUC 2211	C269	Children's Literature	3	7
EDUC 4220	C365	Language Arts Instruction and Intervention	3	7
EDUC 4230	C109	Elementary Mathematics Methods	3	7
EDUC 4240	C108	Elementary Science Methods	3	8
EDUC 4250	C104	Elementary Social Studies Methods	3	8

CCN	Course Number	Course Description	CUs	Term
EDUC 4260	C105	Elementary Visual and Performing Arts Methods	3	8
EDUC 4270	C367	Elementary Physical Education and Health Methods	3	8
EDUC 3410	AEP1	Preclinical Experiences in Elementary Education	3	9
EDUC 4921	C307	Supervised Demonstration Teaching in Elementary Education, Observations 1 and 2	3	10
EDUC 4922	C308	Supervised Demonstration Teaching in Elementary Education, Observation 3 and Midterm	3	10
EDUC 4923	C309	Supervised Demonstration Teaching in Elementary Education, Observations 4 and 5	3	10
EDUC 4924	C310	Supervised Demonstration Teaching in Elementary Education, Observation 6 and Final	3	10
EDUC 4750	C828	Teacher Performance Assessment in Elementary Education	2	10
EDUC 4960	C348	Professional Portfolio	1	10
EDUC 4990	C341	Cohort Seminar	3	10
		Total CUs: 120		

Bachelor of Arts, Mathematics (5-9)

The Bachelor of Arts in Mathematics (5-9) is a competency-based program that prepares students to be licensed as mathematics teachers in grades 5-9. All work in this degree program is online with the exception of the Demonstration Teaching and in-classroom field experience components. This program consists of work in General Education, Teacher Education Foundations and Diversity, Mathematics Content, and Instructional Planning and Presentation.

CCN	Course Number	Course Description	CUs	Term
MATH 1010	C463	Intermediate Algebra	3	1
MATH 1708	C306	Finite Mathematics	4	1
MATH 1015	C278	College Algebra	4	1
EDUC 2210	C272	Foundational Perspectives of Education	3	1
MATH 2305	C279	Pre-Calculus	4	2
ENGL 1010	C455	English Composition I	3	2
MATH 2505	C280	Probability and Statistics I	4	2
PHIL 3010	C168	Critical Thinking and Logic	3	2
MATH 3205	C281	College Geometry	4	3
ENGL 1020	C456	English Composition II	3	3
COMM 1011	C464	Introduction to Communication	3	3
HIST 1310	C375	Survey of World History	3	3
MATH 4305	C286	Middle School Mathematics: Content Knowledge	7	4
HIST 1010	C121	Survey of United States History	3	4
EDUC 2240	EFP1	Cultural Studies and Diversity	3	4
HUMN 1010	C100	Introduction to Humanities	3	5
MATH 2405	C282	Calculus I	4	5
POLS 1020	C181	Survey of United States Constitution and Government	3	5
BIO 1010	C190	Introduction to Biology	3	5
EDUC 2260	C734	Psychology for Educators	3	6
SCIE 1020	C165	Integrated Physical Sciences	3	6
EDUC 2311	C847	Fundamentals of Diversity, Inclusion, and Exceptional Learners	3	6
EDUC 2320	NBT1	Classroom Management, Engagement, and Motivation	3	6
EDUC 3110	DRC1	Educational Assessment	3	7
EDUC 3310	ABP1	Introduction to Preclinical Experiences	3	7
SCIE 1001	C683	Natural Science Lab	2	7
EDUC 3120	NHC1	Introduction to Instructional Planning and Presentation	3	7
EDUC 3221	C113	Instructional Planning and Presentation in Mathematics	3	7
EDUC 4315	C284	Mathematics Learning and Teaching	4	8
EDUC 3411	AGP1	Pre-Clinical Experiences in Mathematics	3	8
EDUC 4305	C285	Mathematics History and Technology	4	8
EDUC 4932	C315	Supervised Demonstration Teaching in Mathematics, Observations 1 and 2	3	9

CCN	Course Number	Course Description	CUs	Term
EDUC 4933	C316	Supervised Demonstration Teaching in Mathematics, Observation 3 and Midterm	3	9
EDUC 4934	C317	Supervised Demonstration Teaching in Mathematics, Observations 4 and 5	3	9
EDUC 4935	C318	Supervised Demonstration Teaching in Mathematics, Observation 6 and Final	3	9
EDUC 4752	C830	Teacher Performance Assessment in Mathematics Education	2	9
EDUC 4960	C348	Professional Portfolio	1	9
EDUC 4990	C341	Cohort Seminar	3	9
			Total CUs: 122	

Bachelor of Arts, Mathematics (5-12)

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

CCN	Course Number	Course Description	CUs	Term
MATH 1015	C278	College Algebra	4	1
EDUC 2210	C272	Foundational Perspectives of Education	3	1
MATH 2305	C279	Pre-Calculus	4	1
HUMN 1010	C100	Introduction to Humanities	3	1
ENGL 1010	C455	English Composition I	3	2
MATH 2505	C280	Probability and Statistics I	4	2
BIO 1010	C190	Introduction to Biology	3	2
MATH 3205	C281	College Geometry	4	2
MATH 2520	TQC1	Probability and Statistics II	3	3
ENGL 1020	C456	English Composition II	3	3
COMM 1011	C464	Introduction to Communication	3	3
HIST 1010	C121	Survey of United States History	3	3
EDUC 2260	C734	Psychology for Educators	3	4
MATH 2000	C362	Calculus I	4	4
SCIE 1020	C165	Integrated Physical Sciences	3	4
SCIE 1001	C683	Natural Science Lab	2	4
EDUC 2311	C847	Fundamentals of Diversity, Inclusion, and Exceptional Learners	3	5
MATH 2415	C283	Calculus II	4	5
POLS 1020	C181	Survey of United States Constitution and Government	3	5
MATH 3410	SRT1	Calculus III and Analysis	3	5
MATH 4315	C287	Mathematics: Content Knowledge	7	6
EDUC 2320	NBT1	Classroom Management, Engagement, and Motivation	3	6
MATH 3310	RKT1	Linear Algebra	3	6
EDUC 3110	DRC1	Educational Assessment	3	7
EDUC 3310	ABP1	Introduction to Preclinical Experiences	3	7
EDUC 3120	NHC1	Introduction to Instructional Planning and Presentation	3	7
EDUC 3221	C113	Instructional Planning and Presentation in Mathematics	3	7
EDUC 4315	C284	Mathematics Learning and Teaching	4	8
EDUC 3414	ASP1	Pre-Clinical Experiences in Mathematics	3	8
MATH 3320	QDT1	Abstract Algebra	3	8
EDUC 4305	C285	Mathematics History and Technology	4	8
EDUC 4932	C315	Supervised Demonstration Teaching in Mathematics,	3	9

CCN	Course Number	Course Description	CUs	Term
		Observations 1 and 2		
EDUC 4933	C316	Supervised Demonstration Teaching in Mathematics, Observation 3 and Midterm	3	9
EDUC 4934	C317	Supervised Demonstration Teaching in Mathematics, Observations 4 and 5	3	9
EDUC 4935	C318	Supervised Demonstration Teaching in Mathematics, Observation 6 and Final	3	9
EDUC 4752	C830	Teacher Performance Assessment in Mathematics Education	2	9
EDUC 4960	C348	Professional Portfolio	1	9
EDUC 4990	C341	Cohort Seminar	3	9
			Total CUs: 122	

Bachelor of Arts, Science (5-9)

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

CCN	Course Number	Course Description	CUs	Term
EDUC 2210	C272	Foundational Perspectives of Education	3	1
MATH 1010	C463	Intermediate Algebra	3	1
ENGL 1010	C455	English Composition I	3	1
BIO 1010	C190	Introduction to Biology	3	1
MATH 1015	C278	College Algebra	4	2
SCIE 1020	C165	Integrated Physical Sciences	3	2
SCIE 1001	C683	Natural Science Lab	2	2
ENGL 1020	C456	English Composition II	3	2
PHIL 3010	C168	Critical Thinking and Logic	3	3
COMM 1011	C464	Introduction to Communication	3	3
HIST 1310	C375	Survey of World History	3	3
CHEM 2107	C288	General Chemistry I	4	3
CHEM 2109	TSP1	General Chemistry Laboratory I	1	4
EDUC 2311	C847	Fundamentals of Diversity, Inclusion, and Exceptional Learners	3	4
HIST 1010	C121	Survey of United States History	3	4
HUMN 1010	C100	Introduction to Humanities	3	4
BIO 2100	RJT1	Principles of Biology	5	4
EDUC 2260	C734	Psychology for Educators	3	5
GEOS 2100	QQT1	Earth and Space Science	5	5
POLS 1020	C181	Survey of United States Constitution and Government	3	5
PHYS 2100	RNT1	General Physics	5	5
EDUC 4409	C388	Science, Technology, and Society	5	6
SCIE 4405	C293	Middle School Science: Content Knowledge	9	6
EDUC 2320	NBT1	Classroom Management, Engagement, and Motivation	3	7
EDUC 3110	DRC1	Educational Assessment	3	7
EDUC 3310	ABP1	Introduction to Preclinical Experiences	3	7
EDUC 3120	NHC1	Introduction to Instructional Planning and Presentation	3	7
EDUC 3222	C369	Instructional Planning and Presentation in Science	3	8
EDUC 3412	AFP1	Pre-Clinical Experiences in Science	3	8
EDUC 4415	C292	Science Teaching and Learning	4	8
EDUC 4945	C319	Supervised Demonstration Teaching in Science, Observations 1 and 2	3	9

CCN	Course Number	Course Description	CUs	Term
EDUC 4946	C320	Supervised Demonstration Teaching in Science, Observation 3 and Midterm	3	9
EDUC 4947	C321	Supervised Demonstration Teaching in Science, Observations 4 and 5	3	9
EDUC 4948	C322	Supervised Demonstration Teaching in Science, Observation 6 and Final	3	9
EDUC 4795	C762	Teacher Performance Assessment in Science	2	9
EDUC 4960	C348	Professional Portfolio	1	9
EDUC 4990	C341	Cohort Seminar	3	9
			Total CUs: 122	

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

The Bachelor of Arts in Science (5-12, Biological Science) is a competency-based degree program that prepares students to be licensed as biology teachers in grades 5-12. All work in this degree program is online with the exception of the Demonstration Teaching and in-classroom field experience components. The program consists of work in General Education, Teacher Education Foundations and Diversity, General Science and Advanced Biology Content, Science Education, Pre-Clinical Experiences and Demonstration Teaching.

CCN	Course Number	Course Description	CUs	Term
EDUC 2210	C272	Foundational Perspectives of Education	3	1
MATH 1010	C463	Intermediate Algebra	3	1
ENGL 1010	C455	English Composition I	3	1
BIO 1010	C190	Introduction to Biology	3	1
MATH 1015	C278	College Algebra	4	2
SCIE 1020	C165	Integrated Physical Sciences	3	2
SCIE 1001	C683	Natural Science Lab	2	2
ENGL 1020	C456	English Composition II	3	2
PHIL 3010	C168	Critical Thinking and Logic	3	3
COMM 1011	C464	Introduction to Communication	3	3
MATH 2505	C280	Probability and Statistics I	4	3
EDUC 2311	C847	Fundamentals of Diversity, Inclusion, and Exceptional Learners	3	3
CHEM 2107	C288	General Chemistry I	4	4
CHEM 2109	TSP1	General Chemistry Laboratory I	1	4
HIST 1010	C121	Survey of United States History	3	4
HUMN 1010	C100	Introduction to Humanities	3	4
CHEM 2207	C289	General Chemistry II	4	4
CHEM 2209	TUP1	General Chemistry Laboratory II	1	5
EDUC 2260	C734	Psychology for Educators	3	5
POLS 1020	C181	Survey of United States Constitution and Government	3	5
BIO 2100	RJT1	Principles of Biology	5	5
EDUC 4409	C388	Science, Technology, and Society	5	6
BIO 4734	C757	Advanced Biology	4	6
BIO 3261	C736	Evolution	4	6
BIO 4405	C294	Biology: Content Knowledge	7	7
EDUC 2320	NBT1	Classroom Management, Engagement, and Motivation	3	7
EDUC 3110	DRC1	Educational Assessment	3	7
EDUC 3310	ABP1	Introduction to Preclinical Experiences	3	8
EDUC 3120	NHC1	Introduction to Instructional Planning and Presentation	3	8
EDUC 3222	C369	Instructional Planning and Presentation in Science	3	8
EDUC 3415	ATP1	Pre-Clinical Experiences in Science	3	8
EDUC 4415	C292	Science Teaching and Learning	4	9

CCN	Course Number	Course Description	CUs	Term
EDUC 4945	C319	Supervised Demonstration Teaching in Science, Observations 1 and 2	3	10
EDUC 4946	C320	Supervised Demonstration Teaching in Science, Observation 3 and Midterm	3	10
EDUC 4947	C321	Supervised Demonstration Teaching in Science, Observations 4 and 5	3	10
EDUC 4948	C322	Supervised Demonstration Teaching in Science, Observation 6 and Final	3	10
EDUC 4795	C762	Teacher Performance Assessment in Science	2	10
EDUC 4960	C348	Professional Portfolio	1	10
EDUC 4990	C341	Cohort Seminar	3	10
		Total CUs: 124		

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

The Bachelor of Arts in Science (5-12, Chemistry) is a competency-based degree program that prepares students to be licensed as chemistry teachers in grades 5-12. All work in this degree program is online with the exception of the Demonstration Teaching and in-classroom field experience components. The program consists of work in General Education, Teacher Education Foundations and Diversity, General Science and Chemistry Content, Instructional Planning and Presentation, Pre-Clinical Experiences, and Demonstration Teaching.

CCN	Course Number	Course Description	CUs	Term
EDUC 2210	C272	Foundational Perspectives of Education	3	1
MATH 2305	C279	Pre-Calculus	4	1
ENGL 1010	C455	English Composition I	3	1
BIO 1010	C190	Introduction to Biology	3	1
MATH 2405	C282	Calculus I	4	2
SCIE 1020	C165	Integrated Physical Sciences	3	2
SCIE 1001	C683	Natural Science Lab	2	2
ENGL 1020	C456	English Composition II	3	2
COMM 1011	C464	Introduction to Communication	3	3
EDUC 2311	C847	Fundamentals of Diversity, Inclusion, and Exceptional Learners	3	3
CHEM 2107	C288	General Chemistry I	4	3
CHEM 2109	TSP1	General Chemistry Laboratory I	1	3
HIST 1010	C121	Survey of United States History	3	3
HUMN 1010	C100	Introduction to Humanities	3	4
CHEM 2207	C289	General Chemistry II	4	4
CHEM 2209	TUP1	General Chemistry Laboratory II	1	4
EDUC 2260	C734	Psychology for Educators	3	4
POLS 1020	C181	Survey of United States Constitution and Government	3	4
CHEM 3310	BVT1	Physical Chemistry	3	5
EDUC 4409	C388	Science, Technology, and Society	5	5
CHEM 3300	BWT1	Inorganic Chemistry	3	5
CHEM 2300	UQT1	Organic Chemistry	3	5
EDUC 2320	NBT1	Classroom Management, Engagement, and Motivation	3	6
EDUC 3512	C264	Climate Change	4	6
CHEM 3501	C624	Biochemistry	3	6
CHEM 4405	C295	Chemistry: Content Knowledge	7	6
EDUC 3110	DRC1	Educational Assessment	3	7
EDUC 3310	ABP1	Introduction to Preclinical Experiences	3	7
EDUC 3120	NHC1	Introduction to Instructional Planning and Presentation	3	7
EDUC 3222	C369	Instructional Planning and Presentation in Science	3	7
EDUC 3416	AUP1	Pre-Clinical Experiences in Science	3	8
EDUC 4415	C292	Science Teaching and Learning	4	8

CCN	Course Number	Course Description	CUs	Term
EDUC 4945	C319	Supervised Demonstration Teaching in Science, Observations 1 and 2	3	9
EDUC 4946	C320	Supervised Demonstration Teaching in Science, Observation 3 and Midterm	3	9
EDUC 4947	C321	Supervised Demonstration Teaching in Science, Observations 4 and 5	3	9
EDUC 4948	C322	Supervised Demonstration Teaching in Science, Observation 6 and Final	3	9
EDUC 4795	C762	Teacher Performance Assessment in Science	2	9
EDUC 4960	C348	Professional Portfolio	1	9
EDUC 4990	C341	Cohort Seminar	3	9
		Total CUs: 121		

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

The Bachelor of Arts in Science (5-12, Geosciences) is a competency-based degree program that prepares students to be licensed as earth and space science teachers in grades 5-12. All work in this degree program is online with the exception of the Demonstration Teaching and in-classroom field experience components. The program consists of work in General Education, Teacher Education Foundations and Diversity, Instructional Planning and Presentation, General Science Content, Science Education, Instructional Planning and Presentation, Pre-Clinical Experiences and Demonstration Teaching.

CCN	Course Number	Course Description	CUs	Term
EDUC 2210	C272	Foundational Perspectives of Education	3	1
MATH 1010	C463	Intermediate Algebra	3	1
ENGL 1010	C455	English Composition I	3	1
BIO 1010	C190	Introduction to Biology	3	1
MATH 1015	C278	College Algebra	4	2
SCIE 1020	C165	Integrated Physical Sciences	3	2
SCIE 1001	C683	Natural Science Lab	2	2
ENGL 1020	C456	English Composition II	3	2
COMM 1011	C464	Introduction to Communication	3	3
MATH 2305	C279	Pre-Calculus	4	3
CHEM 2107	C288	General Chemistry I	4	3
CHEM 2109	TSP1	General Chemistry Laboratory I	1	3
HIST 1010	C121	Survey of United States History	3	4
EDUC 2311	C847	Fundamentals of Diversity, Inclusion, and Exceptional Learners	3	4
HUMN 1010	C100	Introduction to Humanities	3	4
CHEM 2207	C289	General Chemistry II	4	4
CHEM 2209	TUP1	General Chemistry Laboratory II	1	5
EDUC 2260	C734	Psychology for Educators	3	5
POLS 1020	C181	Survey of United States Constitution and Government	3	5
GEOS 2100	QQT1	Earth and Space Science	5	5
EDUC 4409	C388	Science, Technology, and Society	5	6
EDUC 3511	C263	The Ocean Systems	4	6
EDUC 3510	C262	Advanced Geosciences	4	6
GEOS 4405	C296	Earth Science: Content Knowledge	7	7
EDUC 2320	NBT1	Classroom Management, Engagement, and Motivation	3	7
EDUC 3110	DRC1	Educational Assessment	3	7
EDUC 3310	ABP1	Introduction to Preclinical Experiences	3	8
EDUC 3120	NHC1	Introduction to Instructional Planning and Presentation	3	8
EDUC 3222	C369	Instructional Planning and Presentation in Science	3	8
EDUC 3417	AVP1	Pre-Clinical Experiences in Science	3	8
EDUC 4415	C292	Science Teaching and Learning	4	9

CCN	Course Number	Course Description	CUs	Term
EDUC 4945	C319	Supervised Demonstration Teaching in Science, Observations 1 and 2	3	10
EDUC 4946	C320	Supervised Demonstration Teaching in Science, Observation 3 and Midterm	3	10
EDUC 4947	C321	Supervised Demonstration Teaching in Science, Observations 4 and 5	3	10
EDUC 4948	C322	Supervised Demonstration Teaching in Science, Observation 6 and Final	3	10
EDUC 4795	C762	Teacher Performance Assessment in Science	2	10
EDUC 4960	C348	Professional Portfolio	1	10
EDUC 4990	C341	Cohort Seminar	3	10
		Total CUs: 121		

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

The Bachelor of Arts in Science (5-12, Physics) is a competency-based degree program that prepares students to be licensed as physics teachers in grades 5-12. All work in this degree program is online with the exception of the Demonstration Teaching and in-classroom field experience components. The program consists of work in General Education, Teacher Education Foundations and Diversity, General Science and Physics Content, Science Education, Instructional Planning and Presentation, Pre-Clinical Experiences and Demonstration Teaching.

CCN	Course Number	Course Description	CUs	Term
EDUC 2210	C272	Foundational Perspectives of Education	3	1
ENGL 1010	C455	English Composition I	3	1
BIO 1010	C190	Introduction to Biology	3	1
MATH 2305	C279	Pre-Calculus	4	1
SCIE 1020	C165	Integrated Physical Sciences	3	2
SCIE 1001	C683	Natural Science Lab	2	2
ENGL 1020	C456	English Composition II	3	2
COMM 1011	C464	Introduction to Communication	3	2
MATH 2405	C282	Calculus I	4	2
EDUC 2311	C847	Fundamentals of Diversity, Inclusion, and Exceptional Learners	3	3
CHEM 2107	C288	General Chemistry I	4	3
CHEM 2109	TSP1	General Chemistry Laboratory I	1	3
HIST 1010	C121	Survey of United States History	3	3
HUMN 1010	C100	Introduction to Humanities	3	3
EDUC 2260	C734	Psychology for Educators	3	4
POLS 1020	C181	Survey of United States Constitution and Government	3	4
MATH 2415	C283	Calculus II	4	4
CHEM 2207	C289	General Chemistry II	4	4
CHEM 2209	TUP1	General Chemistry Laboratory II	1	5
PHYS 2300	BYT1	Physics: Mechanics	3	5
PHYS 2310	BZT1	Physics: Waves and Optics	3	5
PHYS 2320	DPT1	Physics: Electricity and Magnetism	3	5
EDUC 4409	C388	Science, Technology, and Society	5	5
PHYS 3262	C738	Space, Time and Motion	4	6
PHYS 4405	C297	Physics: Content Knowledge	7	6
EDUC 2320	NBT1	Classroom Management, Engagement, and Motivation	3	6
EDUC 3110	DRC1	Educational Assessment	3	7
EDUC 3310	ABP1	Introduction to Preclinical Experiences	3	7
EDUC 3120	NHC1	Introduction to Instructional Planning and Presentation	3	7
EDUC 3222	C369	Instructional Planning and Presentation in Science	3	7
EDUC 3418	AWP1	Pre-Clinical Experiences in Science	3	8
EDUC 4415	C292	Science Teaching and Learning	4	8

CCN	Course Number	Course Description	CUs	Term
EDUC 4945	C319	Supervised Demonstration Teaching in Science, Observations 1 and 2	3	9
EDUC 4946	C320	Supervised Demonstration Teaching in Science, Observation 3 and Midterm	3	9
EDUC 4947	C321	Supervised Demonstration Teaching in Science, Observations 4 and 5	3	9
EDUC 4948	C322	Supervised Demonstration Teaching in Science, Observation 6 and Final	3	9
EDUC 4795	C762	Teacher Performance Assessment in Science	2	9
EDUC 4960	C348	Professional Portfolio	1	9
EDUC 4990	C341	Cohort Seminar	3	9
		Total CUs: 122		

Bachelor of Arts, Special Education

The Bachelor of Arts in Special Education (K-12), Cross-Categorical Model, is a competency-based program that enables teacher candidates to earn a Bachelor of Arts in Special Education (BASP) degree and leads to an initial dual licensure in Special Education (K-12) and Elementary Education (K-8) teaching certificate online (except for the in-classroom component Demonstration Teaching and options for in-classroom field experiences prior to Demonstration Teaching). This program consists of four balanced areas of study (domains), competency-based assessments, and the creation of a professional portfolio. It includes a supervised teaching practicum that consists of two placements, one in an elementary classroom and one in a middle or secondary level classroom. Both placements should support the academic needs of students with mild-to-moderate disabilities. The Special Education Cross-Categorical Model is a specifically designed program for the education and training of prospective teachers to work with students with mild/moderate disabilities in a variety of school settings, including inclusionary K-12 classrooms, resource rooms or selfcontained classrooms; serve as teacher of record K-8, as well as teach all basic school subjects in the elementary education classroom. With the successful completion of required assessments in the major area of teaching, the student can receive institutional recommendation for certification in special education and in elementary education. During the required major or sequence of the standard path, students gain knowledge, skills, and competencies essential to effective teaching while being involved in field-based experiences.

CCN	Course Number	Course Description	CUs	Term
HLTH 1010	C458	Health, Fitness and Wellness	4	1
MATH 1010	C463	Intermediate Algebra	3	1
EDUC 2210	C272	Foundational Perspectives of Education	3	1
ENGL 1010	C455	English Composition I	3	1
POLS 1020	C181	Survey of United States Constitution and Government	3	2
ENGL 1020	C456	English Composition II	3	2
HUMN 1010	C100	Introduction to Humanities	3	2
MATH 1310	C460	Mathematics for Elementary Educators I	3	2
HIST 1310	C375	Survey of World History	3	3
COMM 1011	C464	Introduction to Communication	3	3
MATH 1320	C461	Mathematics for Elementary Educators II	3	3
BIO 1010	C190	Introduction to Biology	3	3
EDUC 2240	EFP1	Cultural Studies and Diversity	3	4
SCIE 1020	C165	Integrated Physical Sciences	3	4
SCIE 1001	C683	Natural Science Lab	2	4
MATH 1330	C462	Mathematics for Elementary Educators III	3	4
HIST 1010	C121	Survey of United States History	3	4
EDUC 2260	C734	Psychology for Educators	3	5
PHIL 3010	C168	Critical Thinking and Logic	3	5
EDUC 2311	C847	Fundamentals of Diversity, Inclusion, and Exceptional Learners	3	5
SPED 4510	FCC1	Introduction to Special Education, Law and Legal Issues	4	5
EDUC 2320	NBT1	Classroom Management, Engagement, and Motivation	3	6
EDUC 3110	DRC1	Educational Assessment	3	6
SPED 4520	FJC1	Psychoeducational Assessment Practices and IEP Development/Implementation	4	6
EDUC 3120	NHC1	Introduction to Instructional Planning and Presentation	3	6

CCN	Course Number	Course Description	CUs	Term
EDUC 3223	C133	Instructional Planning and Presentation in Elementary and Special Education	3	7
EDUC 3310	ABP1	Introduction to Preclinical Experiences	3	7
EDUC 4210	C366	Elementary Reading and Literacy Methods	3	7
EDUC 2211	C269	Children's Literature	3	7
EDUC 4220	C365	Language Arts Instruction and Intervention	3	8
SPED 4530	EFV1	Behavioral Management and Intervention	4	8
EDUC 4230	C109	Elementary Mathematics Methods	3	8
EDUC 4240	C108	Elementary Science Methods	3	8
EDUC 4250	C104	Elementary Social Studies Methods	3	9
EDUC 4260	C105	Elementary Visual and Performing Arts Methods	3	9
EDUC 4270	C367	Elementary Physical Education and Health Methods	3	9
SPED 4540	FLC1	Instructional Models and Design, Supervision and Culturally Response Teaching	3	9
EDUC 3413	ALP1	Preclinical Experiences in Elementary and Special Education	3	10
EDUC 4951	C311	Supervised Demonstration Teaching in Elementary and Special Education, Obs 1 and 2	3	11
EDUC 4952	C312	Supervised Demonstration Teaching in Elementary and Special Education, Obs 3 and Midterm	3	11
EDUC 4953	C313	Supervised Demonstration Teaching in Elementary and Special Education, Obs 4 and 5	3	11
EDUC 4954	C314	Supervised Demonstration Teaching in Elementary and Special Education, Obs 6 and Final	3	11
EDUC 4751	C829	Teacher Performance Assessment in Elementary and Special Education	2	12
EDUC 4960	C348	Professional Portfolio	1	11
EDUC 4989	C340	Cohort Seminar in Special Education	3	12
		Total CUs: 135		

Post-baccalaureate Teacher Preparation, Elementary Education (K-8)

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

CCN	Course Number	Course Description	CUs	Term
EDUC 5711	FTC5	Foundations of Teaching Practice Integration	4	1
EDUC 5220	C141	Instructional Planning and Presentation in Elementary Education	2	1
MATH 5010	C682	Mathematics for Elementary Educators	3	1
EDUC 6999	C379	Elementary Reading and Literacy Methods	2	2
EDUC 6380	C380	Language Arts Instruction and Intervention	2	2
EDUC 6202	C381	Elementary Mathematics Methods	2	2
EDUC 6203	C382	Elementary Science Methods	2	2
EDUC 6709	DWP2	Application of Elementary Social Studies Methods	1	3
EDUC 6711	DZP2	Application of Elementary Visual and Performing Arts Methods	1	3
EDUC 6713	EBP2	Application of Elementary Physical Education and Health Methods	1	3
EDUC 5302	AEP2	Preclinical Experiences in Elementary Education	2	3
EDUC 6921	C323	Supervised Demonstration Teaching in Elementary Education, Observations 1 and 2	3	4
EDUC 6922	C324	Supervised Demonstration Teaching in Elementary Education, Observation 3 and Midterm	3	4
EDUC 6923	C325	Supervised Demonstration Teaching in Elementary Education, Observations 4 and 5	3	4
EDUC 6924	C326	Supervised Demonstration Teaching in Elementary Education, Observation 6 and Final	3	4
EDUC 6750	C342	Teacher Work Sample in Elementary Education	1	4
EDUC 5255	C347	Professional Portfolio	1	4
EDUC 5253	C339	Cohort Seminar	1	4
		Total CUs: 37		

Post-baccalaureate Teacher Preparation, Mathematics (5-9)

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

CCN	Course Number	Course Description	CUs	Term
EDUC 5711	FTC5	Foundations of Teaching Practice Integration	4	1
EDUC 5221	C142	Instructional Planning and Presentation in Mathematics	2	1
EDUC 6320	OPT2	Mathematics Learning and Teaching	2	1
EDUC 5303	AGP2	Pre-Clinical Experiences in Mathematics	2	2
EDUC 6310	OOT2	Mathematics History and Technology	2	2
EDUC 6932	C327	Supervised Demonstration Teaching in Mathematics, Observations 1 and 2	3	3
EDUC 6933	C328	Supervised Demonstration Teaching in Mathematics, Observation 3 and Midterm	3	3
EDUC 6934	C329	Supervised Demonstration Teaching in Mathematics, Observations 4 and 5	3	3
EDUC 6935	C330	Supervised Demonstration Teaching in Mathematics, Observation 6 and Final	3	3
EDUC 6902	VCT2	Teacher Work Sample in Mathematics	1	3
EDUC 5255	C347	Professional Portfolio	1	3
EDUC 5253	C339	Cohort Seminar	1	3
		Total CUs: 27		

Post-baccalaureate Teacher Preparation, Mathematics (5-12)

The Post-baccalaureate Teacher Preparation Program- Mathematics (5-12) is a competency-based program of study that prepares students who have earned a baccalaureate degree to be licensed to teach mathematics in grades 5-12. All work in this degree program is online with the exception of the Demonstration Teaching and in classroom field experience components. Students enter this program with a substantial background in mathematics and proceed through study in the Foundations of Teaching, Instructional Planning and Presentation, Mathematics Education, Pre-Clinical Experiences and Demonstration Teaching.

CCN	Course Number	Course Description	CUs	Term
EDUC 5711	FTC5	Foundations of Teaching Practice Integration	4	1
EDUC 5221	C142	Instructional Planning and Presentation in Mathematics	2	1
EDUC 6320	OPT2	Mathematics Learning and Teaching	2	1
EDUC 5306	ASP2	Pre-Clinical Experiences in Mathematics	2	2
EDUC 6310	OOT2	Mathematics History and Technology	2	2
EDUC 6932	C327	Supervised Demonstration Teaching in Mathematics, Observations 1 and 2	3	3
EDUC 6933	C328	Supervised Demonstration Teaching in Mathematics, Observation 3 and Midterm	3	3
EDUC 6934	C329	Supervised Demonstration Teaching in Mathematics, Observations 4 and 5	3	3
EDUC 6935	C330	Supervised Demonstration Teaching in Mathematics, Observation 6 and Final	3	3
EDUC 6902	VCT2	Teacher Work Sample in Mathematics	1	3
EDUC 5255	C347	Professional Portfolio	1	3
EDUC 5253	C339	Cohort Seminar	1	3
			Total CUs: 27	

Post-baccalaureate Teacher Preparation, Science (5-9)

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

CCN	Course Number	Course Description	CUs	Term
EDUC 5711	FTC5	Foundations of Teaching Practice Integration	4	1
EDUC 5222	C143	Instructional Planning and Presentation in Science	2	1
EDUC 5409	C389	Science, Technology, and Society	2	1
EDUC 5304	AFP2	Pre-Clinical Experiences in Science	2	2
EDUC 5420	ORT2	Science Teaching and Learning	2	2
EDUC 6942	C331	Supervised Demonstration Teaching in Science, Observations 1 and 2	3	3
EDUC 6943	C332	Supervised Demonstration Teaching in Science, Observation 3 and Midterm	3	3
EDUC 6944	C333	Supervised Demonstration Teaching in Science, Observations 4 and 5	3	3
EDUC 6945	C334	Supervised Demonstration Teaching in Science, Observation 6 and Final	3	3
EDUC 6903	VFT2	Teacher Work Sample in Science	1	3
EDUC 5255	C347	Professional Portfolio	1	3
EDUC 5253	C339	Cohort Seminar	1	3
		Total CUs: 27		

Post-baccalaureate Teacher Preparation, Science (5-12)

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

CCN	Course Number	Course Description	CUs	Term
EDUC 5711	FTC5	Foundations of Teaching Practice Integration	4	1
EDUC 5222	C143	Instructional Planning and Presentation in Science	2	1
EDUC 5409	C389	Science, Technology, and Society	2	1
EDUC 5307	AXP2	Pre-Clinical Experiences in Science	2	2
EDUC 5420	ORT2	Science Teaching and Learning	2	2
EDUC 6942	C331	Supervised Demonstration Teaching in Science, Observations 1 and 2	3	3
EDUC 6943	C332	Supervised Demonstration Teaching in Science, Observation 3 and Midterm	3	3
EDUC 6944	C333	Supervised Demonstration Teaching in Science, Observations 4 and 5	3	3
EDUC 6945	C334	Supervised Demonstration Teaching in Science, Observation 6 and Final	3	3
EDUC 6903	VFT2	Teacher Work Sample in Science	1	3
EDUC 5255	C347	Professional Portfolio	1	3
EDUC 5253	C339	Cohort Seminar	1	3
		Total CUs: 27		

Post-baccalaureate Teacher Preparation, Social Science (5-12)

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

CCN	Course Number	Course Description	CUs	Term
EDUC 5711	FTC5	Foundations of Teaching Practice Integration	4	1
EDUC 5310	C848	Fundamentals of Diversity, Inclusion, and Exceptional Learners	2	1
EDUC 5224	C144	Instructional Planning and Presentation in Social Science	2	1
EDUC 5305	AMP2	Pre-Clinical Experiences in Social Science	2	2
SOSC 3010	SPT2	Social Science Pedagogy	2	2
EDUC 6961	C335	Supervised Demonstration Teaching in Social Science, Observations 1 and 2	3	3
EDUC 6962	C336	Supervised Demonstration Teaching in Social Science, Observation 3 and Midterm	3	3
EDUC 6963	C337	Supervised Demonstration Teaching in Social Science, Observations 4 and 5	3	3
EDUC 6964	C338	Supervised Demonstration Teaching in Social Science, Observation 6 and Final	3	3
EDUC 6900	C852	Teacher Performance Assessment in Social Science	1	3
EDUC 5255	C347	Professional Portfolio	1	3
EDUC 5253	C339	Cohort Seminar	1	3
		Total CUs: 27		

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

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

CCN	Course Number	Course Description	CUs	Term
EDUC 5711	FTC5	Foundations of Teaching Practice Integration	4	1
MATH 5010	C682	Mathematics for Elementary Educators	3	1
EDUC 5220	C141	Instructional Planning and Presentation in Elementary Education	2	1
EDUC 6999	C379	Elementary Reading and Literacy Methods	2	2
EDUC 6380	C380	Language Arts Instruction and Intervention	2	2
EDUC 6202	C381	Elementary Mathematics Methods	2	2
EDUC 6203	C382	Elementary Science Methods	2	2
EDUC 6709	DWP2	Application of Elementary Social Studies Methods	1	3
EDUC 6711	DZP2	Application of Elementary Visual and Performing Arts Methods	1	3
EDUC 6713	EBP2	Application of Elementary Physical Education and Health Methods	1	3
EDUC 5302	AEP2	Preclinical Experiences in Elementary Education	2	3
EDUC 6921	C323	Supervised Demonstration Teaching in Elementary Education, Observations 1 and 2	3	4
EDUC 6922	C324	Supervised Demonstration Teaching in Elementary Education, Observation 3 and Midterm	3	4
EDUC 6923	C325	Supervised Demonstration Teaching in Elementary Education, Observations 4 and 5	3	4
EDUC 6924	C326	Supervised Demonstration Teaching in Elementary Education, Observation 6 and Final	3	4
EDUC 6750	C342	Teacher Work Sample in Elementary Education	1	4
EDUC 5255	C347	Professional Portfolio	1	4
EDUC 5253	C339	Cohort Seminar	1	4
EDUC 5111	C224	Research Foundations	2	5
EDUC 5112	C225	Research Questions and Literature Review	2	5
		Total CUs: 41		

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

The Master of Arts in Teaching, English (5-12) is a competency-based degree program that prepares students at the graduate level for licensure to teach English in grades 5-12, through the development of pedagogical skills in English curriculum development, design, and evaluation. All work in this degree program is completed online with the exception of the Demonstration Teaching and in-classroom field experience components. Students enter this program with an English major or equivalent and build on the existing knowledge base of English through the Foundations of Teaching, Teacher Education Diversity, Instructional Planning and Presentation, English Pedagogy (Grades 5-12), Pre-Clinical Experiences, Demonstration Teaching and Research Fundamentals.

CCN	Course Number	Course Description	CUs	Term
EDUC 5711	FTC5	Foundations of Teaching Practice Integration	4	1
EDUC 5310	C848	Fundamentals of Diversity, Inclusion, and Exceptional Learners	2	1
EDUC 5246	C395	Instructional Planning and Presentation in English	2	1
EDUC 5256	C397	Pre-Clinical Experiences in English	2	2
EDUC 5347	C396	English Pedagogy	3	2
EDUC 5348	C398	Supervised Demonstration Teaching in English, Observations 1 and 2	3	2
EDUC 5349	C399	Supervised Demonstration Teaching in English, Observation 3 and Midterm	3	3
EDUC 5350	C400	Supervised Demonstration Teaching in English, Observations 4 and 5	3	3
EDUC 5351	C401	Supervised Demonstration Teaching in English, Observation 6 and Final	3	3
EDUC 5255	C347	Professional Portfolio	1	4
EDUC 5253	C339	Cohort Seminar	1	4
EDUC 5111	C224	Research Foundations	2	4
EDUC 5112	C225	Research Questions and Literature Review	2	4
EDUC 5252	C853	Teacher Performance Assessment in English	1	4
		Total CUs: 32		

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

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

CCN	Course Number	Course Description	CUs	Term
EDUC 5711	FTC5	Foundations of Teaching Practice Integration	4	1
EDUC 5221	C142	Instructional Planning and Presentation in Mathematics	2	1
EDUC 6320	OPT2	Mathematics Learning and Teaching	2	1
EDUC 5303	AGP2	Pre-Clinical Experiences in Mathematics	2	2
EDUC 6310	OOT2	Mathematics History and Technology	2	2
EDUC 6932	C327	Supervised Demonstration Teaching in Mathematics, Observations 1 and 2	3	3
EDUC 6933	C328	Supervised Demonstration Teaching in Mathematics, Observation 3 and Midterm	3	3
EDUC 6934	C329	Supervised Demonstration Teaching in Mathematics, Observations 4 and 5	3	3
EDUC 6935	C330	Supervised Demonstration Teaching in Mathematics, Observation 6 and Final	3	3
EDUC 6902	VCT2	Teacher Work Sample in Mathematics	1	3
EDUC 5255	C347	Professional Portfolio	1	3
EDUC 5253	C339	Cohort Seminar	1	3
EDUC 5111	C224	Research Foundations	2	4
EDUC 5112	C225	Research Questions and Literature Review	2	4
		Total CUs: 31		

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

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

CCN	Course Number	Course Description	CUs	Term
EDUC 5711	FTC5	Foundations of Teaching Practice Integration	4	1
EDUC 5221	C142	Instructional Planning and Presentation in Mathematics	2	1
EDUC 6320	OPT2	Mathematics Learning and Teaching	2	1
EDUC 5306	ASP2	Pre-Clinical Experiences in Mathematics	2	2
EDUC 6310	OOT2	Mathematics History and Technology	2	2
EDUC 6932	C327	Supervised Demonstration Teaching in Mathematics, Observations 1 and 2	3	3
EDUC 6933	C328	Supervised Demonstration Teaching in Mathematics, Observation 3 and Midterm	3	3
EDUC 6934	C329	Supervised Demonstration Teaching in Mathematics, Observations 4 and 5	3	3
EDUC 6935	C330	Supervised Demonstration Teaching in Mathematics, Observation 6 and Final	3	3
EDUC 6902	VCT2	Teacher Work Sample in Mathematics	1	3
EDUC 5255	C347	Professional Portfolio	1	3
EDUC 5253	C339	Cohort Seminar	1	3
EDUC 5111	C224	Research Foundations	2	4
EDUC 5112	C225	Research Questions and Literature Review	2	4
		Total CUs: 31		

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

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

CCN	Course Number	Course Description	CUs	Term
EDUC 5711	FTC5	Foundations of Teaching Practice Integration	4	1
EDUC 5222	C143	Instructional Planning and Presentation in Science	2	1
EDUC 5409	C389	Science, Technology, and Society	2	1
EDUC 5304	AFP2	Pre-Clinical Experiences in Science	2	2
EDUC 5420	ORT2	Science Teaching and Learning	2	2
EDUC 6942	C331	Supervised Demonstration Teaching in Science, Observations 1 and 2	3	3
EDUC 6943	C332	Supervised Demonstration Teaching in Science, Observation 3 and Midterm	3	3
EDUC 6944	C333	Supervised Demonstration Teaching in Science, Observations 4 and 5	3	3
EDUC 6945	C334	Supervised Demonstration Teaching in Science, Observation 6 and Final	3	3
EDUC 6903	VFT2	Teacher Work Sample in Science	1	3
EDUC 5255	C347	Professional Portfolio	1	3
EDUC 5253	C339	Cohort Seminar	1	3
EDUC 5111	C224	Research Foundations	2	4
EDUC 5112	C225	Research Questions and Literature Review	2	4
		Total CUs: 31		

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

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

CCN	Course Number	Course Description	CUs	Term
EDUC 5711	FTC5	Foundations of Teaching Practice Integration	4	1
EDUC 5222	C143	Instructional Planning and Presentation in Science	2	1
EDUC 5409	C389	Science, Technology, and Society	2	1
EDUC 5307	AXP2	Pre-Clinical Experiences in Science	2	2
EDUC 5420	ORT2	Science Teaching and Learning	2	2
EDUC 6942	C331	Supervised Demonstration Teaching in Science, Observations 1 and 2	3	3
EDUC 6943	C332	Supervised Demonstration Teaching in Science, Observation 3 and Midterm	3	3
EDUC 6944	C333	Supervised Demonstration Teaching in Science, Observations 4 and 5	3	3
EDUC 6945	C334	Supervised Demonstration Teaching in Science, Observation 6 and Final	3	3
EDUC 6903	VFT2	Teacher Work Sample in Science	1	3
EDUC 5255	C347	Professional Portfolio	1	3
EDUC 5253	C339	Cohort Seminar	1	3
EDUC 5111	C224	Research Foundations	2	4
EDUC 5112	C225	Research Questions and Literature Review	2	4
		Total CUs: 31		

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

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

CCN	Course Number	Course Description	CUs	Term
EDUC 5711	FTC5	Foundations of Teaching Practice Integration	4	1
EDUC 5310	C848	Fundamentals of Diversity, Inclusion, and Exceptional Learners	2	1
EDUC 5224	C144	Instructional Planning and Presentation in Social Science	2	1
EDUC 5305	AMP2	Pre-Clinical Experiences in Social Science	2	2
SOSC 3010	SPT2	Social Science Pedagogy	2	2
EDUC 6961	C335	Supervised Demonstration Teaching in Social Science, Observations 1 and 2	3	3
EDUC 6962	C336	Supervised Demonstration Teaching in Social Science, Observation 3 and Midterm	3	3
EDUC 6963	C337	Supervised Demonstration Teaching in Social Science, Observations 4 and 5	3	3
EDUC 6964	C338	Supervised Demonstration Teaching in Social Science, Observation 6 and Final	3	3
EDUC 6900	C852	Teacher Performance Assessment in Social Science	1	3
EDUC 5255	C347	Professional Portfolio	1	3
EDUC 5253	C339	Cohort Seminar	1	3
EDUC 5111	C224	Research Foundations	2	4
EDUC 5112	C225	Research Questions and Literature Review	2	4
		Total CUs: 31		

Master of Science, Special Education

The Master of Science in Special Education is a competency-based program that enables students to earn a Master of Science in Special Education degree online. The M.S. in Special Education includes content knowledge related to teaching special education K-12 as well as research, instructional design, and performance improvement. The M.S. in Special education program also includes two Capstone experiences: 1) a 240-hour in-class supervised teaching practicum: MS SPED Teacher Work Sample Written Project/Practicum I and 2) the MS SPED Teacher Work Sample Oral Defense/Practicum II which provide students with opportunities for practical application at advanced levels in special education classrooms. The most important aspect of this program is that it provides an avenue for professionals currently engaged in a teaching career, whose content and pedagogy backgrounds are significant, to serve in our country's elementary, middle, and high schools by teaching in special education in grades K-12. In order to matriculate into the M.S. Special Education degree, students must have a valid teaching certificate and be highly qualified as defined by the "Highly Qualified Teachers" component of the No Child Left Behind (NCLB) Act.

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

Master of Science, Educational Leadership

The Master of Science in Educational Leadership is a competency-based degree program that prepares students at the graduate level to become licensed as school principals. The program's philosophy is based on that of the school principal as the school's instructional team leader. Work in this degree program takes place in a case study format and utilizes a case study school site or district. Students also complete a practicum working closely with a school administrator in a practicum school site. Practicum activities take place at both the elementary (K-6) and secondary (7-12) levels and occur during the concluding term of the program. All students complete a capstone project in which they design and implement data-driven school improvement initiatives based on the results of their case studies and practicum. The program is aligned to the ELCC 2011 standards.

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

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

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

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

Master of Arts, Mathematics Education (K-6)

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

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

Master of Arts, Mathematics Education (5-9)

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

CCN	Course Number	Course Description	CUs	Term
MATH 5710	QTT2	Finite Mathematics	2	1
MATH 5310	ROT2	Pre-Calculus	2	1
EDUC 6320	OPT2	Mathematics Learning and Teaching	2	1
MATH 5510	TOC2	Probability and Statistics I	2	1
MATH 5030	EXP2	College Geometry	2	2
EDUC 6310	OOT2	Mathematics History and Technology	2	2
MATH 6710	CYV2	Middle School Mathematics: Content Knowledge	4	2
MATH 5410	QJT2	Calculus I	2	3
EDUC 5111	C224	Research Foundations	2	3
EDUC 5112	C225	Research Questions and Literature Review	2	3
EDUC 5113	C226	Research Design and Analysis	2	3
EDUC 6027	C633	MA, Mathematics Education (5-9) Teacher Work Sample	6	4
		Total CUs: 30		

Master of Arts, Mathematics Education (5-12)

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

CCN	Course Number	Course Description	CUs	Term
MATH 5310	ROT2	Pre-Calculus	2	1
MATH 5030	EXP2	College Geometry	2	1
MATH 5406	C363	Calculus I	2	1
EDUC 6320	OPT2	Mathematics Learning and Teaching	2	1
MATH 5420	CQC2	Calculus II	2	2
MATH 5510	TOC2	Probability and Statistics I	2	2
MATH 5520	TQC2	Probability and Statistics II	2	2
EDUC 6310	OOT2	Mathematics History and Technology	2	2
MATH 6330	CXV2	Mathematics: Content Knowledge	4	3
MATH 6410	SRT2	Calculus III and Analysis	2	3
MATH 6310	RKT2	Linear Algebra	2	3
MATH 6320	QDT2	Abstract Algebra	2	4
EDUC 6028	C634	MA, Mathematics Education (5-12) Teacher Work Sample	6	4
		Total CUs: 32		

Master of Arts, Science Education (5-9)

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

CCN	Course Number	Course Description	CUs	Term
SCIE 5	GNC2	Integrated Natural Sciences	3	1
CHEM 5108	TSC2	General Chemistry I	2	1
CHEM 5109	TSP2	General Chemistry Laboratory I	1	1
CHEM 5208	TUC2	General Chemistry II	2	1
CHEM 5209	TUP2	General Chemistry Laboratory II	1	2
BIO 5100	RJT2	Principles of Biology	3	2
EDUC 5409	C389	Science, Technology, and Society	2	2
GEOS 5100	QQT2	Earth and Space Science	3	2
PHYS 5100	RNT2	General Physics	3	3
SCIE 6410	DBV2	Middle School Science: Content Knowledge	4	3
EDUC 5420	ORT2	Science Teaching and Learning	2	3
EDUC 6022	C627	MA, Science Education (5-9) Teacher Work Sample	6	4
		Total CUs: 32		

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

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

CCN	Course Number	Course Description	CUs	Term
CHEM 5108	TSC2	General Chemistry I	2	1
CHEM 5109	TSP2	General Chemistry Laboratory I	1	1
CHEM 5208	TUC2	General Chemistry II	2	1
CHEM 5209	TUP2	General Chemistry Laboratory II	1	1
MATH 5350	RXT2	Precalculus and Calculus	2	1
CHEM 5310	BVT2	Physical Chemistry	2	2
CHEM 5300	BWT2	Inorganic Chemistry	2	2
EDUC 5409	C389	Science, Technology, and Society	2	2
EDUC 5512	C267	Climate Change	3	2
CHEM 5250	AIT2	Organic Chemistry	2	3
SCIE 5500	GRT2	Biochemistry	2	3
CHEM 6410	DCV2	Chemistry: Content Knowledge	4	3
EDUC 5420	ORT2	Science Teaching and Learning	2	4
EDUC 6024	C630	MA, Science Education (5-12, Chemistry) Teacher Work Sample	6	4
		Total CUs: 33		

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

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

CCN	Course Number	Course Description	CUs	Term
SCIE 5	GNC2	Integrated Natural Sciences	3	1
CHEM 5108	TSC2	General Chemistry I	2	1
CHEM 5109	TSP2	General Chemistry Laboratory I	1	1
CHEM 5208	TUC2	General Chemistry II	2	1
CHEM 5209	TUP2	General Chemistry Laboratory II	1	2
MATH 5350	RXT2	Precalculus and Calculus	2	2
PHYS 5150	BYT2	Physics: Mechanics	2	2
PHYS 5310	BZT2	Physics: Waves and Optics	2	2
PHYS 5320	DPT2	Physics: Electricity and Magnetism	2	2
EDUC 5409	C389	Science, Technology, and Society	2	3
PHYS 5248	C739	Space, Time and Motion	3	3
PHYS 6410	DAV2	Physics: Content Knowledge	4	3
EDUC 5420	ORT2	Science Teaching and Learning	2	4
EDUC 6262	C764	MA, Science Education (5-12 Physics)Teacher Performance Assessment	6	4
		Total CUs: 34		

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

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

CCN	Course Number	Course Description	CUs	Term
SCIE 5	GNC2	Integrated Natural Sciences	3	1
CHEM 5108	TSC2	General Chemistry I	2	1
CHEM 5109	TSP2	General Chemistry Laboratory I	1	1
BIO 5100	RJT2	Principles of Biology	3	1
CHEM 5208	TUC2	General Chemistry II	2	2
CHEM 5209	TUP2	General Chemistry Laboratory II	1	2
EDUC 5409	C389	Science, Technology, and Society	2	2
BIO 5734	C758	Advanced Biology	3	2
BIO 5247	C737	Evolution	3	3
BIO 6410	CZV2	Biology: Content Knowledge	4	3
EDUC 5420	ORT2	Science Teaching and Learning	2	3
EDUC 6263	C765	MA, Science Education (5-12 Bio)Teacher Performance Assessment	6	4
		Total CUs: 32		

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

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

CCN	Course Number	Course Description	CUs	Term
SCIE 5	GNC2	Integrated Natural Sciences	3	1
MATH 5310	ROT2	Pre-Calculus	2	1
CHEM 5108	TSC2	General Chemistry I	2	1
CHEM 5109	TSP2	General Chemistry Laboratory I	1	1
CHEM 5208	TUC2	General Chemistry II	2	2
CHEM 5209	TUP2	General Chemistry Laboratory II	1	2
GEOS 5100	QQT2	Earth and Space Science	3	2
EDUC 5409	C389	Science, Technology, and Society	2	2
EDUC 5511	C266	The Ocean Systems	3	3
EDUC 5510	C265	Advanced Geosciences	3	3
GEOS 6410	DDV2	Earth Science: Content Knowledge	4	3
EDUC 5420	ORT2	Science Teaching and Learning	2	4
EDUC 6025	C631	MA, Science Education (5-12, Geo) Teacher Work Sample	6	4
		Total CUs: 34		

Master of Education, Instructional Design

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

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

Master of Education, Learning and Technology

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

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

Master of Science, Curriculum and Instruction

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

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

Endorsement Preparation Program, Educational Leadership

The Endorsement Preparation Program in Educational Leadership is a competency-based degree program that prepares students at the graduate level to become licensed as school principals. The program's philosophy is based on that of the school principal as the school's instructional team leader. Work in this endorsement program takes place in a case study format and utilizes a case study school site or district. Students also complete a practicum working closely with a school administrator in a practicum school site. Practicum activities take place at both the elementary (K-6) and secondary (7-12) levels, and occur during the concluding term of the program. The program is aligned to the ELCC 2011 standards.

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

Endorsement Preparation Program, English Language Learning (PreK-12)

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

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

Courses

ABP1 - EDUC 3310 - Introduction to Preclinical Experiences - Introduction to Preclinical Experiences engages students in utilizing video observations to reflect on a wide range of educational considerations so that they can develop the tools necessary to be prepared in the classroom. Students will document and reflect on at least 40 hours of video observation.

ACA1 - BUS 3650 - Problems in Accounting - Problems in Accounting is an application of internal control, depreciation, inventory, partnerships, and taxes. Students analyze tax treatments of various types of entities, long-term assets, and valuing receivables and inventories.

ADP1 - EDUC 3273 - Application of Instructional Planning and Presentation in Science - Application of Instructional Planning and Presentation in Science, as a continuation of the Instructional Planning and Presentation course, helps students apply, analyze, and reflect on effective classroom instruction.

ADP2 - EDUC 5723 - Applications in Instructional Planning and Presentation in Science - Application of Instructional Planning and Presentation in Elementary Education, as a continuation of the Instructional Planning and Presentation course, helps students apply, analyze, and reflect on effective classroom instruction.

AEP1 - EDUC 3410 - Preclinical Experiences in Elementary Education - Preclinical Experiences in Elementary Education provides students the opportunity to observe and participate in a wide range of in-classroom teaching experiences in order to develop the skills and confidence necessary to be an effective teacher. Students will reflect on and document at least 60 hours of in-classroom observations. Prior to entering the classroom for the observations, students will be required to meet several requirements including a cleared background check, passing scores on the state or WGU required basic skills exam, a completed resume, philosophy of teaching, and professional photo.

AEP2 - EDUC 5302 - Preclinical Experiences in Elementary Education - Preclinical Experiences in Elementary Education provides students the opportunity to observe and participate in a wide range of in-classroom teaching experiences in order to develop the skills and confidence necessary to be an effective teacher. Students will reflect on and document at least 60 hours of in-classroom observations. Prior to entering the classroom for the observations, students will be required to meet several requirements including a cleared background check, passing scores on the state or WGU required basic skills exam, a completed resume, philosophy of teaching, and professional photo.

AFP1 - EDUC 3412 - Pre-Clinical Experiences in Science - Pre-Clinical Experiences in Science provides students the opportunity to observe and participate in a wide range of in-classroom teaching experiences in order to develop the skills and confidence necessary to be an effective teacher. Students will reflect on and document at least 60 hours of in-classroom observations. Prior to entering the classroom for the observations, students will be required to meet several requirements including a cleared background check, passing scores on the state or WGU required basic skills exam, a completed resume, philosophy of teaching, and professional photo.

AFP2 - EDUC 5304 - Pre-Clinical Experiences in Science - Pre-Clinical Experiences in Science provides students the opportunity to observe and participate in a wide range of in-classroom teaching experiences in order to develop the skills and confidence necessary to be an effective teacher. Students will reflect on and document at least 60 hours of in-classroom observations. Prior to entering the classroom for the observations, students will be required to meet several requirements including a cleared background check, passing scores on the state or WGU required basic skills exam, a completed resume, philosophy of teaching, and professional photo.

AFT2 - HCM 5000 - Accreditation Audit - Accreditation Audit covers regulatory audits, resource assessment, quality improvement, patient care improvement, organization plans, risk management, effective interaction, and compliance as evidenced during an accreditation audit.

AGC1 - FOUN 1000 - Foundations of College Mathematics - Foundations of College Mathematics addresses the sequence of learning activities necessary to build competence in foundational concepts of College Mathematics, which include whole numbers, fractions, decimals, ratios, proportions and percents, geometry, statistics, the real number system, equations, inequalities, applications, and graphs of linear equations.

AGP1 - EDUC 3411 - Pre-Clinical Experiences in Mathematics - Pre-Clinical Experiences in Mathematics provides students the opportunity to observe and participate in a wide range of in-classroom teaching experiences to develop the skills and confidence necessary to be an effective teacher. Students will reflect on and document at least 60 hours of in-classroom observations. Prior to entering the classroom for the observations, students will be required to meet several requirements including a cleared background check, passing scores on the state or WGU required basic skills exam, a completed resume, philosophy of teaching, and professional photo.
Over the course of your observations, you will
• examine the interaction between instruction and learning,
• review the impact of culture on learning,
• reflect on teaching strategies and assessment practices,
• consider current classroom practices as they relate to the student experience,
• address the needs of exceptional learners, and
• analyze general and program-specific instructional methods based on student needs

AGP2 - EDUC 5303 - Pre-Clinical Experiences in Mathematics - Pre-Clinical Experiences in Mathematics provides students the opportunity to observe and participate in a wide range of in-classroom teaching experiences to develop the skills and confidence necessary to be an effective teacher. Students will reflect on and document at least 60 hours of in-classroom observations. Prior to entering the classroom for the observations, students will be required to meet several requirements including a cleared background check, passing scores on the state or WGU required basic skills exam, a completed resume, philosophy of teaching, and professional photo.
Over the course of your observations, you will
• examine the interaction between instruction and learning,
• review the impact of culture on learning,
• reflect on teaching strategies and assessment practices,
• consider current classroom practices as they relate to the student experience,
• address the needs of exceptional learners, and
• analyze general and program-specific instructional methods based on student needs

AHC1 - ECED 3540 - Contexts of Learning Integration - Contexts of Learning Integration engages students to develop competence in the elements of professional practice in Early Childhood Education. Topics include relationships and interactions; incidental teaching and social interaction; environments and routines; characteristics, needs, and interests; play in childhood; challenging behaviors; promoting positive outcomes.

AHT1 - EDUC 3541 - Contexts of Learning Application - Contexts of Learning Application provides students an opportunity to apply best professional practice in Early Childhood Education. Topics include relationships and interactions; incidental teaching and social interaction; environments and routines; characteristics, needs, and interests; play in childhood; challenging behaviors; promoting positive outcomes.

AIA1 - EDUC 4570 - Early Childhood Education Pre-clinical Experiences - Pre-Clinical Experiences provides students the opportunity for supervised practice of critical individual teaching skills in a classroom environment, and to receive feedback and coaching. It consists of 60 clock hours of field experience that includes observation, and class participation, and instructional responsibility at the following levels: Infant/Toddler; PreK-Kindergarten; and grades 1-3.

AIT2 - CHEM 5250 - Organic Chemistry - Organic Chemistry focuses on the study of compounds that contain carbon, much of which is learning how to organize and group organic compounds in order to predict their structure, behavior, and reactivity based on common bonds found within an organic compound.

AJV1 - ITEC 3340 - Server Administration - Server Administration focuses on: server installation and configuration; server commission and decommission; longterm server and system management; server monitoring and maintenance; deployment of roles for application servers; business continuity and disaster recovery; high server availability; and server and network troubleshooting.

ALP1 - EDUC 3413 - Preclinical Experiences in Elementary and Special Education - Preclinical Experiences in Elementary and Special Education provides students the opportunity to observe and participate in a wide range of in-classroom teaching experiences in order to develop the skills and confidence necessary to be an effective teacher. Students will reflect on and document at least 60 hours of in-classroom observations. Prior to entering the classroom for the observations, students will be required to meet several requirements including a cleared background check, passing scores on the state or WGU required basic skills exam, a completed resume, philosophy of teaching, and professional photo.

ALT1 - HLTH 1531 - Anatomy and Physiology Laboratory - Anatomy and Physiology Laboratory allows the student the opportunity to explore the instruments and processes used in the laboratory to examine the following elements of human anatomy and physiology: histology, body membranes, joints and movement, nervous system, endocrine system, cardiovascular system, respiratory system, digestive system, urinary system, and reproductive systems.

AMP2 - EDUC 5305 - Pre-Clinical Experiences in Social Science - Pre-Clinical Experiences in Social Science provides students the opportunity to observe and participate in a wide range of in-classroom teaching experiences in order to develop the skills and confidence necessary to be an effective teacher. Students will reflect on and document at least 60 hours of in-classroom observations. Prior to entering the classroom for the observations, students will be required to meet several requirements including a cleared background check, passing scores on the state or WGU required basic skills exam, a completed resume, philosophy of teaching, and professional photo.

AMT2 - HCM 6000 - Service Line Development - Service Line Development will address how to critically assess the competitive marketplace as well as the internal environment to establish a new line of business. Topics include needs assessment, international healthcare trends, service line management, revenue analysis, costs and productivity, communication, negotiation, health policy, health legislation, and facilities management, which are variables in the evaluation process.

ANV1 - ITEC 3625 - Software I - Learner competence will be assessed through performance on the Java Standard Edition 6 Programmer Certified Professional Exam (1Z0-851). Topics include declaration of classes, interfaces, and variables; object-oriented development; flow of control; strings, streams, and parsing; threads; generics and collections; and application development environment.

AOA2 - MATH 5210 - Number Sense and Functions - Number Sense and Functions is a performance-based assessment that evaluates a student's portfolio of work. This portfolio includes the student's responses to various prompts and an original lesson plan for each of the mathematics modules such as number sense, patterns and functions, integers and order of operations, fractions, decimals, and percentages.

ART2 - HCM 6990 - MBA, Healthcare Management Capstone Written Project - MBA, Healthcare Management Capstone Written Project serves as the culminating MBA Healthcare Management Capstone. In this assessment learners will work in teams of three or four students to simulate running a business. They will also be asked to work with a real-world organization to develop a solution to a business problem that it has.

ASA1 - EDUC 5264 - Assessment Theory and Practice - Assessment Theory and Practice focuses on issues central to assessment in the ELL environment, including high-stakes testing, standardized tests, placement and exit assessment, formative and summative assessments, and making adaptations in assessments to meet the needs of ELL students.

ASC1 - BUS 4730 - Marketing Management Concepts - Marketing Management Concepts prepares students to learn core principles in marketing management. Topics include a wide array of marketing management concepts such as the buyer decision process, segmenting markets, competitive advantage, product mix management theory, price policy, distribution strategy, and sales management. This course is completed in conjunction with AST1.

ASP1 - EDUC 3414 - Pre-Clinical Experiences in Mathematics - Pre-Clinical Experiences in Mathematics provides students the opportunity to observe and participate in a wide range of in-classroom teaching experiences to develop the skills and confidence necessary to be an effective teacher. Students will reflect on and document at least 60 hours of in-classroom observations. Prior to entering the classroom for the observations, students will be required to meet several requirements including a cleared background check, passing scores on the state or WGU required basic skills exam, a completed resume, philosophy of teaching, and professional photo.
Over the course of your observations, you will
• examine the interaction between instruction and learning,
• review the impact of culture on learning,
• reflect on teaching strategies and assessment practices,
• consider current classroom practices as they relate to the student experience,
• address the needs of exceptional learners, and
• analyze general and program-specific instructional methods based on student needs

ASP2 - EDUC 5306 - Pre-Clinical Experiences in Mathematics - Pre-Clinical Experiences in Mathematics provides students the opportunity to observe and participate in a wide range of in-classroom teaching experiences to develop the skills and confidence necessary to be an effective teacher. Students will reflect on and document at least 60 hours of in-classroom observations. Prior to entering the classroom for the observations, students will be required to meet several requirements including a cleared background check, passing scores on the state or WGU required basic skills exam, a completed resume, philosophy of teaching, and professional photo.
Over the course of your observations, you will
• examine the interaction between instruction and learning,
• review the impact of culture on learning,
• reflect on teaching strategies and assessment practices,
• consider current classroom practices as they relate to the student experience,
• address the needs of exceptional learners, and
• analyze general and program-specific instructional methods based on student needs

AST1 - BUS 4740 - Marketing Management Tasks - Marketing Management Tasks is completed in conjunction with ASC1. Students apply concepts of marketing management to specific activities designed to prepare students for real world scenarios. Topics include a wide array of marketing management concepts such as the buyer decision process, segmenting markets, competitive advantage, product mix management theory, price policy, distribution strategy, and sales management.

ATC1 - NURS 3509 - Information Management and the Application of Technology - Information Management and the Application of Technology helps the student learn how to identify and implement the unique responsibilities of nurses related to the application of technology and the management of patient information. This includes: understanding the evolving role of nurse informaticists; demonstrating the skills needed to use electronic health records; identifying nurse-sensitive outcomes that lead to quality improvement measures; supporting the contributions of nurses to patient care; examining workflow changes related to the implementation of computerized management systems; and learning to analyze the implications of new technology on security, practice, and research.

ATP1 - EDUC 3415 - Pre-Clinical Experiences in Science - Pre-Clinical Experiences in Science provides students the opportunity to observe and participate in a wide range of in-classroom teaching experiences in order to develop the skills and confidence necessary to be an effective teacher. Students will reflect on and document at least 60 hours of in-classroom observations. Prior to entering the classroom for the observations, students will be required to meet several requirements including a cleared background check, passing scores on the state or WGU required basic skills exam, a completed resume, philosophy of teaching, and professional photo.

AUA2 - MATH 5220 - Graphing, Proportional Reasoning and Equations/Inequalities - Graphing, Proportional Reasoning and Equations/Inequalities is a performance-based assessment that evaluates a student's portfolio of work. This portfolio includes the student's responses to various prompts and an original lesson plan for each of the mathematics modules such as coordinate pairs and graphing, ratios and proportional reasoning, and equations and inequalities.

AUC1 - ECED 3550 - Teaching and Learning: Literacy Integration - Teaching and Learning: Literacy Integration helps students explore the development and acquisition of literacy skills, with emphasis on emergent literacy, atypical language development, culturally responsive language and literacy development, effective reading and writing instruction, and children's literature.

AUO1 - BUSI 3702 - Concepts in Auditing and Information Systems - Concepts in Auditing and Information explores important concepts involved with preparing for and performing financial audits. Topics include internal control systems, information system auditing, the roles of public accountants and their code of professional conduct, and processes for auditing financial statements and other documentation.

AUP1 - EDUC 3416 - Pre-Clinical Experiences in Science - Pre-Clinical Experiences in Science provides students the opportunity to observe and participate in a wide range of in-classroom teaching experiences in order to develop the skills and confidence necessary to be an effective teacher. Students will reflect on and document at least 60 hours of in-classroom observations. Prior to entering the classroom for the observations, students will be required to meet several requirements including a cleared background check, passing scores on the state or WGU required basic skills exam, a completed resume, philosophy of teaching, and professional photo.

AUT1 - ECED 3551 - Teaching and Learning: Literacy Application - Teaching and Learning: Literacy Application provides students an opportunity to apply best professional practice relating to the development and acquisition of literacy skills, with emphasis on emergent literacy, atypical language development, culturally responsive language and literacy development, effective reading and writing instruction, and children's literature.

AVA2 - MATH 5230 - Geometry and Statistics - Geometry and Statistics is a performance-based assessment that evaluates a student's portfolio of work. This portfolio includes the student's responses to various prompts and an original lesson plan for each of the mathematics modules such as geometry and measurement, statistics and probability.

AVC1 - ECED 3555 - Teaching and Learning: Early Childhood Math and Science Integration - Teaching and Learning: Early Childhood Math and Science Integration helps students to develop competency in foundational concepts of early childhood mathematics and science pedagogy. Topics include mathematical concept development, mathematics instruction in early grades, and science and nature instruction.

AVP1 - EDUC 3417 - Pre-Clinical Experiences in Science - Pre-Clinical Experiences in Science provides students the opportunity to observe and participate in a wide range of in-classroom teaching experiences in order to develop the skills and confidence necessary to be an effective teacher. Students will reflect on and document at least 60 hours of in-classroom observations. Prior to entering the classroom for the observations, students will be required to meet several requirements including a cleared background check, passing scores on the state or WGU required basic skills exam, a completed resume, philosophy of teaching, and professional photo.

AVT1 - ECED 3556 - Teaching and Learning: Early Childhood Math and Science Application - Teaching and Learning: Early Childhood Math and Science Application provides students an opportunity to apply best professional practice relating to foundational concepts of early childhood mathematics and science pedagogy. Topics include mathematical concept development, mathematics instruction in early grades, and science and nature instruction.

AWP1 - EDUC 3418 - Pre-Clinical Experiences in Science - Pre-Clinical Experiences in Science provides students the opportunity to observe and participate in a wide range of in-classroom teaching experiences in order to develop the skills and confidence necessary to be an effective teacher. Students will reflect on and document at least 60 hours of in-classroom observations. Prior to entering the classroom for the observations, students will be required to meet several requirements including a cleared background check, passing scores on the state or WGU required basic skills exam, a completed resume, philosophy of teaching, and professional photo.

AXC1 - ECED 4560 - Teaching and Learning: ECE: The Arts, Movement, Health and Social Science Integration - Teaching and Learning: ECE: The Arts, Movement, Health and Social Science Integration helps students gain an understanding of health concerns and preventative plans, how children develop their skills in the arts, and how they develop understanding of self and their environment.

AXP2 - EDUC 5307 - Pre-Clinical Experiences in Science - Pre-Clinical Experiences in Science provides students the opportunity to observe and participate in a wide range of in-classroom teaching experiences in order to develop the skills and confidence necessary to be an effective teacher. Students will reflect on and document at least 60 hours of in-classroom observations. Prior to entering the classroom for the observations, students will be required to meet several requirements including a cleared background check, passing scores on the state or WGU required basic skills exam, a completed resume, philosophy of teaching, and professional photo.

AXT1 - ECED 4561 - Teaching and Learning: ECE: The Arts, Movement, Health and Social Science Application - Teaching and Learning: ECE: The Arts, Movement, Health and Social Science Application provides students an opportunity to apply best professional practice relating to early childhood health concerns and development of preventative plans, how children develop their skills in the arts, and how they develop understanding of self and their environment. As a culminating activity, students will create and teach a multi-week learning unit based on a developmentally appropriate social science theme.

AYP1 - EDUC 3724 - Application of Instructional Planning and Presentation in Elementary and Special Education - Application of Instructional Planning and Presentation in Elementary and Special Education, as a continuation of the Instructional Planning and Presentation course, helps students apply, analyze, and reflect on effective classroom instruction.

AZV1 - BUSI 3750 - Sales Management: Concepts - Sales Management: Concepts prepares students for Action Selling certification. Students learn the five critical selling skills and how to incorporate them into consistent habits.

BAP2 - EDUC 5724 - Applications in Instructional Planning and Presentation in Social Science - Applications in Instructional Planning and Presentation in Social Science, as a continuation of the Instructional Planning and Presentation course, helps students apply, analyze, and reflect on effective classroom instruction.

BCC1 - HLTH 1009 - Health, Fitness and Wellness - Health, Fitness and Wellness focuses on the importance and foundations of good health and physical fitness, particularly for children and adolescents, addressing health, nutrition, fitness, and substance use and abuse.

BDT1 - HLTH 3410 - Healthcare Informatics - This course builds competencies in project planning, management, and evaluation, as well as the adoption of new technologies in a healthcare organization. It includes competencies in evaluating medical practice workflow and functional needs of end-users, evaluating data infrastructure and information technology processes and systems, and analyzing the fiscal and human resource commitment needed in all phases of implementing and adopting new technologies. The use of health information management in diverse settings (such as health information exchanges, the personal health record, and various types of healthcare facilities) is included, as it applies to the electronic exchange of information.

BGA1 - BUS 3670 - Problems in Budgeting and Financial Statements - Problems in Budgeting and Financial Statements explores approaches to making appropriate decisions in the areas of budgets, job order costing, and analyzing financial statements. Principles of managerial accounting are applied to influence decisions related to planning, organizing, staffing, directing, and controlling the firm.

BNC1 - BUS 2000 - Organizational Behavior and Leadership - Organizational Behavior and Leadership explores how to lead and manage effectively in diverse business environments. Students are asked to demonstrate the ability to apply organizational leadership theories and management strategies in a series of scenario-based problems.

BPA1 - NURS 4222 - Critical Care Nursing Clinical - Critical Care Nursing Clinical consists of 72 clinical hours where the student works with a clinical coach, following the coaches exact schedule as determined by the University scheduling and matching department (coaches are not allowed to set schedules with students). The student typically works six, 12-hour shifts to complete the 72 hour requirement. The shifts must be completed within the designated two-week window. Demonstrated competency in the clinical key behaviors is required to pass this assessment.

BVC1 - GEOG 1310 - Geography - This course focuses on fundamentals of geography, places and regions, physical and human systems, and the environment.

BVT1 - CHEM 3310 - Physical Chemistry - Physical Chemistry introduces the study of chemistry in terms of physical concepts. It includes thermodynamics, reaction kinetics, chemical equilibrium, electrochemistry, and matter.

BVT2 - CHEM 5310 - Physical Chemistry - Physical Chemistry introduces the study of chemistry in terms of physical concepts. It includes thermodynamics, reaction kinetics, chemical equilibrium, electrochemistry, and matter.

BWC1 - SOSC 1069 - Behavioral Science - In Behavioral Science students will enhance their basic knowledge and understanding of human behaviors and relationships, as well as demonstrate insight into societal institutions as they have evolved through time. Students will learn the principles of concepts of anthropology, sociology, and psychology.

BWT2 - CHEM 5300 - Inorganic Chemistry - Inorganic Chemistry introduces the concepts of Inorganic chemistry—the branch of chemistry that studies the properties and behavior of any compound avoiding a specific focus on carbon. It will focus on the three most important areas of inorganic chemistry: the structure, properties, and reactions of various groups of inorganic compounds.

BXT2 - EDUC 6830 - MA, Mathematics Education (K-6) Capstone Written Project - MA, Mathematics Education (K-6) Capstone Written Project takes the student through the steps of planning and conducting research on a topic or issue related to the students' practice setting. The result is expected to be a significant piece of research, culminating in a written research report, including sections describing a literature review, methodology, and detailed analysis and reporting of results.

BYT1 - PHYS 2300 - Physics: Mechanics - Physics: Mechanics introduces foundational concepts of mechanics, including motion, gravitation, work and energy, momentum and collisions, rotational motion, static equilibrium, fluids, and oscillation.

BYT2 - PHYS 5150 - Physics: Mechanics - Physics: Mechanics introduces foundational concepts of mechanics, including motion, gravitation, work and energy, momentum and collisions, rotational motion, static equilibrium, fluids, and oscillation.

BZT1 - PHYS 2310 - Physics: Waves and Optics - Physics: Waves and Optics addresses foundational topics in the physics of waves and optics. Students will study basic wave motion and then apply that knowledge to the study of sound and light with even further applications to optical instruments. They will also learn about thermodynamics and theories governing the physics of gases.

BZT2 - PHYS 5310 - Physics: Waves and Optics - Physics: Waves and Optics addresses foundational topics in the physics of waves and optics. Students will study basic wave motion and then apply that knowledge to the study of sound and light with even further applications to optical instruments. They will also learn about thermodynamics and theories governing the physics of gases.

C100 - HUMN 1010 - Introduction to Humanities - This introductory humanities course allows students to practice essential writing, communication, and critical thinking skills necessary to engage in civic and professional interactions as mature, informed adults. Whether through studying literature, visual and performing arts, or philosophy, all humanities courses stress the need to form reasoned, analytical, and articulate responses to cultural and creative works. Studying a wide variety of creative works allows students to more effectively enter the global community with a broad and enlightened perspective.

C104 - EDUC 4250 - Elementary Social Studies Methods - Elementary Social Studies Methods helps students learn how to implement effective social studies instruction in the elementary classroom. Topics include social studies themes, promoting cultural diversity, integrated social studies across the curriculum, social studies learning environments, assessing social studies understanding, differentiated instruction for social studies, technology for social studies instruction, and standards-based social studies instruction.

C105 - EDUC 4260 - Elementary Visual and Performing Arts Methods - Elementary Visual and Performing Arts Methods helps students learn how to implement effective visual and performing arts instruction in the elementary classroom. Topics include integrating arts across the curriculum, music education, visual arts, dance and movement, dramatic arts, differentiated instruction for visual and performing arts, and promoting cultural diversity through visual and performing arts instruction.

C107 - BIO 2010 - Anatomy and Physiology I - Anatomy and Physiology I examines the structures and functions of the human body. The course is designed to provide students with a thorough understanding of human anatomy and physiology, including the interdependent operational relationships among them. Students will use a dissection lab to study organ systems of the human body in their healthy state including the digestive, skeletal, sensory, respiratory, reproductive, nervous, muscular, cardiovascular, lymphatic, integumentary, endocrine and renal systems. By examining these organ systems in a healthy state, healthcare professionals are more adept to recognize when a something is functioning abnormally, which is a key component to providing effective care to patients. For nursing students this is the first of two anatomy and physiology courses within the program of study. This course has no pre-requisites.

C108 - EDUC 4240 - Elementary Science Methods - Elementary Science Methods helps students learn how to implement effective science instruction in the elementary classroom. Topics include processes of science, science inquiry, science learning environments, instructional strategies for science, differentiated instruction for science, assessing science understanding, technology for science instruction, standards based science instruction, integrating science across curriculum, and science beyond the classroom.

C109 - EDUC 4230 - Elementary Mathematics Methods - Elementary Mathematics Methods helps students learn how to implement effective math instruction in the elementary classroom. Topics include differentiated math instruction, mathematical communication, mathematical tools for instruction, assessing math understanding, integrating math across the curriculum, critical thinking development, standards based math instruction, and mathematical models and representation.

C113 - EDUC 3221 - Instructional Planning and Presentation in Mathematics - Students will continue to build instructional planning skills with a focus on selecting appropriate materials for diverse learners, selecting age- and ability- appropriate strategies for the content areas, promoting critical thinking, and establishing both short- and long- term goals.

C121 - HIST 1010 - Survey of United States History - This course presents a broad and thematic survey of U.S. history from European colonization to the mid-twentieth century. Students will explore how historical events and major themes in American history have affected a diverse population.

C128 - NURS 5010 - Advanced Professional Roles and Values - The Advanced Professional Roles and Values course bridges the undergraduate nurse to higher level knowledge and accountability by examining roles of advanced professional practice. Current issues, professional and personal values, and ethical issues are examined along with scholarship and advanced practice roles.

C132 - COMM 1010 - Elements of Effective Communication - Elements of Effective Communication introduces learners to elements of communication that are valued in college and beyond. Materials are based on five principles: being aware of your communication with yourself and others; using and interpreting verbal messages effectively; using and interpreting nonverbal messages effectively; listening and responding thoughtfully to others, and adapting messages to others appropriately.

C133 - EDUC 3223 - Instructional Planning and Presentation in Elementary and Special Education - Instructional Planning and Presentation assists students as they continue to build instructional planning skills. Topics include unit and lesson planning, instructional presentation strategies, assessment, engagement, integration of learning across the curriculum, effective grouping strategies, technology in the classroom, and using data to inform instruction.

C141 - EDUC 5220 - Instructional Planning and Presentation in Elementary Education - Instructional Planning and Presentation assists students as they continue to build instructional planning skills. Topics include unit and lesson planning, instructional presentation strategies, assessment, engagement, integration of learning across the curriculum, effective grouping strategies, technology in the classroom, and using data to inform instruction.

C142 - EDUC 5221 - Instructional Planning and Presentation in Mathematics - Instructional Planning and Presentation assists students as they continue to build instructional planning skills. Topics include unit and lesson planning, instructional presentation strategies, assessment, engagement, integration of learning across the curriculum, effective grouping strategies, technology in the classroom, and using data to inform instruction.

C143 - EDUC 5222 - Instructional Planning and Presentation in Science - Instructional Planning and Presentation assists students as they continue to build instructional planning skills. Topics include unit and lesson planning, instructional presentation strategies, assessment, engagement, integration of learning across the curriculum, effective grouping strategies, technology in the classroom, and using data to inform instruction.

C144 - EDUC 5224 - Instructional Planning and Presentation in Social Science - Instructional Planning and Presentation assists students as they continue to build instructional planning skills. Topics include unit and lesson planning, instructional presentation strategies, assessment, engagement, integration of learning across the curriculum, effective grouping strategies, technology in the classroom, and using data to inform instruction.

C155 - NURS 5130 - Pathopharmacological Foundations for Advanced Nursing Practice - In Pathopharmacological Foundations for Advanced Nursing Practice, students will gain application skills by examining syndromes rather than looking at body systems independently. The course includes pathophysiologies, the associated pharmacological treatments, and social and environmental impacts.
Pathopharmacological Foundations for Advanced Nursing Practice is an integrated examination of five common and important disease processes:
• asthma
• heart failure
• obesity
• traumatic brain injury
• depression
These processes are relevant to advanced nursing practice because of their prevalence and impact on the healthcare system and the health of the nation.

C156 - NURS 5510 - Advanced Information Management and the Application of Technology - In this course you will examine the complementary roles of the master's level-prepared nursing information technology professionals, including informaticists and quality officers. You will analyze current and emerging technologies, data management, ethical, legal and regulatory, best-practice evidence, and bio-health informatics using decision-making support systems at the point of care.

C157 - NURS 5520 - Essentials of Advanced Nursing Practice Field Experience - The Essentials of Advanced Nursing Practice Field Experience course gives you an opportunity to apply leadership knowledge to evaluate a healthcare facility and then recommend an organizational change to improve population health. In this course you will integrate and apply your learning in a clinical experience working with a nurse leader. You will demonstrate and document the following skills:
• lead change to improve quality health in populations
• advance a culture of excellence through lifelong learning
• build and lead collaborative interprofessional care teams
• navigate and integrate care services across the healthcare system
• design innovative nursing practices
• translate evidence into practice

C158 - NURS 5600 - Organizational Leadership and Interprofessional Team Development - This graduate-level course builds on baccalaureate-level leadership knowledge to develop application skills in complex healthcare environments with diverse teams. Graduates will develop knowledge and competencies in the following areas:
• leadership theory
• systems and complexity theory
• advanced communication
• building consensus
Knowledge, skills, and abilities related to creating cultures of safety and leading quality improvement are key parts of this course and of contemporary leadership. Most importantly, students will develop and establish deep understanding of leadership roles within organizations, a central theme in the course. Upon successful completion of this course, Students will demonstrate:
• critical decision making, critical analysis, and visionary thinking to lead and affect positive healthcare environments;
• the ability to build consensus and communicate a compelling vision that facilitates teamwork.

C159 - NURS 5610 - Policy, Politics, and Global Health Trends - Social, political, and economic factors influence policies that impact health outcomes in acute care settings in communities, nationally and globally. Nurse leaders need to understand the determinants of health as well as how legal and regulatory processes, healthcare finances, research, the role of professional organizations, and special interest groups/lobbyists impact health outcomes. This course provides a framework for understanding the organization of healthcare delivery and financing systems in the U.S. and other nations. It addresses how policies are made and factors that influence policies at local, national, and global levels that impact health/wellness and the nursing profession. The roles of values, ethical theories, stakeholder interests, research, and recent legislation related to health policy and health outcomes will be explored. The nurse leader will gain expertise in effecting change through active participation in influencing or developing policies that impact health.

C160 - NURS 6100 - Facilitating Learning in the 21st Century - This course applies traditional learning theories in contemporary nursing practice, using 21st-century educational paradigms. Students will examine and experiment with various educational ideas including: nursing curricula development, facilitated learner development and diversity, assessment and evaluation strategies of learners, and evaluation of course and program outcomes.

C161 - NURS 6400 - Principles of Organizational Performance Management - This is the first specialization course in the nursing leadership and management track. Building on core coursework in the master's program, future nurse leaders examine the roles, responsibilities, and expectations of managers in maximizing productivity and performance in healthcare organizations. They will explore leadership issues, including how to build and motivate a team, organize staff development (including legal and ethical issues), and budget resources and time. This course encourages future nurse leaders to examine administration from a systems perspective, relying on evidence to inform their practice.

C162 - NURS 6420 - Principles of Healthcare Business and Financial Management - Business and financial healthcare practices have a significant impact on organizational outcomes. In this course, future nurse leaders examine scarce resources, financial principles, and tools for financial and business management. They will also use financial budgeting and management practices and analyze the impact of regulations on the current healthcare environment.

C163 - NURS 6430 - Strategic Leadership and Future Delivery Models - This graduate-level course emphasizes strategic leadership in healthcare, focusing on the trends and directions in the industry and the future of healthcare delivery. Future nurse leaders will have the opportunity to explore how the strategic planning processes incorporates healthcare trends and the evolution of healthcare systems, methods and concepts in strategic leadership, and the ever-changing technology in healthcare.

C164 - PHYS 1010 - Introduction to Physics - This course provides students with a comprehensive overview of the basic principles and unifying concepts of physics. Students will integrate conceptual knowledge with practical and laboratory skills. The primary audience of this course are IT majors with focus on application. The course contains interactives, reading materials, and laboratory application to help students develop a broad understanding of the practical applications of scientific concepts. Instructional content is enhanced by e-interactives and laboratory activities that will give students hands on knowledge and experience. Focus of materials are on why science is important to everyday life, practical application, and conceptual understanding. The quantitative aspects of physics will be explored as they relate to modern problems and challeges of the everyday world. Asynchronous and cohort experiences may be part of the learning experience in which community will support the educational process.

C165 - SCIE 1020 - Integrated Physical Sciences - This course provides students with an overview of the basic principles and unifying ideas of the physical sciences: physics, chemistry, and Earth sciences. Course materials focus on scientific reasoning and practical and everyday applications of physical science concepts to help students integrate conceptual knowledge with practical skills.

C168 - PHIL 3010 - Critical Thinking and Logic - Reasoning and Problem Solving helps students internalize a systematic process for exploring issues that takes them beyond an unexamined point of view and encourages them to become more self-aware thinkers by applying principles of problem identification and clarification, planning and information gathering, identifying assumptions and values, analysis and interpretation of information and data, reaching well-founded conclusions, and identifying the role of critical thinking in the disciplines and professions.

C169 - ITEC 2203 - Scripting and Programming - Applications - This course provides an introduction to programming. It covers data structures, algorithms, and programming paradigms. It presents the concept of an object as well as the object-oriented paradigm and its importance. A survey of languages is covered and the distinction between interpreted and compiled languages is introduced.

C170 - ITEC 2204 - Data Management - Applications - This course covers conceptual data modeling and provides an introduction to MySQL. Students will learn how to create simple to complex SELECT queries including subqueries and joins, and will also learn how to use SQL to update and delete data. Topics covered in this course include exposure to MySQL; developing physical schemas; creating and modifying databases, tables, views, foreign keys/primary keys (FKs/PKs), and indexes; populating tables; and developing simple Select-From-Where (SFW) queries to complex 3+ table join queries.

C172 - ITEC 2102 - Network and Security - Foundations - This course introduces students to the components of a computer network and the concept and role of communication protocols. The course will cover widely used categorical classifications of networks (i.e CAN, LAN, MAN, WAN) as well as network topologies, physical devices, and layered abstraction. The course will also introduce students to basic concepts of security, covering vulnerabilities of networks and mitigation techniques, security of physical media, and security policies and procedures.

C173 - ITEC 2103 - Scripting and Programming - Foundations - This course provides an introduction to programming covering data structures, algorithms, and programming paradigms. The course presents the student with the concept of an object as well as the object-oriented paradigm and its importance. A survey of languages is covered and the distinction between interpreted and compiled languages is introduced.

C175 - ITEC 2104 - Data Management - Foundations - This course introduces students to the concepts and terminology used in the field of data management. They will be introduced to Structured Query Language (SQL) and will learn how to use Data Definition Language (DDL) and Data Manipulation Language (DML) commands to define, retrieve, and manipulate data. This course covers differentiations of data—structured vs. unstructured and quasi-structured (relational, hierarchical, XML, textual, visual, etc); it also covers aspects of data management (quality, policy, storage methodologies). Foundational concepts of data security are included.

C176 - ITEC 2105 - Business of IT - Project Management - This course introduces the student to the project management & business analysis process within the context of an IT project. Fundamental concepts of project management will be covered including all phase of project management during a system life cycle including business analysis, requirements capturing, issue tracking, and release planning. Additional topics to include: development environments (dev, integration, QA, production), help desk and support, IT planning for business continuity. This course prepares students for the following certification exam: CompTIA Project+.

C178 - ITEC 2202 - Network and Security - Applications - This course prepares students for the following certification exam: CompTIA Security+.

C179 - ITEC 2205 - Business of IT - Applications - This course introduces IT students to information systems (IS). The course includes important topics related to management of information systems (MIS), such as system development, and business continuity. The course also provides an overview of management tools and issue tracking systems.

C180 - PSYC 1010 - Introduction to Psychology - In this course, students will develop an understanding of psychology and how it helps them better understand others and themselves. Students will learn general theories about psychological development, the structure of the brain, and how psychologists study behavior. They will gain an understanding of both normal and disordered psychological behaviors, as well as general applications of the science of psychology in society (such as personality typing and counseling).

C181 - POLS 1020 - Survey of United States Constitution and Government - In Survey of United States Constitution and Government, you will examine the structure, institutions and principles of the American political system. The foundation of the United States government is the U.S. Constitution, and this course will introduce the concepts of (a) separation of powers, (b) checks and balances, (c) civil liberties and civil rights, and (d) federalism and republicanism. By completing this course, you will have proven competency in the structures of government, your own role in the policy-making process, and the ways in which the Constitution and government has changed over time.

C182 - ITEC 2001 - Introduction to IT - This course introduces students to information technology as a discipline and the various roles and functions of the IT department as business support. Students are presented with various IT disciplines including systems and services, network and security, scripting and programming, data management, and business of IT, with a survey of technologies in every area and how they relate to each other and to the business.

C183 - ITEC 2652 - Operating Systems - 70-687 Windows 8 (part 1 of MCSA cert)

C184 - ITEC 2653 - Operating Systems Management Policies - Course prepares student for Microsoft Windows 8 70-688 exam

C185 - ITEC 3311 - Network Policies and Services Management - This course prepares students for the following certification exam: MCSA: Installing and Configuring Windows Server.

C186 - ITEC 3741 - Server Administration - This course prepares students for the following certification exam: MCSA: Administering Windows Server.

C187 - ITEC 3341 - Network Reliability and Fault Tolerance - This course prepares students for the following certification exam: MCSA: Configuring Advanced Windows Server.

C188 - ITEC 2213 - Software Engineering - This course introduces the concepts of software engineering to IT core graduates. It is a standalone course that is critical to the IT program. It emphasizes the need for a disciplined approach to software engineering by providing an overview of software and software engineering processes and why they are challenging. A generic process framework is covered to provide the groundwork for formal process models. Prescriptive process models (e.g., Waterfall Model) and Agile Development is included. An introduction to the elements/phases of software engineering is introduced which includes Requirements Engineering (including UML, Use Cases), Design Concepts, Software Quality and Software Testing, and Project Management.

C189 - ITEC 2214 - Data Structures - Students will learn the fundamentals of dynamic data structures, such as bags, lists, stacks, queues, trees, hash tables, and their associated algorithms, using object-oriented design and abstract data types as a design paradigm. The course emphasizes problem solving and techniques applied to the design of efficient, maintainable software applications. Students will implement simple applications using the techniques learned.

C190 - BIO 1010 - Introduction to Biology - This course is an introduction to the biological sciences for non major students. The overarching theories of life from biological research are explored as well as the fundamental concepts and principles of the study of living organisms and their interaction with the environment. Key concepts include how living organisms use and produce energy; how life grows, develops, and reproduces; how life responds to the environment to maintain internal stability; and how life evolves and adapts to the environment.

C191 - ITEC 2211 - Operating Systems for Programmers - This course covers operating systems from the perspective of a programmer including the placement of the operating system in the layered application development model. Primarily OSs provide Memory Management, Task Scheduling, and CPU allocation. Secondarily, OSs provide tools for file storage/access, permission control, event handling, network access, and cross-process interaction. OSs also provide tools for debugging problems within a single process or within groups of programs.

C192 - ITEC 3003 - Data Management for Programmers - This course introduces storage of various kinds and formats of data. Students will use standard SQL to demonstrate query capabilities provided by database management systems. The course will further cover data-related topics: data presentation, security (access and encryption), transaction management, and administration (backup, disaster recovery, and performance tuning). This course will address advanced topics such as data warehousing, data mining and distributed databases.

C193 - ITEC 3002 - Client-Server Application Development - This course introduces students to client/server application programming classes, structures, and concepts. The course covers networking and client/server, streams, threads, URLs, URIs, HTTP, and socket programming concepts.

C195 - ITEC 3023 - Software II - Advanced Java Concepts - Software II – Advanced Java Concepts refines object-oriented programming expertise and builds database and file server application development skills. You will learn about and put into action lambda expressions, collections, input/output, advanced error handling, and the newest features of Java 8 to develop software that meets business requirements. This course requires intermediate expertise in object-oriented programming and the Java language.

C196 - ITEC 3033 - Mobile Application Development - This course introduces students to programming for mobile devices using a Software Development Kit (SDK). Students with previous knowledge of programming will learn how to install and utilize a SDK, build a basic mobile application, build a mobile applications using a graphical user interface(GUI), adapt applications to different mobile devices, save data, execute and debug mobile applications using emulators, and deploy a mobile application.

C200 - MGMT 5000 - Managing Organizations and Leading People - This course covers principles of effective management and leadership that maximize organizational performance. The following topics are included: the role and functions of a manager, analysis of personal leadership styles, approaches to self-awareness and self-assessment, and application of foundational leadership and management skills.

C201 - BUS 5000 - Business Acumen - This course introduces you to the operation of the business enterprise and the role of management in directing its activities. You will examine the roles of management in the context of business functions such as marketing, operations, accounting, finance, and others.

C202 - HRM 5010 - Managing Human Capital - This course focuses on strategies and tools that managers use to maximize employee contribution and create organizational excellence. You will learn talent management strategies to motivate and develop employees as well as best practices to manage performance for added value.

C203 - MGMT 5020 - Becoming an Effective Leader - This course explores major theories and approaches to leadership, leadership style evaluation, and personal leadership development while focusing on motivation, development, and achievement of others. You will learn how to influence followers, manage organizational culture, and enhance your effectiveness as a leader.

C204 - MGMT 5010 - Management Communication - This course prepares you for the communication challenges in organizations. Topics examined include: theories and strategies of communication, persuasion, conflict management and ethics that enhance communication to various audiences.

C205 - MGMT 5030 - Leading Teams - This course helps you establish team objectives, align the team purpose with organizational goals, build credibility and trust, and develop the talents of individuals to enhance team performance.

C206 - MGMT 6000 - Ethical Leadership - This course examines the ethical issues and dilemmas managers face. This course provides a framework for analysis of management-related ethical issues and decision-making action required for satisfactory resolution of these issues.

C207 - MGMT 6010 - Data-Driven Decision Making - This course presents critical problem-solving methodologies, including field research and data collection methods that enhance organizational performance. Topics include quantitative analysis, statistical and quality tools. You will improve your ability to use data to make informed decisions.

C208 - MGMT 6040 - Change Management and Innovation - This course provides an overview of change theories and innovation practices. This course will emphasize the role of leadership in influencing and managing change in response to challenges and opportunities facing organizations.

C209 - MGMT 6050 - Strategic Management - This course focuses on models and practices of strategic management including developing and implementing both short and long term strategy and evaluating performance to achieve strategic goals and objectives.

C210 - MGMT 6910 - Management and Leadership Capstone - This course is the culminating assessment of the MSML curriculum and requires you to synthesize core knowledge from across the degree program and apply research skills in order to improve an organization. You will be asked to work with a real-world organization to address a management or leadership challenge.

C211 - ECON 5000 - Global Economics for Managers - This course examines how economic tools, techniques, and indicators can be used for solving organizational problems related to competitiveness, productivity, and growth. You will explore the management implications of a variety of economic concepts and effective strategies to make decisions within a global context.

C212 - MKTG 5000 - Marketing - This course will focus on the marketing function and its impact on the overall success of an organization. Topics include consumer behavior, marketing theories and strategies, product positioning, the competitive environment, and effectiveness of the marketing function. A key element of the course will include the relationship of the "marketing mix" to strategic planning.

C213 - ACCT 5000 - Accounting for Decision Makers - This course provides you with the accounting knowledge and skills to assess and manage a business. Topics include the accounting cycle, financial statements, taxes, and budgeting. You will improve your ability to understand reports and use accounting information to plan and make sound business decisions.

C214 - FINC 6000 - Financial Management - This course covers practical approaches to analysis and decision making in the administration of corporate funds, including capital budgeting, working capital management, and cost of capital. Topics include financial planning, management of working capital, analysis of investment opportunities, sources of long-term financing, government regulations, and global influences. You will improve your ability to interpret financial statements and manage corporate finances.

C215 - MGMT 6020 - Operations Management - This course focuses on the strategic importance of operations management to overall performance. This course also emphasizes principles of supply chain management relevant to a variety of business operations ranging from manufacturing goods to retail services. You will examine the various planning, control, and decision-making tools and techniques of the operations function.

C216 - MGMT 6900 - MBA Capstone - This course is the culminating assessment of the MBA curriculum and covers all previous assessment topics. You will work with a real-world organization to develop a solution to a business problem. In addition, you will work in teams of three or four students to simulate running a business. One unique aspect of the simulation is that there are scheduled dates each week for simulation decisions. Since all teams are required to meet the deadlines and work at the same pace this aspect of the assessment cannot be accelerated.

C217 - PSYC 2010 - Human Growth and Development Across the Lifespan - This course introduces students to human development across the lifespan. This will include an introductory survey of cognitive, psychological, and physical growth. Students will gain an understanding in regards to the emergence of personality, identity, gender and sexuality, social relationships, emotion, language, and moral development through life. This will include milestones such as education, achievement, work, dying, and death.

C218 - ITM 6900 - MBA, Information Technology Management Capstone - This course is the culminating assessment of the MBA, IT Management curriculum and focuses on strategic management while allowing for the synthesis of previous assessment topics. You will work in teams of three or four students to simulate running a business. One unique aspect of the simulation is that there are scheduled dates each week for simulation decisions. Since all teams are required to meet the deadlines and work at the same pace this aspect of the assessment cannot be accelerated.

C219 - HCM 6900 - MBA, Healthcare Management Capstone - This course is the culminating assessment of the MBA, Healthcare Management curriculum and focuses on strategic management while allowing for the synthesis of previous assessment topics. You will work in teams of three or four students to simulate running a business. One unique aspect of the simulation is that there are scheduled dates each week for simulation decisions. Since all teams are required to meet the deadlines and work at the same pace this aspect of the assessment cannot be accelerated.

C220 - ITEC 2659 - Operating Systems I - This course prepares students for Linux + Part 1 LX0-101 certification.

C221 - ITEC 2669 - Operating Systems II - This course prepares the student for vendor assessment CompTIA Linux + Part 2 LX0-102.

C224 - EDUC 5111 - Research Foundations - The Research Foundations course focuses on the essential concepts in educational research, including quantitative, qualitative, mixed, and action research; measurement and assessment; and strategies for obtaining warranted research results.

C225 - EDUC 5112 - Research Questions and Literature Review - The Research Questions and Literature Reviews course focuses on how to conduct a thorough literature review that addresses and identifies important educational research topics, problems, and questions, and helps determine the appropriate kind of research and data needed to answer one's research questions and hypotheses.

C226 - EDUC 5113 - Research Design and Analysis - The Research Design and Analysis course focuses on applying strategies for effective design of empirical research studies. Particular emphasis is placed on selecting or constructing the design that will provide the most valid results, analyzing the kind of data that would be obtained, and making defensible interpretations and drawing appropriate conclusions based on the data.

C227 - EDUC 5114 - Research Proposals - Research Proposals focuses on planning and writing a well-organized and complete research proposal. The relationship of the sections in a research proposal to the sections in a research report will be highlighted.

C228 - NURS 3418 - Community Health and Population-Focused Nursing - Community Health and Population-Focused Nursing will assist students in becoming familiar with foundational theories and models of health promotion applicable to the community health nursing environment. Students will develop an understanding of how policies and resources influence the health of populations. Focus is concentrated on learning the importance of a community assessment to improve or resolve a community health issue. Students will be introduced to the relationships between cultures and communities and the steps necessary to create community collaboration with the goal to improve or resolve community health issues in a variety of settings. Students will gain a greater understanding of health systems in the United States, global health issues, quality-of-life issues, cultural influences, community collaboration, and emergency preparedness.

C229 - NURS 3419 - Community Health and Population-Focused Nursing Field Experience - Community Health and Population-Focused Nursing, Field Experience will introduce and familiarize students with clinical aspects of health promotion and disease prevention in the community health nursing environment. Students will practice skills based on clinical priorities, methodology, and resources that positively influence the health of populations by assessing a primary prevention topic in the community. Students will demonstrate critical thinking skills by applying principals of community health nursing in a variety of community settings aligning with the selected primary prevention topic. As part of this process, students will be required to complete a minimum of 90 practice hours in order to meet the requirements of the course. Practice hours include direct and indirect hours of activity engaged with the community or population chosen as your focus. Students will describe the completed Field Experience in a written assessment that will also outline recommendations to improve the community health conc

C230 - NURS 3420 - Community Health and Population-Focused Nursing Clinical - This course will assist students to become familiar with clinical aspects of health promotion and disease prevention, applicable to the community health nursing environment. Students will practice skills based on clinical priorities, methodology, and resources that positively influence the health of populations. Students will demonstrate critical thinking skills by applying principals of community health nursing in a varity of settings. Students will design, implement and evaluate a project in community health. Students will develop health promotion and disease prevention strategies for population groups.

C232 - HRM 2100 - Introduction to Human Resource Management - The course provides an introduction to the management of human resources, the function within an organization that focuses on recruitment, management, and direction for the people who work in the organization. Students will be introduced to HR topics such as strategic workforce planning and employment; compensation and benefits; training and development; employee and labor relations; occupational health, safety and security.

C233 - HRM 3100 - Employment Law - This course reviews the legal and regulatory framework surrounding employment, including recruitment, termination, and discrimination law. The course topics include employment-at-will, EEO, ADA, OSHA, and other laws affecting the workplace. Students will learn to analyze current trends and issues in employment law and apply this knowledge to effectively manage risk in the employment relationship.

C234 - HRM 3200 - Workforce Planning: Recruitment and Selection - This course focuses on building a highly skilled workforce by using effective strategies and tactics for recruiting, selecting, hiring, and retaining employees.

C235 - HRM 3500 - Training and Development - This course focuses on the development of human capital (i.e., growing talent) by applying effective learning theories and practices for training and developing employees. Throughout this course, you will develop essential skills for improving and empowering organizations through high-caliber training and development processes.

C236 - HRM 3600 - Compensation and Benefits - This course develops competence in understanding, designing, and implementing compensation and benefit systems in an organization. It uses a Total Rewards perspective to integrate the tangible rewards (e.g., salary, bonuses, etc.) with employee benefits (e.g., health insurance, retirement plan, etc.) and intangible rewards (e.g., location, work environment, etc.) so that students can use all forms of rewards fairly and effectively to enable job satisfaction and organizational performance.

C237 - ACCT 3630 - Taxation I - This course focuses on the taxation of individuals. It provides an overview of income taxes of both individuals and business entities in order to enhance awareness of the complexities and sources of tax law and to measure and analyze the effect of various tax options. The course will introduce taxation of sole proprietorships. Students will learn principles of individual taxation and how to develop effective personal tax strategies for individuals. Students will also be introduced to tax research of complex taxation issues.

C238 - ACCT 4620 - Taxation II - Welcome to Taxation II! This course focuses on the taxation of business entities, including corporations, partnerships, and LLCs. Important taxation concepts and skills discussed in this course include tax reporting, planning, and research skills applicable to a variety of business contexts. The activities you will complete for this course emphasize the role of taxes in business decisions and business strategy.

C239 - ACCT 6100 - Advanced Tax Concepts - This course is designed to enhance your awareness of the complexities and sources of tax law and to measure and analyze the effect of various tax options. This course provides an overview of income taxes on individuals, corporations, associations, reorganizations, and corporate distributions. This course emphasizes the role of taxes in business decisions and business strategy.

C240 - ACCT 4800 - Auditing - This course will walk you through the auditing process, including planning, conducting, documenting, and reporting an audit. You will also learn the roles and professional standards of public accountants. This course is designed to help you study for the CPA exam and develop essential skills for real-world experience.

C241 - ACCT 4650 - Business Law for Accountants - Welcome to Business Law for Accountants! While you may have had exposure to other law or even business law courses, this course focuses on those areas of the law that traditionally impact accounting-related and business transaction-related decision functions. The course represents the legal and accounting concepts governing the conduct of business in the United States. It will cover laws and regulations relevant to business operations.

C242 - ACCT 3640 - Accounting Information Systems - Welcome to Accounting Information Systems! This course introduces a variety of accounting information systems and internal controls necessary for effective systems. Students will learn how to document and evaluate the process flows of accounting information systems, evaluate internal controls within accounting systems, and use QuickBooks Online.

C243 - ACCT 5100 - Advanced Financial Accounting - This course builds upon your accounting knowledge by focusing on advanced financial accounting topics such as consolidations, partnership accounting, and international accounting.

C244 - ACCT 6200 - Advanced Auditing - This course introduces the basic concepts, standards, procedures, and practices of auditing, the changing role of the independent auditor, professional conduct and ethics, auditor's reporting responsibilities, risk assessment, internal control, evidential matter, and management fraud. This course is designed to help you examine how the role of internal and external auditing can best be performed through studying cases of audit activities.

C245 - ACCT 6300 - Accounting Research - The Accounting Research course is an upper level course that builds research application skills through identification of accounting issues and researching concepts related to public accounting firms, businesses, and regulating authorities. This course helps students develop analytical and research capabilities and apply the technical knowledge of accounting theory and principles to solve complex accounting problems.

C246 - ITEC 3731 - Fundamentals of Interconnecting Network Devices - This course prepares students for the Cisco CCENT certification exam, Interconnecting Cisco Networking Devices Part I (ICND1). This is also the first of two exams that lead to Cisco Certified Networking Associate (CCNA) certification.

C247 - ITEC 3751 - Interconnecting Network Devices - This course prepares students for the second Cisco CCNA certification exam, Interconnecting Cisco Networking Devices Part 2 (ICND2).

C248 - ACCT 3610 - Intermediate Accounting I - This is the first of two courses encompassing more advanced accounting concepts. It will offer a more comprehensive treatment of concepts learned in previous accounting courses. It will cover accounting standards, the conceptual accounting framework, preparation of selected financial statements, time value of money, receivables, fixed assets, intangible assets, and both long- and short-term liabilities.

C249 - ACCT 3620 - Intermediate Accounting II - This is the second of two intermediate accounting courses. This course provides a more comprehensive treatment of concepts learned in Fundamentals of Accounting. This course will cover stockholders' equity, dilutive securities, investments, revenue recognition, accounting for income taxes, pensions and post-retirement benefits, leases, financial disclosures, and the preparation of the statement of cash flows.

C250 - ACCT 3660 - Cost and Managerial Accounting - The Cost and Managerial Accounting course will cover managerial accounting as part of the information managers' use for planning and controlling operations. It prepares students to consider cost behavior and employ various cost methods. Job-order costing, process costing, and activity-based costing methods will be covered, along with cost-benefit analysis, standard costing, variance analysis, and cost reporting.

C251 - ACCT 4900 - Accounting Capstone - This course is the culminating assessment of the accounting curriculum and requires students to synthesize core knowledge from across the degree program and apply accounting skills to benefit an organization. Students will be asked to work with case studies to address an accounting challenge.

C252 - ACCT 5200 - Governmental and Nonprofit Accounting - This course is designed to be an introduction to the theory and practice of accounting in governmental and nonprofit entities. The course includes a thorough examination of the process of analyzing and recording transactions by governmental and nonprofit organization and their preparation of financial statements in accordance with Financial Accounting Board (FASB) and Governmental Accounting Standards Board (GASB) standards. This course includes accounting for governmental and nonprofit entities (local, state, and federal) and voluntary organizations.

C253 - ACCT 5300 - Advanced Managerial Accounting - This course introduces the complexity and functionality of managerial accounting systems within an organization. It covers the topics of product costing (including Activity Based Costing), decision making (including capital budgeting), profitability analysis, budgeting, performance evaluation, and reporting related to managerial decision-making. This course provides the opportunity for a detailed study of how managerial accounting information supports the operational and strategic needs of an organization and how managers use accounting information for decision-making, planning and controlling activities within organizations.

C254 - ACCT 6000 - Fraud and Forensic Accounting - This course provides a framework for detecting and preventing financial statement fraud. Topics include the profession's focus and legislation of fraud, revenue- and inventory-related fraud, and liability, asset, and inadequate disclosure fraud.

C255 - GEOG 1311 - Introduction to Geography - This course will discuss geographic concepts, places and regions, physical and human systems and the environment.

C256 - HLTH 2215 - Health Information Law and Regulations - Health Information Law and Regulations prepares you to manage health information in compliance with legal guidelines and teaches you how to respond to questions and challenges when legal issues occur. It also illustrates the types of situations occurring in health information management which could result in ethical dilemmas, and establishes a foundation for your work based on legal and ethical guidelines.

C258 - HLTH 4415 - Financial Resource Management and Healthcare Reimbursement - The focus of this area of study is developing competencies in the management of financial resources at the departmental or organizational level. Competency areas include analysis of reimbursement systems and how the coding and billing function impacts the revenue cycle; general accounting principles; legal, regulatory, and compliance issues related to finance; strategic financial planning, and management control processes.

C262 - EDUC 3510 - Advanced Geosciences - This course supports the assessments for WWT1. The course covers 4 competencies.

C263 - EDUC 3511 - The Ocean Systems - In this course, learners investigate the complex ocean system by looking at the way its components—atmosphere, biosphere, geosphere, hydrosphere—interact. Specific topics include: origins of Earth's oceans and the early history of life; physical characteristics and geologic processes of the ocean floor; chemistry of the water molecule; energy flow between air and water, and how ocean surface currents and deep circulation patterns affect weather and climate; marine biology and why ecosystems are an integral part of the ocean system; the effects of human activity; and the role of professional educators in teaching about ocean systems.

C264 - EDUC 3512 - Climate Change - This course explores the science of climate change. Students will learn how the climate system works; what factors cause climate to change across different time scales and how those factors interact; how climate has changed in the past; how scientists use models, observations and theory to make predictions about future climate; and the possible consequences of climate change for our planet. The course explores evidence for changes in ocean temperature, sea level and acidity due to global warming. Students will learn how climate change today is different from past climate cycles and how satellites and other technologies are revealing the global signals of a changing climate. Finally, the course looks at the connection between human activity and the current warming trend and considers some of the potential social, economic and environmental consequences of climate change.

C265 - EDUC 5510 - Advanced Geosciences - This course supports the assessments for WWT2. The course covers 4 competencies.

C266 - EDUC 5511 - The Ocean Systems - In this course, learners investigate the complex ocean system by looking at the way its components—atmosphere, biosphere, geosphere, hydrosphere—interact. Specific topics include: origins of Earth's oceans and the early history of life; physical characteristics and geologic processes of the ocean floor; chemistry of the water molecule; energy flow between air and water, and how ocean surface currents and deep circulation patterns affect weather and climate; marine biology and why ecosystems are an integral part of the ocean system; the effects of human activity; and the role of professional educators in teaching about ocean systems.

C267 - EDUC 5512 - Climate Change - This course explores the science of climate change. Students will learn how the climate system works; what factors cause climate to change across different time scales and how those factors interact; how climate has changed in the past; how scientists use models, observations and theory to make predictions about future climate; and the possible consequences of climate change for our planet. The course explores evidence for changes in ocean temperature, sea level and acidity due to global warming. Students will learn how climate change today is different from past climate cycles and how satellites and other technologies are revealing the global signals of a changing climate. Finally, the course looks at the connection between human activity and the current warming trend and considers some of the potential social, economic and environmental consequences of climate change.

C268 - BUIT 2200 - Spreadsheets - The Spreadsheets course will help students become proficient in using spreadsheets to analyze business problems. Students will demonstrate competency in spreadsheet development and analysis for business/accounting applications (e.g., using essential spreadsheet functions, formulas, charts, etc.)

C269 - EDUC 2211 - 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 to the field of children's literature.

C272 - EDUC 2210 - Foundational Perspectives of Education - This course provides an introduction to the historical, legal, and philosophical foundations of education. Current educational trends, reform movements, major federal and state laws, legal and ethical responsibilities, and an overview of standards-based curriculum are the focus of the course. The course of study presents a discussion of changes and challenges in contemporary education. It covers the diversity found in American schools, introduces emerging educational technology trends, and provides an overview of contemporary topics in education.

C273 - SOCG 1010 - Introduction to Sociology - This course teaches students to think like sociologists, in other words, to see and understand the hidden rules, or norms, by which people live, and how they free or restrain behavior. Students will learn about socializing institutions, such as schools and families, as well as workplace organizations and governments. Participants will also learn how people deviate from the rules by challenging norms, and how such behavior may result in social change, either on a large scale or within small groups.

C274 - NURS 2035 - Nutrition for Contemporary Society - Nutritional ignorance or misunderstandings are at the root of the health problems that most Americans face today. Nurses need to be armed with the most current information available about nutrition science including how to understand nutritional content of food, implications of exercise and activity on food consumption and weight management, and management of community or population specific nutritional challenges. The Nutrition for Contemporary Society course should prepare nurses to provide support, guidance and teaching about incorporation of sound nutritional principles into daily life for health promotion. This course covers the following concepts: nutrition to support wellness; healthy nutritional choices; nutrition and physical activity; nutrition through the lifecycle; safety and security of food; and nutrition and global health environments.

C277 - MATH 1709 - Finite Mathematics - Included in this course are the following main topics: proofs, set theory, logic, number theory, mathematical systems, modular arithmetic, and graph theory.

C278 - MATH 1015 - College Algebra - This course provides further application and analysis of algebraic concepts and functions through mathematical modeling of real-world situations. Topics include: real numbers, algebraic expressions, equations and inequalities, graphs and functions, polynomial and rational functions, exponential and logarithmic functions, and systems of linear equations.

C279 - MATH 2305 - Pre-Calculus - Pre-Calculus covers the knowledge and skills necessary to apply trigonometry, complex numbers, systems of equations, vectors and matrices, and sequence and series and to use appropriate technology to model and solve real-life problems. Topics include degrees, radians and arcs, reference angles and right triangle trigonometry, graphing and transforming trigonometric functions and their inverses, solving trigonometric equations, using and proving trigonometric identities, geometric, rectangular, and polar approaches to complex numbers, DeMoivre's Theorem, systems of linear equations and matrix-vector equations, systems of nonlinear equations, systems of inequalities, and arithmetic and geometric sequences and series. Candidates should have completed a course in College Algebra before engaging in this course.

C280 - MATH 2505 - Probability and Statistics I - Probability and Statistics I covers the knowledge and skills necessary to apply basic probability, descriptive statistics, and statistical reasoning, and to use appropriate technology to model and solve real-life problems. It provides an introduction to the science of collecting, processing, analyzing, and interpreting data. Topics include creating and interpreting numerical summaries and visual displays of data; regression lines and correlation; evaluating sampling methods and their effect on possible conclusions; designing observational studies, controlled experiments, and surveys; and determining probabilities using simulations, diagrams, and probability rules. Candidates should have completed a course in College Algebra before engaging in this course.

C281 - MATH 3205 - College Geometry - College Geometry covers the knowledge and skills necessary to apply geometry to model and solve real-life problems, to do formal axiomatic proofs in geometry, and to use dynamic technology to explore geometry. Topics include axiomatic systems and analytic proof; Non-Euclidean geometries; construction, analytic and synthetic methods for investigating and proving properties and relationships of two- and three-dimensional objects; geometric transformations, tessellations, and using inductive reasoning; concrete models; and dynamic technology to conduct geometric investigations. Candidates should have completed at least a course in College Algebra and preferably one in Pre-Calculus before engaging in this course.

C282 - MATH 2405 - Calculus I - Calculus I is the study of rates of change in relation to the slope of a curve. It covers the knowledge and skills necessary to use differential calculus of one variable and appropriate technology to solve basic problems. Topics include graphing functions and finding their domains and ranges; limits, continuity, differentiability, visual, analytical, and conceptual approaches to the definition of the derivative; the power, chain, and sum rules applied to polynomial and exponential functions, position and velocity; and L'Hopital's Rule. Candidates should have completed a course in Pre-Calculus before engaging in this course.

C283 - MATH 2415 - Calculus II - Calculus II is the study of the accumulation of change in relation to the area under a curve. It covers the knowledge and skills necessary to apply integral calculus of one variable and to use appropriate technology to model and solve real-life problems. Topics include antiderivatives; indefinite integrals; the substitution rule; Riemann sums; the Fundamental Theorem of Calculus; definite integrals; acceleration, velocity, position, and initial values; integration by parts; integration by trigonometric substitution; integration by partial fractions; numerical integration; improper integration; area between curves; volumes and surface areas of revolution; arc length; work; center of mass; separable differential equations; direction fields; growth and decay problems; and sequences. Candidates should have completed a course in differential calculus such as Calculus I before engaging in this course.

C284 - EDUC 4315 - Mathematics Learning and Teaching - In this course you will develop the knowledge and skills necessary to become a prospective and practicing educator. You will be able to use a variety of instructional strategies to effectively facilitate the learning of mathematics. This course focuses on selecting appropriate resources, using multiple strategies, and instructional planning, with methods based on research and problem solving. A deep understanding of the knowledge, skills, and disposition of mathematics pedagogy is necessary to become an effective secondary mathematics educator.

C285 - EDUC 4305 - Mathematics History and Technology - In this course, you will learn about a variety of technological tools for doing mathematics, and develop a broad understanding of the historical development of mathematics. You will come to understand that mathematics is a very human subject that comes from the macro-level sweep of cultural and societal change, as well as the micro-level actions of individuals with personal, professional, and philosophical motivations. Most importantly, you will learn to evaluate and apply technological tools and historical information to create an enriching student-centered mathematical learning environment.

C286 - MATH 4305 - Middle School Mathematics: Content Knowledge - This course is designed to help you refine and integrate the mathematics content knowledge and skills necessary to become a successful middle school mathematics teacher. A high level of mathematical reasoning skills and the ability to solve problems are necessary to complete this course. Candidates should have completed College Geometry, Probability and Statistics I, and Pre-Calculus before engaging in this course.

C287 - MATH 4315 - Mathematics: Content Knowledge - This course is designed to help you refine and integrate the mathematics content knowledge and skills necessary to become a successful secondary mathematics teacher. Completion of the course requires a high level of mathematical reasoning skills and the ability to solve problems. Candidates should have completed a bare minimum of College Geometry, Probability and Statistics I, and Calculus I before engaging in this course.

C288 - CHEM 2107 - General Chemistry I - Chemistry is the study of matter. Everything you see and many of the things you don't see are made up of atoms. By understanding these atoms and their interactions, chemists have been able to cure disease, travel to the moon, and feed a growing world. By understanding chemistry, you will find your own world expanded. You will find boiling water interesting and the back of the shampoo bottle fascinating.
The National Science Teachers Association (NSTA) has published principles and standards that address important chemistry topics that should be covered through the K-12 curriculum. Many states have followed the NSTA's lead and are increasingly requiring that these concepts be taught to the students throughout the course of their science education. A firm grasp of the concepts covered in this course will allow you to confidently teach this material when you enter the classroom.

C289 - CHEM 2207 - General Chemistry II - Objective assessment
Chemistry is the study of matter. Everything you see and many of the things you don't see are made up of atoms. By understanding these atoms and their interactions. chemists have been able to cure disease, travel to the moon, and feed a growing world. By understanding chemistry, you will find your own world expanded. You will find boiling water interesting and the back of the shampoo bottle fascinating.
The National Science Teachers Association (NSTA) has published principles and standards that address important chemistry topics that should be covered through the K-12 curriculum. Many states have followed the NSTA's lead and are increasingly requiring that these concepts be taught to the students throughout the course of their science education. A firm grasp of the concepts covered in this course will allow you to confidently teach this material when you enter the classroom.

C290 - EDUC 4405 - Fundamentals of Science, Technology and Society - Objective Assessment
This course engages future educators in the study of the nature, processes, and applications of science and technology. This model can be applied to effectively guide your future students to use inquiry to solve open-ended problems and use science to make well-informed decisions.
Science is both a body of knowledge and a process for growing that knowledge. Science evolves and refines its models of physical reality and scientific phenomena under a set of guidelines and rules of testable scientific theories. Understanding the rules and limitations of science is a necessary ingredient when teaching science, especially in its application to technology.
This course for current and prospective science teachers arms you with the knowledge and skills to explain important aspects of science and their application and use in technology. You will study the historical evolution of scientific inquiry as well as how science is being used to inform decision making on current issues.

C291 - EDUC 4412 - Applications of Science, Technology, and Society - This course engages future educators in the study of the nature, processes, and applications of science and technology. This model can be applied to effectively guide your future students to use inquiry to solve open-ended problems and use science to make well-informed decisions.

Science is both a body of knowledge and a process for growing that knowledge. Science evolves and refines its models of physical reality and scientific phenomena under a set of guidelines and rules of testable scientific theories. Understanding the rules and limitations of science is a necessary ingredient when teaching science, especially in its application to technology.

This course for current and prospective science teachers arms you with the knowledge and skills to explain important aspects of science and their application and use in technology. You will study the historical evolution of scientific inquiry as well as how science is being used to inform decision making on current issues.

C293 - SCIE 4405 - Middle School Science: Content Knowledge - This course covers the content knowledge that a middle-level science teacher is expected to know and understand. Topics include scientific methodologies, history of science, basic science principles, physical sciences, life sciences, Earth and space sciences, and the role of science and technology and their impact on society.

C294 - BIO 4405 - Biology: Content Knowledge - This course provides instruction in the main areas of biological science for which secondary biology teachers are expected to demonstrate competency. Topics include basic principles of science, molecular and cellular biology, classical genetics and evolution, diversity of life, and ecology.

C295 - CHEM 4405 - Chemistry: Content Knowledge - Vendor Assessment

This course covers the following main topics:

• Math skills review
• Matter and energy
• Nomenclature
• Chemical reactions
• Solutions
• Nature of science
• Laboratory procedures

C296 - GEOS 4405 - Earth Science: Content Knowledge - This course covers the advanced content knowledge that a secondary Earth Science teachers is expected to know and understand. Topics include basic scientific principles of Earth and Space Sciences, tectonics and internal Earth processes, Earth materials and surface processes, history of the Earth and its Life-Forms, Earth's atmosphere and hydrosphhere, and astronomy.

C297 - PHYS 4405 - Physics: Content Knowledge - Physics: Content Knowledge covers the advanced content knowledge that a secondary physics teacher is expected to know and understand. Topics include mechanics, electricity and magnetism, optics and waves, heat and thermodynamics, modern physics, atomic and nuclear structure, the history and nature of science, science technology, and social perspectives.

C299 - ITEC 3831 - Designing Customized Security - The course provides an introduction to the core security concepts and skills needed for the installation, monitoring, and troubleshooting of network security features to maintain the integrity, confidentiality, and availability of data and devices. Successfully completing this course will certify these skills. You will also develop competency in the technologies that Cisco uses in its security infrastructure.

Recommended Experience: You should possess a current Cisco Certified Network Administrator in Routing and Switching certification.

C301 - NURS 5110 - Translational Research for Practice and Populations - This graduate-level course builds on your baccalaureate-level statistical knowledge to help you develop skills in analyzing, interpreting, and translating research into nursing practice using principles of patient-centered care and applications to individuals and populations

C303 - BUS 3735 - Personal Selling: Fundamental Concepts - Personal Selling: Fundamental Concepts covers the key steps to the selling process and the required skills for top sales management. Students are specifically trained to obtain Certified Sales Executive (CSE) Certification from Sales and Marketing Executives International (SMEI). This includes the study of all aspects of personal selling to meet strategic and ethical goals.

C304 - NURS 2015 - Professional Roles and Values - This course explores the unique role nurses play in healthcare, beginning with the history and evolution of the nursing profession. The responsibilities and accountability of professional nurses are covered, including cultural competency, advocacy for patient rights, and the legal and ethical issues related to supervision and delegation. Professional conduct, leadership, the public image of nursing, the work environment, and issues of social justice are also addressed.

C306 - MATH 1708 - Finite Mathematics - Finite Mathematics covers the knowledge and skills necessary to apply discrete mathematics and properties of number systems to model and solve real-life problems. Topics include sets and operations; prime and composite numbers; GCD and LCM; order of operations; ordering numbers; mathematical systems including modular arithmetic, arithmetic and geometric sequences, ratio and proportion, subsets of real numbers, logic and truth tables, graphs, trees and networks, and permutation and combination.

C307 - EDUC 4921 - Supervised Demonstration Teaching in Elementary Education, Observations 1 and 2 - Supervised Demonstration Teaching in Elementary Education involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate's skills.

C308 - EDUC 4922 - Supervised Demonstration Teaching in Elementary Education, Observation 3 and Midterm - Supervised Demonstration Teaching in Elementary Education involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate's skills.

C309 - EDUC 4923 - Supervised Demonstration Teaching in Elementary Education, Observations 4 and 5 - Supervised Demonstration Teaching in Elementary Education involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate's skills.

C310 - EDUC 4924 - Supervised Demonstration Teaching in Elementary Education, Observation 6 and Final - Supervised Demonstration Teaching in Elementary Education involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate's skills.

C311 - EDUC 4951 - Supervised Demonstration Teaching in Elementary and Special Education, Obs 1 and 2 - Supervised Demonstration Teaching in Elementary and Special Education involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate's skills.

C312 - EDUC 4952 - Supervised Demonstration Teaching in Elementary and Special Education, Obs 3 and Midterm - Supervised Demonstration Teaching in Elementary and Special Education involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate's skills.

C313 - EDUC 4953 - Supervised Demonstration Teaching in Elementary and Special Education, Obs 4 and 5 - Supervised Demonstration Teaching in Elementary and Special Education involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate's skills.

C314 - EDUC 4954 - Supervised Demonstration Teaching in Elementary and Special Education, Obs 6 and Final - Supervised Demonstration Teaching in Elementary and Special Education involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate's skills.

C315 - EDUC 4932 - Supervised Demonstration Teaching in Mathematics, Observations 1 and 2 - Supervised Demonstration Teaching in Mathematics involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate's skills.

C316 - EDUC 4933 - Supervised Demonstration Teaching in Mathematics, Observation 3 and Midterm - Supervised Demonstration Teaching in Mathematics involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate's skills.

C317 - EDUC 4934 - Supervised Demonstration Teaching in Mathematics, Observations 4 and 5 - Supervised Demonstration Teaching in Mathematics involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate's skills.

C318 - EDUC 4935 - Supervised Demonstration Teaching in Mathematics, Observation 6 and Final - Supervised Demonstration Teaching in Mathematics involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate's skills.

C319 - EDUC 4945 - Supervised Demonstration Teaching in Science, Observations 1 and 2 - Supervised Demonstration Teaching in Science involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate's skills.

C320 - EDUC 4946 - Supervised Demonstration Teaching in Science, Observation 3 and Midterm - Supervised Demonstration Teaching in Science involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate's skills.

C321 - EDUC 4947 - Supervised Demonstration Teaching in Science, Observations 4 and 5 - Supervised Demonstration Teaching in Science involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate's skills.

C322 - EDUC 4948 - Supervised Demonstration Teaching in Science, Observation 6 and Final - Supervised Demonstration Teaching in Science involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate's skills.

C323 - EDUC 6921 - Supervised Demonstration Teaching in Elementary Education, Observations 1 and 2 - Supervised Demonstration Teaching in Elementary Education involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate's skills.

C324 - EDUC 6922 - Supervised Demonstration Teaching in Elementary Education, Observation 3 and Midterm - Supervised Demonstration Teaching in Elementary Education involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate's skills.

C325 - EDUC 6923 - Supervised Demonstration Teaching in Elementary Education, Observations 4 and 5 - Supervised Demonstration Teaching in Elementary Education involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate's skills.

C326 - EDUC 6924 - Supervised Demonstration Teaching in Elementary Education, Observation 6 and Final - Supervised Demonstration Teaching in Elementary Education involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate's skills.

C327 - EDUC 6932 - Supervised Demonstration Teaching in Mathematics, Observations 1 and 2 - Supervised Demonstration Teaching in Mathematics involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate's skills.

C328 - EDUC 6933 - Supervised Demonstration Teaching in Mathematics, Observation 3 and Midterm - Supervised Demonstration Teaching in Mathematics involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate's skills.

C329 - EDUC 6934 - Supervised Demonstration Teaching in Mathematics, Observations 4 and 5 - Supervised Demonstration Teaching in Mathematics involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate's skills.

C330 - EDUC 6935 - Supervised Demonstration Teaching in Mathematics, Observation 6 and Final - Supervised Demonstration Teaching in Mathematics involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate's skills.

C331 - EDUC 6942 - Supervised Demonstration Teaching in Science, Observations 1 and 2 - Supervised Demonstration Teaching in Science involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate's skills.

C332 - EDUC 6943 - Supervised Demonstration Teaching in Science, Observation 3 and Midterm - Supervised Demonstration Teaching in Science involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate's skills.

C333 - EDUC 6944 - Supervised Demonstration Teaching in Science, Observations 4 and 5 - Supervised Demonstration Teaching in Science involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate's skills.

C334 - EDUC 6945 - Supervised Demonstration Teaching in Science, Observation 6 and Final - Supervised Demonstration Teaching in Science involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate's skills.

C335 - EDUC 6961 - Supervised Demonstration Teaching in Social Science, Observations 1 and 2 - Supervised Demonstration Teaching in Social Science involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate's skills.

C336 - EDUC 6962 - Supervised Demonstration Teaching in Social Science, Observation 3 and Midterm - Supervised Demonstration Teaching in Social Science involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate's skills.

C337 - EDUC 6963 - Supervised Demonstration Teaching in Social Science, Observations 4 and 5 - Supervised Demonstration Teaching in Social Science involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate's skills.

C338 - EDUC 6964 - Supervised Demonstration Teaching in Social Science, Observation 6 and Final - Supervised Demonstration Teaching in Social Science involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate's skills.

C339 - EDUC 5253 - Cohort Seminar - Cohort Seminar provides mentoring and supports teacher candidates during their demonstration teaching period by providing weekly collaboration and instruction related to the demonstration teaching experience. It facilitates their demonstration of competence in becoming reflective practitioners, adhering to ethical standards, practicing inclusion in a diverse classroom, exploring community resources, building collegial and collaborative relationships with teachers, and considering leadership and supervisory skills.

C340 - EDUC 4989 - Cohort Seminar in Special Education - Cohort Seminar in Special Education provides mentoring and supports teacher candidates during their demonstration teaching period by providing weekly collaboration and instruction related to the demonstration teaching experience. It facilitates their demonstration of competence in becoming reflective practitioners, adhering to ethical standards, practicing inclusion in a diverse classroom, exploring community resources, building collegial and collaborative relationships with teachers, and considering leadership and supervisory skills.

C341 - EDUC 4990 - Cohort Seminar - Cohort Seminar provides mentoring and supports teacher candidates during their demonstration teaching period by providing weekly collaboration and instruction related to the demonstration teaching experience. It facilitates their demonstration of competence in becoming reflective practitioners, adhering to ethical standards, practicing inclusion in a diverse classroom, exploring community resources, building collegial and collaborative relationships with teachers, and considering leadership and supervisory skills.

C342 - EDUC 6750 - Teacher Work Sample in Elementary Education - The Teacher Work Sample is a culmination of the wide variety of skills learned during your time in the Teachers College at WGU. In order to be a competent and independent classroom teacher, you will showcase a collection of your content, planning, instructional, and reflective skills in this professional assessment.

C343 - EDUC 4750 - Teacher Work Sample in Elementary Education - The Teacher Work Sample is a culmination of the wide variety of skills learned during your time in the Teachers College at WGU. In order to be a competent and independent classroom teacher, you will showcase a collection of your content, planning, instructional, and reflective skills in this professional assessment.

C344 - EDUC 4751 - Teacher Work Sample in Elementary and Special Education - The Teacher Work Sample is a culmination of the wide variety of skills learned during your time in the Teachers College at WGU. In order to be a competent and independent classroom teacher, you will showcase a collection of your content, planning, instructional, and reflective skills in this professional assessment.

C345 - EDUC 4752 - Teacher Work Sample in Mathematics - The Teacher Work Sample is a culmination of the wide variety of skills learned during your time in the Teachers College at WGU. In order to be a competent and independent classroom teacher, you will showcase a collection of your content, planning, instructional, and reflective skills in this professional assessment.

C346 - EDUC 4753 - Teacher Work Sample in Science - The Teacher Work Sample is a culmination of the wide variety of skills learned during your time in the Teachers College at WGU. In order to be a competent and independent classroom teacher, you will showcase a collection of your content, planning, instructional, and reflective skills in this professional assessment.

C347 - EDUC 5255 - Professional Portfolio - You will create an online teaching portfolio that includes professional artifacts (e.g. resume and Philosophy of Teaching Statement) that demonstrate the skills you have acquired throughout your Demonstration Teaching experience.

C348 - EDUC 4960 - Professional Portfolio - You will create an online teaching portfolio that includes professional artifacts (e.g. resume and Philosophy of Teaching Statement) that demonstrate the skills you have acquired throughout your Demonstration Teaching experience.

C349 - NURS 3112 - Health Assessment - The Health Assessment course is designed to enhance students' knowledge and skills in health promotion, the early detection of illness and prevention of disease. To that end the course provides relevant content and skills necessary to perform a comprehensive physical assessment of patients throughout the lifespan. Students are engaged in these processes through interviewing, history taking and demonstration of an advanced-level physical examination. Dominant models, theories and perspectives related to evidence-based wellness practices and health education strategies also are included in this challenging course. Competency is measured through successful completion of one objective assessment and two performance tasks. It is recommended that students plan to complete C349 in four to six weeks.

C350 - NURS 5495 - Comprehensive Health Assessment for Patients and Populations - In this course, students will learn about the principles of health assessment from the individual to the global level. Students will learn to perform a comprehensive functional health assessment that includes social structures, family history, and environmental situations, from the individual patient to the population.

This course builds on prior knowledge gained in previous courses and in nursing practice, in areas such as pathophysiology, pharmacology, and epidemiology, and focus on applying this knowledge in various populations with common disorders.

This course is roughly divided into three parts:

• Advanced health assessment focusing on abnormal findings for common disease.
• Integrating health assessment findings into a population, considering such issue as culture, spirituality, and continuum.
• Functionality of clients based upon the problems and populations.

C351 - NURS 5121 - Professional Presence and Influence - Who we are and how we behave affects others. Our professional presence in therapeutic settings can support or inhibit well-being not only in patients, but also in the rest of the health care team, in the family and support system of the patients, and in the health care organization as a whole.

This course will help registered nurses manage this impact by recognizing situations and practices that support a positive environment and cultivating actions and responses to achieve and maintain this environment. The growth of self-knowledge will expand nurses' ability to direct influence in ways that are intended rather than in random or destructive ways.

C352 - NURS 5621 - Contemporary Pharmacotherapeutics - This course provides the opportunity to acquire advanced knowledge and skills in the therapeutic use of pharmacologic agents, herbals, and supplements. Students will explore the pharmacologic treatment of major health problems and examine the principles of pharmacogenomics. The effects of culture, ethnicity, age, pregnancy, gender, healthcare setting, and funding of pharmacologic therapy will be emphasized. Legal aspects of prescribing will be fully addressed. Case studies will be utilized to present some of these concepts.

C353 - NURS 6201 - Nursing Education Field Experience - Nurse educators teach the next generation of nurses, in academic and clinical settings. They must be licensed to practice nursing and have considerable hands-on nursing experience, as well as advanced training and education. The Nursing Education Field Experience provides the graduate student with an opportunity to work collaboratively within the organization where he/she is employed to address an identified nursing problem, need, or gap in current practices. Students then works to promote a practice change, quality improvement, or innovation that is based on the existing evidence and best practices.

C354 - NURS 6301 - Nurse Educator Capstone - The capstone is a scholarly project that addresses an issue, need, gap or opportunity resulting from an identified in nursing education or healthcare need. The capstone project provides the opportunity for the graduate nursing student to demonstrate competency through design, application and evaluation of advanced nursing knowledge and higher level leadership skills for ultimately improving health outcomes

C355 - NURS 6501 - Nursing Leadership and Management Field Experience - Today's rapidly changing healthcare delivery environment requires nurse executives to effectively lead change to achieve organization goals and improvements. Registered nurses needs to hold an active nursing license and have considerable clinical experience and education to become a nurse leader or manager. The Nursing Leadership and Management Field Experience provides the graduate student with an opportunity to work collaboratively within the organization where he/she is employed to address an identified nursing problem, need, or gap in current practices. Students then works to promote a practice change, quality improvement, or innovation that is based on the existing evidence and best practices.

C356 - NURS 6601 - Nursing Leadership and Management Capstone - The Nursing Leadership and Management capstone course provides the student with an opportunity to engage in a project that is actionable, relevant, highly collaborative, and based on real world experience. The capstone involves development of a scholarly project that addresses a problem, need, or gap in current practices. The capstone project provides an opportunity for the graduate nursing student to demonstrate competency through design, application, and evaluation of a planned practice change, quality improvement, or innovation that is based on the existing evidence and best practices.

C358 - NURS 6121 - Foundations of Nursing Education - This graduate level course in the education specialty core examines the contemporary issues of nursing education. While traditional contexts for learning are included, students will also focus on modern technology and trends in nursing education. Students will explore curriculum development, educational philosophy, theories and models, instruction and evaluation, as well as e-learning, simulations, and current technology in nursing education.

C359 - NURS 6131 - Future Directions in Contemporary Learning and Education - This course builds on previously developed concepts acquired in Foundations of Nursing Education and Facilitating Learning in the 21st Century. This course will explore how changes in the economy, advancements in science, and the explosion of technology have created a paradigm shift in nursing education. Graduates will further explore the role of the educator and the application of innovative education strategies.

C360 - EDUC 6754 - Teacher Work Sample in English Language Learning - The Teacher Work Sample is a culmination of the wide variety of skills learned during your time in the Teachers College at WGU. In order to be a competent and independent classroom teacher, you will showcase a collection of your content, planning, instructional, and reflective skills in this professional assessment.

C361 - NURS 4011 - Evidence Based Practice and Applied Nursing Research - The Evidence Based Practice and Applied Nursing Research course will help you to learn how to design and conduct research to answer important questions about improving nursing practice and patient care delivery outcomes. After you are introduced to the basics of evidence-based practice, you will continue to implement the principles throughout your clinical experience. This will allow you to graduate with more competence and confidence to become a leader in the healing environment.

C362 - MATH 2000 - Calculus I - Calculus I is the study of rates of change in relation to the slope of a curve. It covers the knowledge and skills necessary to apply differential calculus of one variable and to use appropriate technology to model and solve real-life problems. Topics include functions, limits, continuity, differentiability, visual, analytical, and conceptual approaches to the definition of the derivative, the power, chain, sum, product, and quotient rules applied to polynomial, trigonometric, exponential, and logarithmic functions, implicit differentiation, position, velocity, and acceleration, optimization, related rates, curve sketching, and L'Hopital's Rule. Candidates should have completed a course in Pre-Calculus before engaging in this course.

C363 - MATH 5406 - Calculus I - Calculus I explores the key concepts, methods, and applications of differential calculus of one variable. It is the first course in the calculus sequence intended for secondary mathematics teachers. A solid background in precalculus is highly recommended. Topics include a review of functions, limits, derivatives, and applications of differential calculus. Upon completion, students will be able to apply the concepts and methods of differential calculus and appropriate technology to solve practical problems and communicate results.

C365 - EDUC 4220 - 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.

C366 - EDUC 4210 - Elementary Reading and Literacy Methods - Elementary Reading and Literacy Methods helps students learn how to teach reading and literacy instruction in the elementary classroom by utilizing research based instructional practices. Topics include literacy development, balanced literacy approach, literacy assessment, differentiated literacy instruction, technology supporting literacy development, and effective literacy teaching practices.

C367 - EDUC 4270 - Elementary Physical Education and Health Methods - Elementary Physical Education and Health Methods helps students learn how to implement effective physical and health education instruction in the elementary classroom. Topics include healthy lifestyles, student safety, student nutrition, physical education, differentiated instruction for physical and health education, physical education across the curriculum, and public policy in health and physical education.

C368 - EDUC 3220 - Instructional Planning and Presentation in Elementary Education - Instructional Planning and Presentation assists students as they continue to build instructional planning skills. Topics include unit and lesson planning, instructional presentation strategies, assessment, engagement, integration of learning across the curriculum, effective grouping strategies, technology in the classroom, and using data to inform instruction.

C369 - EDUC 3222 - Instructional Planning and Presentation in Science - Students will continue to build instructional planning skills with a focus on selecting appropriate materials for diverse learners, selecting age- and ability- appropriate strategies for the content areas, promoting critical thinking, and establishing both short- and long- term goals

C375 - HIST 1310 - 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.

C376 - ITEC 2500 - Web Development Fundamentals - These courses introduce the fundamentals of web development, which will enable the student to design, develop, and deploy a website. Students will create web content using HTML 5 and gain the knowledge to style and create layouts using Cascading Style Sheets (CSS). Students will also learn how to host and upload a website to a free web server.

C379 - EDUC 6999 - Elementary Reading and Literacy Methods - Elementary Reading and Literacy Methods helps students learn how to teach reading and literacy instruction in the elementary classroom by utilizing research based instructional practices. Topics include literacy development, balanced literacy approach, literacy assessment, differentiated literacy instruction, technology supporting literacy development, and effective literacy teaching practices.

C380 - EDUC 6380 - Language Arts Instruction and Intervention - Language Arts Instruction and Intervention helps students learn how to implement effective language arts instruction and intervention in the elementary classroom. Topics include written and spoken English, expanding students' knowledge, literature rich environments, differentiated instruction, technology for reading and writing, assessment strategies for reading and writing, and strategies for developing academic language.

C381 - EDUC 6202 - Elementary Mathematics Methods - Elementary Mathematics Methods helps students learn how to implement effective math instruction in the elementary classroom. Topics include differentiated math instruction, mathematical communication, mathematical tools for instruction, assessing math understanding, integrating math across the curriculum, critical thinking development, standards based math instruction, and mathematical models and representation.

C382 - EDUC 6203 - Elementary Science Methods - Elementary Science Methods helps students learn how to implement effective science instruction in the elementary classroom. Topics include processes of science, science inquiry, science learning environments, instructional strategies for science, differentiated instruction for science, assessing science understanding, technology for science instruction, standards based science instruction, integrating science across curriculum, and science beyond the classroom.

C388 - EDUC 4409 - Science, Technology, and Society - This course engages future educators in the study of the nature, processes, and applications of science and technology. This model can be applied to effectively guide your future students to use inquiry to solve open-ended problems and use science to make well-informed decisions.

Science is both a body of knowledge and a process for growing that knowledge. Science evolves and refines its models of physical reality and scientific phenomena under a set of guidelines and rules of testable scientific theories. Understanding the rules and limitations of science is a necessary ingredient when teaching science, especially in its application to technology.

This course for current and prospective science teachers arms you with the knowledge and skills to explain important aspects of science and their application and use in technology. You will study the historical evolution of scientific inquiry as well as how science is being used to inform decision making on current issues.

C389 - EDUC 5409 - Science, Technology, and Society - This course engages students in the study of the nature, processes, and applications of science and technology and arms them with the knowledge and skills necessary to understand explain important science concepts. The course addresses the historical evolution of scientific ideas, scientific inquiry, as well as how science is used to inform decision making on current issues.

C391 - ITEC 6850 - MS, Information Technology Management Capstone Written Project - Students will be able to choose from three areas of emphasis, depending on personal and professional interests. Students will complete a capstone project that deals with a significant real-world business problem that further integrates the components of the degree. Capstone projects will require an oral defense before a committee of WGU faculty.

C392 - ITEC 6851 - MS, Information Technology Management Capstone 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.

C393 - ITEC 2021 - IT Foundations - IT Foundations is the first course in a two-part series preparatory for the CompTIA A+ exam, Part I. Students will gain an understanding of personal computer components and their functions in a desktop system, as well as computer data storage and retrieval; classifying, installing, configuring, optimizing, upgrading, and troubleshooting printers, laptops, portable devices, operating systems, networks, and system security; recommending appropriate tools, diagnostic procedures, preventative maintenance and troubleshooting techniques for personal computer components in a desktop system; strategies for identifying, preventing, and reporting safety hazards and environmental/human accidents in a technological environments; and effective communication with colleagues and clients as well as job-related professional behavior.

C394 - ITEC 2031 - IT Applications - IT Applications is a continuation of the IT Foundations course preparatory for the CompTIA A+ exam, Part II. Students will gain an understanding of personal computer components and their functions in a desktop system. Also covered is computer data storage and retrieval, including classifying, installing, configuring, optimizing, upgrading, and troubleshooting printers, laptops, portable devices, operating systems, networks, and system security. Other areas include recommending appropriate tools, diagnostic procedures, preventative maintenance and troubleshooting techniques for personal computer components in a desktop system. The course then finished with strategies for identifying, preventing, and reporting safety hazards and environmental/human accidents in a technological environments, and effective communication with colleagues and clients as well as job-related professional behavior.

C395 - EDUC 5246 - Instructional Planning and Presentation in English - Applications in Instructional Planning and Presentation in English, as a continuation of the Instructional Planning and Presentation course, helps students apply, analyze, and reflect on effective classroom instruction.

C396 - EDUC 5347 - English Pedagogy - Pedagogical course for the teaching of reading, English, literature and writing composition.

C397 - EDUC 5256 - Pre-Clinical Experiences in English - Pre-Clinical Experiences in English provides students the opportunity to observe and participate in a wide range of in-classroom teaching experiences in order to develop the skills and confidence necessary to be an effective teacher. Students will reflect on and document at least 60 hours of in-classroom observations. Prior to entering the classroom for the observations, students will be required to meet several requirements including a cleared background check, passing scores on the state or WGU required basic skills exam, a completed resume, philosophy of teaching, and professional photo.

C398 - EDUC 5348 - Supervised Demonstration Teaching in English, Observations 1 and 2 - Supervised Demonstration Teaching in English involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate's skills.

C399 - EDUC 5349 - Supervised Demonstration Teaching in English, Observation 3 and Midterm - Supervised Demonstration Teaching in English involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate's skills.

C400 - EDUC 5350 - Supervised Demonstration Teaching in English, Observations 4 and 5 - Supervised Demonstration Teaching in English involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate's skills.

C401 - EDUC 5351 - Supervised Demonstration Teaching in English, Observation 6 and Final - Supervised Demonstration Teaching in English involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate's skills.

C403 - EDUC 5252 - Teacher Work Sample in English - The Teacher Work Sample serves as the final, culminating project in your degree program. It is a formal, scholarly piece of work. You are required to design and develop a two-week-long (minimum), standards-based curriculum unit. You will then implement (i.e., teach) the unit in your classroom and gather data as to its effectiveness.

C405 - BIO 2011 - Anatomy and Physiology II - Anatomy and Physiology II continues the examination of the human body systems first introduced in Anatomy and Physiology I. This course invites students to take a deeper look into the terminology, structure, function and interdependent operational relationships of human body systems. Students will continue their study of the nervous, muscular, cardiovascular, respiratory, renal, digestive, endocrine, and reproductive systems. Additional topics include basic cell processes, metabolic functioning, the hematologic system, immunity and principles of thermoregulation. Labs allow the student to explore organ systems and their physiological processes. In addition to these labs, students are also given the opportunity to complete a hands–on fetal pig dissection. For nursing students this is the second of two anatomy and physiology courses within the program of study. All students needed to have completed Anatomy and Physiology I in addition to English Composition I and II as pre-requisites to this course.

C408 - IHCM 5100 - Leadership and Innovation - This course reviews several leadership theories, styles and strategies, explores change management, and principles of effective communication in healthcare organizations. You will identify and describe principles of innovation and disruption. You will also review effective management of human resources in a healthcare environment.

C409 - IHCM 5110 - Innovation Project - This course explores healthcare innovation by having you compare examples, apply concepts, perform research and analysis, and create original work. You will complete and submit an Innovation proposal form describing a new technology to decrease clinic wait times.

C410 - IHCM 5200 - Collaborative Leadership Project - The purpose of this course is to practice applying collaborative leadership skills in an innovative environment while engaging with a community. You will combine innovation with leadership to serve patients. You will also identify an innovation process that will serve the Navajo Area Indian Health Services (NAIHS) facility in the Navajo Nation. The main task will be to collaborate with stakeholders on the proposed process to address obesity.

C411 - IHCM 5300 - Healthcare Systems and Policy - You will explore the evolution of the U.S. healthcare system, starting with a broad overview and then focusing on a selection of key historical events and seminal policies. The course will include an exploration of system components, including stakeholders and their interconnectivity, culminating in comparisons with international models and predictions for the future of the U.S. healthcare system.

C412 - IHCM 5310 - Healthcare Systems Project - You will explore healthcare systems by evaluating the needs of a group medical center to expand care to a growing population of underserved and underinsured patients. You will assess the value of affiliation with other providers and potential payers, analyze several healthcare organizations as potential partners for affiliation, and determine what type of affiliation structure will best meet the needs of the medical center. This project culminates in the creation of a proposed "affiliation recommendation" that summarizes the assessment of three candidate organizations.

C413 - IHCM 5400 - Quality Improvement - Students will focus on quality principles and theories through Lean Six Sigma along with other approaches to quality management. Students cover quality concepts related to laws and regulations, as well as the tools and methods for measuring and analyzing quality data. In addition, performance improvement and its relation to quality improvement, as well as strategies and methods for improving quality will be covered.

C414 - IHCM 5410 - Healthcare Quality Project - You will use Six Sigma principles and strategies, as well as other quality concepts (DMAIC), to address problems of high patient wait times and poor physician communication at a highly functioning level 1 trauma center. You will develop a healthcare quality improvement process that implements the five phases of a Six Sigma approach. You will also analyze challenges executives face in identifying, synthesizing, and acting upon healthcare data to improve operations and patient-centered care.

C415 - IHCM 5500 - Healthcare Financial Management - This course explores the financial responsibilities for the various roles in healthcare management. You will explore managerial accounting concepts and key financial statements. You will also learn how to manage finances for a healthcare organization and how those concepts can be used to make decisions about investments and long range financial planning.

C416 - IHCM 5510 - Healthcare Financial Management Project - You will develop a value-based payment model and strategic implementation plan to provide high-quality, most cost-effective care to a high-risk patient population. The organization is currently not equipped to take on the risks inherent in the population of Southern Florida. To create a successful plan, you will analyze and interpret data to determine the population's need and justify that their organization can financially support and sustain the new system.

C417 - IHCM 5600 - Analytical Methods of Healthcare Professionals - This course explores the significance of research and statistics in care management. You will start by examining the role of evidence-based decisions in care management and how to evaluate the quality of research used to make those decisions. You will examine the role of statistics in making evidence-based decisions about care management. Finally, you will learn how statistics are used in healthcare and how to test the validity of statistics in order to make informed care management decisions.

C418 - IHCM 6200 - Enterprise Risk Management - This course covers key concepts of risk management in healthcare. You will examine the many types of risk, the current models and practices of risk management, and current risk management standards. You will also explore the key principles and methods of risk management, patient safety, and quality management. Laws, regulations, and ethical principles that have influenced the evolution of risk management will also be studied. You will be able to identify current legal concepts, regulatory influences, and ethical issues related to risk management.

C419 - IHCM 6210 - Enterprise Risk Management Project - You will take on the role of a consulting risk manager for the Phoenix VA Health Care System (PVAHCS) to address the Office of Inspector General's report. You begin by identifying and analyzing risk issues embedded within a real-world scenario. You will use enterprise risk management (ERM) concepts to create and define implementation strategies for an ERM plan to mitigate and manage the risks identified. Finally, you will recommend a new system model.

C420 - IHCM 6300 - Health Information Technology - You will explore the ways in which HIT works in an integrated system, including how to identify and collect data. The course will also address HIT-related laws and regulations, HIT adoption, and informed HIT system selection. This knowledge will help leaders to leverage the latest developments in technology to maximize efficiency and improve health outcomes.

C421 - IHCM 6310 - Health Information Technology Project - A medical group has decided to move forward with the organizational initiative of reducing health disparities, increasing access, and improving outcomes by leading a cooperative of local healthcare organizations in a Community Health Information Exchange System (CHIES) expansion plan founded on the governor's vision to advance HIEs. You will complete an assessment of a CHIE, propose an updated Electronic Health Records System (EHRS), and complete a CHIE feasibility assessment.

C422 - IHCM 6410 - Population Health and Care Coordination Project - You will design a chronic care population management plan and change a health system's model to one that focuses on patient and family. You will review a model from Mississippi that has expanded Medicaid where the opportunities to develop partnerships are ideal. To help control costs, you will develop a wellness and prevention program alongside the disease management model already being used in a system of their choice.

C423 - IHCM 6510 - Challenges in Community Health Project - Community-based integrated healthcare requires skills in communication, management, and resource utilization among healthcare personnel, healthcare organizations, and community and state entities. You will apply appropriate actions and strategies consistent with the organizational mission, values, and needs in interactions with community leaders and members of the community. You will learn and demonstrate utilization of communication and collaboration skills and the evaluation and application of data in problem-solving skills at both the organizational and community level.

C424 - IHCM 6610 - Integrated Healthcare Project - You will develop and present a comprehensive case study and business plan that proposes an integrated system that includes, at a minimum, a health plan, hospitals, skilled nursing homes, and home health organizations to meet the rising health demands of the baby-boomer population. You will choose an area of the U.S. with existing healthcare organizations, and present a model of an "open delivery system" that serves as a financial hedge, enables experimentation, integrates culture (patient population demographics and regional healthcare values and principles), incentives wellness and preventative care), and is value-based and consumer driven.

C425 - HCM 2110 - Healthcare Delivery Systems, Regulation, and Compliance - This course provides an overview of the U.S. healthcare system and focuses on developing an understanding of the various sectors and roles involved in this complex industry. Policy and compliance issues are also addressed to facilitate an appreciation for the highly regulated nature of healthcare delivery.

C426 - HCM 2210 - Healthcare Values and Ethics - This course explores ethical standards and considerations common to the healthcare environment such as access to care, confidentiality, the allocation of limited resources, and billing practices. This course also focuses on the distinct value system associated with the healthcare industry, as well as the values of professionalism.

C427 - HCM 2310 - Technology Applications in Healthcare - This course explores how technology continues to change and influence the healthcare industry. Practical managerial applications are explored as well as the legal, ethical, and practical aspects of access to health and disease information. Ensuring the protection of private health information is also emphasized.

C428 - HCM 3110 - Financial Resource Management in Healthcare - This course examines the financial environment of the healthcare industry including principles involved in managed care. It also explores the revenue and expense structures for different sectors within the industry while emphasizing funding and reimbursement practices of healthcare.

C429 - HCM 3210 - Healthcare Operations Management - This course builds upon basic principles of management, organizational behavior, and leadership. Specific processes and business principles for managing operations in interdependent and multi-disciplinary healthcare organizations are explored. Marketing strategies, communication skills, and the ability to establish and maintain relationships while ensuring productivity that is efficient, safe, and meets the needs of all stakeholders is emphasized.

C430 - HCM 3310 - Healthcare Quality Improvement and Risk Management - This course emphasizes principles of quality management and risk management in order to ensure safety, maximize patient outcomes, and continuously improve organizational outcomes. This course also examines the broader impact of organizational culture and its influence on productivity, quality, and risk.

C431 - HCM 3410 - Healthcare Research and Statistics - This course builds upon an understanding of research methods and quantitative analysis. Concepts of population health, epidemiology, and evidence-based practices provide the foundation for understanding the importance of data for informing healthcare organizational decisions.

C432 - HCM 3510 - Healthcare Management and Strategy - This course builds upon basic principles of strategic management and explores healthcare organizational structures and processes. The importance of the collaborative nature and interrelationships among business functions is emphasized. Creating a healthcare vision and designing business plans within a healthcare environment is also examined.

C433 - IHCM 6900 - Integrated Healthcare Management Capstone Project - The capstone project is a student-designed project intended to illustrate your ability to effect change in the industry and demonstrate competence in all five core competencies of the curriculum. You are required to collaborate with leaders in the healthcare industry to identify opportunities for improvement in healthcare, propose a solution, and perform a business analysis to evaluate its feasibility. In addition, the capstone project encourages work in the healthcare industry that will be showcased in your collection of work and help solidify professional relationships in the industry.

C434 - HLTH 2150 - Medical Terminology - Medical Terminology focuses on the anatomy of word building and medical terminology as it relates to body organization and directional terms, the integumentary system, special senses of the eye and ear, the musculoskeletal system, the digestive system, blood, lymphatic, immunity and infections, cardiovascular and respiratory systems, nervous system and mental health, urinary system, endocrine system, male and female reproductive systems, and cancer.

C435 - ITEC 4901 - Technical Writing - This course covers basic elements of technical writing, including research and professional written communication proficiency; the ability to think about and write for different audiences; and technical style, grammar, and syntax proficiency.

C436 - ITEC 4902 - IT Capstone Written Project - The capstone project consists of a technical work product and a report that details various aspects of the product. The final product will also include a journal that contemporaneously describes the candidate's experience in developing the capstone. The topic of the capstone must be presented and approved by the student's mentor.
*Requirements and instructions for completing the capstone can be obtained from the student's mentor.

C439 - HCM 2910 - Healthcare Management Capstone - This course is the culminating experience and assessment of healthcare business administration. This course requires the student to integrate and synthesize managerial skills with healthcare knowledge, resulting in a high quality final project that demonstrates professional managerial proficiency.

C451 - SCIE 1010 - Integrated Natural Science - Integrated Natural Sciences explores the natural world through an integrated perspective and helps students begin to see and draw numerous connections among events in the natural world. Topics include the universe, the Earth, ecosystems and organisms.

C452 - SCIE 1015 - Integrated Natural Science Applications - Integrated Natural Sciences Applications explores the natural world through an integrated perspective and helps students apply scientific concepts and methodologies to the examination of natural science fundamentals.

C453 - NURS 2300 - Clinical Microbiology - Clinical Microbiology introduces general concepts, methods, and applications of microbiology from a health sciences perspective. The course is designed to provide healthcare professionals with a basic understanding of how various diseases are transmitted and controlled. Students will examine the structure and function of microorganisms, including the roles that they play in causing major diseases. The course also explores immunological, pathological and epidemiological factors associated with disease. To assist students in developing an applied, patient-focused understanding of microbiology, this course is complimented by several lab experiments which allow students to: practice aseptic techniques, grow bacteria and fungi, identify characteristics of bacteria and yeast based on biochemical and environmental tests, determine antibiotic susceptibility, discover the microorganisms growing on objects and surfaces, and determine the Gram characteristic of bacteria. This course has no pre-requisites.

C454 - COMM 1005 - Communications Foundations - Communications Foundations addresses the application of grammatical standards, reading for meaning and purpose, and application of research and adaptive writing skills.

C455 - ENGL 1010 - English Composition I - This course introduces learners to the types of writing and thinking that is valued in college and beyond. Students will practice writing in several genres and several media, with emphasis placed on writing and revising academic arguments. The course contains supporting media, articles, and excerpts to support a focus on one of five disciplinary threads (covering the topics of nursing, business, information technology, teaching, and literature, art, and culture) designed to engage students and welcome them into discussion about contemporary issues. The course supports peer review activities, though it may be completed asynchronously as well. Instruction and exercises in grammar, mechanics, research documentation, and style are paired with each module so that writers can practice these skills as necessary. This course includes full access to the MindEdge Writing Pad to support student writing and coaching sessions.

C456 - ENGL 1020 - English Composition II - English Composition II introduces learners to research writing and thinking that are valued in college and beyond. The Composition II course at WGU should be seen as a foundational course designed to help undergraduate students build fundamental skills for ongoing development in writing and research. Students will complete an academic research paper.

C457 - MATH 1000 - Foundations of College Mathematics - Foundations of College Mathematics addresses the sequence of learning activities necessary to build competence in foundational concepts of College Mathematics, which include whole numbers, fractions, decimals, ratios, proportions and percents, geometry, statistics, the real number system, equations, inequalities, applications, and graphs of linear equations.

C458 - HLTH 1010 - Health, Fitness and Wellness - Health, Fitness and Wellness focuses on the importance and foundations of good health and physical fitness, particularly for children and adolescents, addressing health, nutrition, fitness, and substance use and abuse.

C459 - MATH 1030 - Introduction to Probability and Statistics - In this course, students demonstrate competency in the basic concepts, logic, and issues involved in statistical reasoning. Topics include summarizing and analyzing data, sampling and study design, and probability.

C460 - MATH 1310 - Mathematics for Elementary Educators I - Mathematics for Elementary Educators I engages pre-service elementary teachers in mathematical practices based on deep understanding of underlying concepts. The course covers important topics in problem solving, set theory, number theory, whole numbers and integers. This is the first course in a three-course sequence.

C461 - MATH 1320 - Mathematics for Elementary Educators II - This course engages pre-service elementary teachers in mathematical practices based on deep understanding of underlying concepts. This course takes the arithmetic of the first course and generalizes it into algebraic reasoning. The course also touches on important topics in probability. This is the second course in a three-course sequence.

C462 - MATH 1330 - Mathematics for Elementary Educators III - Mathematics for Elementary Educators III engages pre-service elementary teachers in mathematical practices based on deep understanding of underlying concepts. The course covers important topics in statistics, measurement, and covers geometry from synthetic, transformational, and coordinate perspectives. This is the third course in a three-course sequence.

C463 - MATH 1010 - Intermediate Algebra - This course provides an introduction of algebraic concepts and the development of the essential groundwork for College Algebra.   Topics include: A review of basic mathematical skills, the real number system, algebraic expressions, linear equations, graphing, exponents and polynomials

C464 - COMM 1011 - Introduction to Communication - This introductory communication course allows students to become familiar with the fundamental communication theories and practices necessary to engage in healthy professional and personal relationships. Students will survey human communication on multiple levels and critically apply the theoretical grounding of the course to interpersonal, intercultural, small group, and public presentational contexts. The course also encourages students to consider the influence of language, perception, culture, and media on their daily communicative interactions. In addition to theory, students will engage in the application of effective communication skills through systematically preparing and delivering an oral presentation. By practicing these fundamental skills in human communication, students become more competent communicators as they develop more flexible, useful, and discriminatory communicative practices in a variety of contexts.

C465 - NURS 3310 - Care of the Developing Family - The Care of the Developing Family Clinical and Simulation course includes all aspects of clinical learning related to care of the developing family nursing practice. Learning labs will teach and assesses advancing clinical competencies through the use of high fidelity simulation and advanced clinical debriefing for clinical scenarios. Students engage in scenarios that represent patients with gestational diabetes, a normal vaginal delivery, placenta previa, pre-eclampsia and post-partum hemorrhage. Learner competency will be assessed through performance in the clinical intensive for Care of the Developing Family. Topics include care of the family during the prenatal period; care of the family during the intrapartum period; care of the postpartum family; and health promotion of the family.

C466 - NURS 2710 - Medication Dosage Calculations - In Medication Dosage Calculations, students learn about individualized drug dosing concepts, including: different measurement systems, solid and liquid medications, calculating dosages based on body weight or body surface area, interpreting drug labels and abbreviations, and common medication errors.

C467 - NURS 2060 - Pharmacology - Pharmacology covers concepts in pharmacology including drug classification and effects, the role of the nurse in drug therapy, preparation and administration of drugs, and ethical and legal issues surrounding medication administration. The Institute of Medicine reports that cited medication errors as the most common medical errors, costing billions of dollars and harming up to 1.5 million people every year. Medication errors are often the result of nurses failing to follow proper procedures. The pharmacology course covers the following concepts: the nursing process in relation to drug therapy; the role of pharmacological principles in nursing; the role of the nurse in pharmacy and lifespan considerations; cultural, ethical, and legal considerations; education and substance abuse; and gene therapy and pharmacology. This course introduces the nursing student to these concepts and continues to integrate pharmacology throughout the clinical courses within the program.

C468 - NURS 3510 - Information Management and the Application of Technology - Information Management and the Application of Technology helps the student learn how to identify and implement the unique responsibilities of nurses related to the application of technology and the management of patient information. This includes: understanding the evolving role of nurse informaticists; demonstrating the skills needed to use electronic health records; identifying nurse-sensitive outcomes that lead to quality improvement measures; supporting the contributions of nurses to patient care; examining workflow changes related to the implementation of computerized management systems; and learning to analyze the implications of new technology on security, practice, and research.

C469 - NURS 3210 - Caring Arts and Science Across the Lifespan Part I - Caring Arts and Science Across the Lifespan Part I introduces nursing fundamentals which speak to the core of all nursing care by assessing the needs of patients with compassion and respect; advocating for patients and their families; providing education and comfort; and integrating patient needs into a plan of care that embraces individuality, diversity, and belief. Students continue to learn about fundamental nursing skills within their didactic environment and will be provided time to practice in a learning lab environment.

C470 - NURS 3215 - Caring Arts and Science Across the Lifespan Part I Clinical Learning - This course includes all aspects of clinical learning related to the fundamentals of nursing practice. Learning labs will teach and assess task skill knowledge including physical assessment, safe medication administration, oxygenation; nutrition, metabolism, & elimination; skin integrity, activity, & mobility; and cognition. Students who are successful in lab assessments will progress to live patient clinicals and will be assessed for their mastery of basic levels of the key behaviors for clinical practice of a novice nursing student.

C471 - NURS 3220 - Caring Arts and Science Across the Lifespan Part II - Caring Arts and Science Across the Lifespan Part II topics include management of the perioperative care continuum; patient centered care of the adult; care of the adult with alterations in circulation; car of the adult with alterations in cardiovascular function; care of the adult with alterations in oxygenation; care of the adult with alterations in neurosensory function; fundamental patient self-determination & advocacy; and end-of-life care. This course incorporates virtual simulations into the didactic course to help students prepare for their learning labs and clinical learning experience. Patient scenarios for the virtual simulations include: fluid & electrolyte imbalance; blood transfusion reaction; severe reaction to antibiotic; pulmonary embolism; and postoperative complications with a fracture.

C472 - NURS 3225 - Caring Arts and Science Across the Lifespan Part II Clinical Learning - The clinical learning course for CASAL II includes all aspects of clinical learning related to medical surgical nursing practice. Learning labs will teach and assess task skill knowledge progressing to high fidelity simulation scenarios to develop mastery of situated use of knowledge and synthesis of knowledge in clinical scenarios that focus on perioperative care. The virtual simulations that students completed in didactic will prepare them for their learning lab scenarios. Students who are successful in lab assessments will progress to live patient clinicals and will be assessed for their mastery of basic levels of the key behaviors for clinical practice of Medical Surgical nursing.

C473 - NURS 3230 - Care of Adults with Complex Illnesses - The Care of Adults with Complex Illnesses course builds on prior knowledge of medical surgical nursing care and common conditions, focusing on diseases and conditions that affect the neuromuscular system, the musculoskeletal system, the kidneys, the pancreas, and diseases such as cancer and impaired immunity, which affect every part of the body. Students will develop mastery of competencies related to advanced medical surgical nursing practice. This course also utilizes virtual simulation scenarios to help students prepare for their learning labs and their clinical intensives. Students work through the following patient scenarios: diabetes/hypoglycemia; postop abdominal hysterectomy/opioid intoxication; acute severe asthma; acute myocardial infarction; and respiratory system disease.

C474 - NURS 3235 - Clinical Learning for Complex Illnesses in Adults - Clinical Care of Adults with Complex Illnesses includes all aspects of clinical learning related to advanced medical surgical nursing practice. Learning labs will teach and assess advanced clinical competencies through the use of high fidelity simulation and advanced clinical debriefing for clinical scenarios. Students participate in skills related to advance medication administration, central venous devices, and peripherally inserted central catheters. The virtual simulations that students completed in didactic will prepare them for their learning lab scenarios. Students who are successful in simulation assessments will progress to live patient clinicals and will be assessed for their mastery of advanced levels of the key behaviors for clinical practice of Medical Surgical nursing.

C475 - NURS 3330 - Care of the Older Adult - Care of the Older Adult adapts the concepts from prior coursework to the care of older adults. An understanding of the effects that policy and legislation have on how healthcare systems treat aging patients sets a foundation for improving their care. Students will apply health assessment skills and evidence-based standards in such a way to account for the specific needs of older adults. Emphasis is placed on the importance of maintaining the dignity of older adults by focusing on cultural, religious, spiritual, and communication needs and by collaborating on care with older adults, families, and caregivers.

C476 - NURS 4250 - Psychiatric and Mental Health Nursing - In Psych/Mental Health, students will discover the many faces of mental illness and the role that the nursing profession plays in managing care of patients and families struggling with a mental illness. Caring for patients with mental illness requires patience and true compassion, a commitment to patient advocacy, and an in-depth understanding of psychopharmacology. Students will work through current issues in mental health; take a look at ethical and legal issues in mental health; review foundations of practice and nursing assessment; learn about therapeutic interventions and crisis management; learn about various mental health disorders and the care of these patients.

C477 - NURS 3320 - Nursing Care of Children - Nursing Care of Children explores the many facets of the pediatric population. The course materials cover the following topics: well-child care; growth and development; immunizations; community health; health trends in pediatrics; disease processes of the cardio-pulmonary system, the neurological system, gastrointestinal system, genitourinary system, respiratory system, integumentary system, endocrine system, musculoskeletal and neuromusculoskeletal system; safe administration of medications, pain management, and hospitalization of the pediatric population. This course also utilizes the virtual simulations to prepare students for their learning lab and clinical experience. The scenarios covered with the virtual simulations include: anaphylaxis; pneumonia leading to respiratory distress (asthma); dehydration; generalized tonic-clonic seizures; and sickle cell anemia.

C478 - NURS 4225 - Critical Care Nursing Clinical Learning - The clinical learning course for Critical Care Nursing includes all aspects of clinical learning related to critical care nursing practice. Learning labs will teach and assess advanced clinical competencies through the use of high fidelity simulation and advanced clinical debriefing for clinical scenarios. Students engage in scenarios that represent patients with hip fracture, gastrointestinal bleeding, pancreatitis, acute kidney injury, congestive heart failure, and cerebrovascular accident. Students who are successful in simulation assessments will progress to live patient clinicals and will be assessed for their mastery of advanced levels of the key behaviors for clinical practice of Critical Care nursing.

C479 - ITEC 2551 - Web Technologies - Web Technologies focuses on: using and updating web client software; web page creation and programming languages; dynamic web page fundamentals: e-commerce infrastructure; and identifying suspicious network activity and selecting the appropriate strategy to counter it. This course prepares students for the following certification exam: CIW Web Design Specialist.

C480 - ITEC 3701 - Networks - Networks focuses on: network topologies including: protocols, ports, addressing schemes, routing, and wireless communication standards; physical and logical topologies, including wiring standards; differentiating, installing, and configuring network devices; and troubleshooting network connectivity. This course prepares students for the following certification exam: CompTIA Network+.

C482 - ITEC 3014 - Software I - Software I builds object-oriented programming expertise and introduces powerful new tools for Java application development. You will learn about and put into action class design, exception handling, and other object-oriented principles and constructs to develop software that meets business requirements. This course requires foundational knowledge of object-oriented programming and the Java language.

C483 - BUS 2301 - Principles of Management - This course addresses strategic planning, total quality, entrepreneurship, conflict and change, human resource management, diversity, and organizational structure.

C484 - BUS 2001 - Organizational Behavior and Leadership - Organizational Behavior and Leadership explores how to lead and manage effectively in diverse business environments. Students are asked to demonstrate the ability to apply organizational leadership theories and management strategies in a series of scenario-based problems.

C485 - NURS 2211 - Introduction to Nursing Arts and Science - Intro to Nursing Clinical Skills is a skills lab section in which students will have the opportunity to practice skills learned in didactic in a learning lab. Students will be introduced to and learn the fundamental skills of nursing, including: assessment, vital signs, principles of safety, equipment uses, bathing, oral hygiene, perineal care, principles of asepsis, ambulating, transferring, range of motion, restraints, fall prevention, and communication. Students successful in the lab assessment will be considered for admission to the BSRN program.

C486 - NURS 2410 - Organizational Systems: Safety and Regulation - The Organizational Systems course of study presents the required sequence of learning activities developed to assist you in achieving competency in the safety and regulatory requirements mandated by the Joint Commission and Occupational Safety and Health Association (OSHA) Competency will be evaluated by completion of four modules in HealthStream. This course represents one competency unit and should be completed in one week. Learning activities are presented in a sequential order and often build upon prior activities and skills, it is therefore important that you complete the course of study in the order presented.

C487 - NURS 4251 - Psych/Mental Health Clinical - The clinical experience for psychiatric/mental health differs from other clinical intensives. Students are required to have a total of 90 hours of clinical time and must document their hours on a time log. They will have a total of 72 scheduled hours and 18 hours that will be self-scheduled by the student—guidelines for self-scheduling are provided for the student. Students must also complete an interpersonal process recording. Students will be assessed of their advancing for their mastery of advancing levels of key behaviors in the psychiatric/mental health clinical.

C488 - NURS 4220 - Critical Care Nursing - Critical care environments are not limited to the intensive care unit, but can occur in emergency departments, surgery, during transport, and sometimes during a disaster. The Critical Care Nursing course introduces the student to the critical care environment and includes such topics as moral distress, the role of the critical care nurse, legal and ethical issues, health disparity, sleep deprivation, psychosocial needs of not only the patient but their family, and end of life care. This course then takes a more in depth look at the various system failures students might encounter in a critical care setting to include the pulmonary and cardiac systems; hemodynamics and neurology; endocrine and renal systems; gastrointestinal system; shock; and hematology. At this point in the program the student is beginning to refine their critical thinking skills by integrating their understanding of physiology, pathology, pharmacology, and the nursing process and applying this to various situations experienced by the patient.

C489 - NURS 4210 - Organizational Systems and Quality Leadership - Nurses serve as clinicians, managers, and mentors to shape the future of healthcare and impact patient care outcomes in positive ways. This course will help students to be more confident and better prepared to assume leadership roles regardless of their position in the healthcare delivery system. This advanced leadership course focuses on the concepts of Patient Safety, Improvement science, balancing cost, quality and access through the triple aim, leadership and patient/family centered care. Students will develop mastery of advanced competencies particularly in patient safety in quality improvement science.

C490 - NURS 4911 - Professional Nursing Role Transition - This course is a three part course: preparing for the NCLEX; leadership learning experience; and professional portfolio.
After graduating from a nursing program, the student must take and pass the NCLEX-RN®. This is a high-stakes licensing exam and success on the first attempt is very important. In order to prepare for the possibility of taking the long exam, students will need to practice taking longer exams; and build up stamina to sit and concentrate that long. In this course, students will create an intense study plan and pass complete an NCLEX-RN predictor exam. Students will also complete a Leadership Learning Experience (LLE) is designed to help the student learn more about the various roles of a health care team. The student will participate in a specified number of interdisciplinary team meetings during a clinical experience. The student may observe the various roles, but participation in the meetings will help with growth and learning. Successful completion of a written paper will satisfy thi

C491 - NURS 4800 - Nursing Clinical Practicum - Before graduating, nursing students need to experience clinical as an independent member of the nursing team who manages a standard patient load. Working under the supervision of a preceptor, the student will have an opportunity to test clinical reasoning, patient care management, delegation and organizational skills in caring for a group of patients to complete 180 hours of supervised clinical practice. The student is working to transition from novice student nurse to novice clinical nurse.

C492 - NURS 3100 - Physical Assessment - The physical assessment course is designed to help students build a cognitive understanding of a physical assessment, as well as the skills used to conduct a physical assessment on patients across the lifespan. Students will work through activities that enhance their learning and understanding of the physical assessment. These include learning about the importance of the health history, working through the body systems through readings, case studies, and virtual simulations. Interviewing and advance history taking are an integral part of the assessment process along with the skills to complete a primary physical assessment. Students will master these assessment competencies through the use of virtual simulation reality experiences as well as demonstrating their competency in all aspects of physical assessment. This course is taught in tandem with the Caring Arts and Sciences Across the Lifespan Part 1 course.

C493 - NURS 4910 - Leadership and Professional Image - Nursing is a practice discipline that includes direct and indirect care activities that affect health outcomes. Baccalaureate nursing students are developing new competencies in leadership, and in order to achieve mastery, must apply those competencies to live practice experiences and situations. In this course students will complete a Leadership Learning Experience (LLE) and develop their own personal professional portfolio. The professional portfolio is a collection of artifacts from BSN coursework as well as a resume and personal statement.

C498 - ITEC 6901 - MS, Information Technology Management Capstone - The MSITM Capstone Project allows the student to demonstrate their application of the academic and professional abilities developed as a graduate student. The Capstone challenges students to integrate skills and knowledge of several domains in the program into one project.

C500 - HLTH 2500 - Healthcare Ecosystems - This course covers skills and competencies in relation to the organization, components, and operation of healthcare systems; licensure and accreditation, quality, and reimbursement; access to healthcare, federal healthcare, and legislative programs; and trends in healthcare delivery.

C506 - HLTH 4506 - Health Informatics Capstone Project - Health Informatics Capstone Project is the culmination of the student's degree program. It requires the demonstration of competencies through a deliverable of significant scope in the form of a research project. The capstone project consists of a technical work product applicable to the field of health informatics and information management. Students should consider creating this final product with the aim of expanding the body of knowledge within the profession. The topic of the Capstone must be presented to and approved by the Capstone Mentor before starting the project.

C507 - HLTH 2507 - Pathophysiology - Pathophysiology is an overview of the pathology and treatment of diseases in the human body, tissues, glands and membranes, the integumentary system, the sensory system, skeletal and muscular systems, the digestive system, blood, vessels and circulation, lymphatic system, immunity and disease, heart and respiratory system, nervous, urinary and endocrine systems, and male and female reproductive systems.

C508 - HLTH 2508 - Pharmacology - Pharmacology covers concepts in Pharmacology including drug classification and effects, and the numerous types of pharmacological interventions used to treat disease and disorders in the systems of the human body.

C513 - EDUC 3132 - Contexts of Learning - Contexts of Learning provides students an opportunity to apply best professional practice in Early Childhood Education. Topics include relationships and interactions; incidental teaching and social interaction; environments and routines; characteristics, needs, and interests; play in childhood; challenging behaviors; promoting positive outcomes.

C514 - EDUC 3134 - Teaching and Learning: ECE: Math and Science - Teaching and Learning: Early Childhood Math and Science Integration helps students to develop competency in foundational concepts of early childhood mathematics and science pedagogy. Topics include mathematical concept development, mathematics instruction in early grades, and science and nature instruction.

C519 - EDUC 3129 - Teaching and Learning: Literacy - Teaching and Learning: Literacy helps students explore the development and acquisition of literacy skills, with emphasis on emergent literacy, atypical language development, culturally responsive language and literacy development, effective reading and writing instruction, and children's literature.

C520 - EDUC 4011 - Teaching and Learning: ECE: The Arts, Movement, Heath and Social Science - Teaching and Learning: ECE: The Arts, Movement, Health and Social Science Integration helps students gain an understanding of health concerns and preventative plans, how children develop their skills in the arts, and how they develop understanding of self and their environment.

C524 - EDUC 2410 - Development and Learning in ECE - Development and Learning in Early Childhood Education helps students develop fundamental understanding of how infants, toddlers, and young children learn and grow, addressing the typical and atypical development and learning of children from conception through early childhood.

C530 - EDUC 2412 - Observation and Assessment - Observation and Assessment leads students toward the knowledge, skills, and experience necessary to effectively use observation and developmentally appropriate assessment when working with young children, while emphasizing the importance of personal reflection and ethics.

C532 - EDUC 2413 - Professional Practice in ECE - Professional Practice in Early Childhood Education Integration helps students develop competence in the elements of professional practice in Early Childhood Education. Topics include family and community characteristics, empowering families and communities, advocacy, ethical standards and continuous learning, and reflection.

C540 - EDUC 6009 - MS SPED Teacher Work Sample - The Teacher Work Sample is a culmination of the wide variety of skills learned during your time in the Teachers College at
WGU. In order to be a competent and independent classroom teacher, you will showcase a collection of your content,
planning, instructional, and reflective skills in this professional assessment.

C548 - EDUC 6010 - MAES Capstone - The MAES Capstone takes the student through the steps of designing, managing, and developing an instructional product for which there is an identified need. The instructional product they develop is an exportable form of instruction designed to bring their target audience to a mastery of predetermined knowledge and skills.

C561 - EDUC 6011 - MS, Curriculum and Instruction Capstone - MS, Curriculum and Instruction Capstone takes the student through the steps of planning and conducting research on a topic or issue related to the students' practice setting. Students will design, deliver, and evaluate a curriculum and instructional unit based on their content area. They will implement curriculum and instruction, and evaluate the effectiveness.

C624 - CHEM 3501 - Biochemistry - Biochemistry covers the structure and function of the four major polymers produced by living organisms. These include nucleic acids, proteins, carbohydrates, and lipids.
This course focuses on application! Be sure to understand the underlying biochemistry in order to grasp how it is applied. By successfully completing this course, you will gain an introductory understanding of the chemicals and reactions that sustain life. You will also begin to see the importance of this subject matter to health.

C626 - EDUC 6021 - MED, Learning and Technology Capstone - MED, Learning and Technology Capstone takes the student through the steps of planning and conducting research on a topic or issue related to the students' practice setting. Students will design, manage, and develop an instructional product for which there is an identified need, including sections describing a literature review, methodology, and detailed analysis and reporting of results.

C627 - EDUC 6022 - MA, Science Education (5-9) Teacher Work Sample - MA, Science Education (5-9) Teacher Work Sample contains a comprehensive, original, research based curriculum unit designed to meet an identified educational need. It provides direct evidence of the candidate's ability to design and implement a multi-week, standards-based unit of instruction, assess student learning, and then reflect on the learning process. The WGU Teacher Work Sample requires students to plan and teach a multi-week standards-based instructional unit consisting of seven components: 1) Contextual factors, 2) learning goals, 3) assessment, 4) design for instruction, 5) instructional decision making, 6) analysis of student learning, and 7) self-evaluation and reflection.

C629 - EDUC 6023 - MA, Science Education (5-12, Bio) Teacher Work Sample - The Teacher Work Sample is a written project containing a comprehensive, original, research based curriculum unit designed to meet an identified educational need. It provides direct evidence of the candidate's ability to design and implement a multi-week, standards-based unit of instruction, assess student learning, and then reflect on the learning process. The WGU Teacher Work Sample requires students to plan and teach a multi-week standards-based instructional unit consisting of seven components: 1) Contextual factors, 2) learning goals, 3) assessment, 4) design for instruction, 5) instructional decision making, 6) analysis of student learning, and 7) self-evaluation and reflection.

C630 - EDUC 6024 - MA, Science Education (5-12, Chemistry) Teacher Work Sample - MA, Science Education (5-12, Chemistry) Teacher Work Sample contains a comprehensive, original, research based curriculum unit designed to meet an identified educational need. It provides direct evidence of the candidate's ability to design and implement a multi-week, standards-based unit of instruction, assess student learning, and then reflect on the learning process. The WGU Teacher Work Sample requires students to plan and teach a multi-week standards-based instructional unit consisting of seven components: 1) Contextual factors, 2) learning goals, 3) assessment, 4) design for instruction, 5) instructional decision making, 6) analysis of student learning, and 7) self-evaluation and reflection.

C631 - EDUC 6025 - MA, Science Education (5-12, Geo) Teacher Work Sample - MA, Science Education (5-12, Geo) Teacher Work Sample contains a comprehensive, original, research based curriculum unit designed to meet an identified educational need. It provides direct evidence of the candidate's ability to design and implement a multi-week, standards-based unit of instruction, assess student learning, and then reflect on the learning process. The WGU Teacher Work Sample requires students to plan and teach a multi-week standards-based instructional unit consisting of seven components: 1) Contextual factors, 2) learning goals, 3) assessment, 4) design for instruction, 5) instructional decision making, 6) analysis of student learning, and 7) self-evaluation and reflection.

C632 - EDUC 6026 - MA, Science Education (5-12, Physics) Teacher Work Sample - MA, Science Education (5-12, Physics) Teacher Work Sample contains a comprehensive, original, research based curriculum unit designed to meet an identified educational need. It provides direct evidence of the candidate's ability to design and implement a multi-week, standards-based unit of instruction, assess student learning, and then reflect on the learning process. The WGU Teacher Work Sample requires students to plan and teach a multi-week standards-based instructional unit consisting of seven components: 1) Contextual factors, 2) learning goals, 3) assessment, 4) design for instruction, 5) instructional decision making, 6) analysis of student learning, and 7) self-evaluation and reflection.

C633 - EDUC 6027 - MA, Mathematics Education (5-9) Teacher Work Sample - MA, Mathematics Education (5-9) Teacher Work Sample contains a comprehensive, original, research based curriculum unit designed to meet an identified educational need. It provides direct evidence of the candidate's ability to design and implement a multi-week, standards-based unit of instruction, assess student learning, and then reflect on the learning process. The WGU Teacher Work Sample requires students to plan and teach a multi-week standards-based instructional unit consisting of seven components: 1) contextual factors, 2) learning goals, 3) assessment, 4) design for instruction, 5) instructional decision making, 6) analysis of student learning, and 7) self-evaluation and reflection.

C634 - EDUC 6028 - MA, Mathematics Education (5-12) Teacher Work Sample - MA, Mathematics Education (5-12) Teacher Work Sample contains a comprehensive, original, research based curriculum unit designed to meet an identified educational need. It provides direct evidence of the candidate's ability to design and implement a multi-week, standards-based unit of instruction, assess student learning, and then reflect on the learning process. The WGU Teacher Work Sample requires students to plan and teach a multi-week standards-based instructional unit consisting of seven components: 1) Contextual factors, 2) learning goals, 3) assessment, 4) design for instruction, 5) instructional decision making, 6) analysis of student learning, and 7) self-evaluation and reflection.

C635 - EDUC 6029 - MA, Mathematics Education (K-6) Capstone - MA, Mathematics Education (K-6) Capstone Written Project takes the student through the steps of planning and conducting research on a topic or issue related to the students' practice setting. The result is expected to be a significant piece of research, culminating in a written research report, including sections describing a literature review, methodology, and detailed analysis and reporting of results.

C636 - EDUC 6030 - MED, Instructional Design Capstone - MED, Instructional Design Capstone Written Project is the culminating assessment where learners should be able to integrate and synthesize competencies from across the degree program and thereby demonstrate the ability to participate in and contribute value to their chosen professional field.

C681 - BIO 2009 - Microbiology - Clinical Microbiology focuses on microbes--both constructive and destructive--that are among the smallest living entities on earth. Students will examine how they live, reproduce, carry diseases, and develop resistance to antibiotics. This course has a clinical focus.

C682 - MATH 5010 - Mathematics for Elementary Educators - Mathematics for Elementary Educators III engages pre-service elementary teachers in mathematical practices based on deep understanding of underlying concepts. The course covers important topics in statistics, measurement, and covers geometry from synthetic, transformational, and coordinate perspectives. This is the third course in a three-course sequence.

C683 - SCIE 1001 - Natural Science Lab - This course gives you an introduction to using the scientific method and engaging in scientific research to reach conclusions about the natural world. You will design and carry out an experiment to investigate a hypothesis by gathering quantitative data.

C688 - ITAS 5210 - Cyberwarfare - This course introduces you to the real-world battlefield of cyberspace. It covers the history of cyberwarfare and the variety of new concerns its emergence has fostered. This course explores how cyberwarfare has become an important part of the modern military arsenal and provides strategies for protecting a threatened network, as well as strategies for dealing with specific cyber war actors and threats. It then concludes with an exploration of the future of cyberwarfare considering the evolution of cyber-related capabilities, current threats, and emerging technology.

C697 - ITEC 3659 - Operating Systems I - This course prepares students for the following certification exam: CompTIA Linux+ Part I.

C698 - ITEC 3669 - Operating Systems II - This course prepares students for the following certification exam: CompTIA Linux+ Part II.

C700 - ITSA 5220 - Secure Network Design - This course provides an in-depth look at organizational challenges and threats to networks that are connected to the public Internet. Network security will be discussed in the context of how hackers gain access to networks and the use of Firewalls and VPNs to provide security countermeasures. Also covered are methods and technologies to prepare the student to disarm threats, plan for emerging technologies and future attacks.

C701 - ITAS 5300 - Ethical Hacking - Topics will include how to expose system vulnerabilities and learn solutions for eliminating and/or preventing vulnerabilities; and how to apply hacking skills on different types of networks and platforms. This course prepares students for the following certification exam: EC-Council Ethical Hacking and Countermeasures.

C702 - ITAS 6300 - Forensics and Network Intrusion - Topics include computer forensics in today's world; media and operating system forensics; data and file forensics; audits and investigations; and device forensics. This course prepares students for the following certification exam: EC-Council Computer Hacking Forensic Investigator.

C706 - ITAS 5230 - Secure Software Design - This course provides a practical guide to establish proactive software security that focuses on analyzing risks, understanding likely points of attack, and deciding how software responds to future attacks. Students learn how to construct software that can deal with known and unknown attacks preemptively by examining systemic threats in various deployment environments and discussing vulnerabilities of software applications.

C708 - FINC 3000 - Principles of Finance - This course provides students with the fundamental knowledge needed to understand and interact with finance professionals and to apply financial tools in their professional and personal lives. It focuses on the financial management of companies, but the course will also provide a foundation for specialized courses in banking and investment for those who choose to continue their study of finance. Students will learn about valuation in order to make determinations about maximizing wealth. Topics that will be explored are financial forecasting, the time value of money, security valuation, capital budgeting, and risk and return, all which will help students be able to perform financial statement analysis and evaluate corporate performance. The course includes practice of financial principles in multiple business areas, including marketing, management, and operations.

C711 - BUS 2100 - Introduction to Business - This course introduces students to the various functional areas within an organization (e.g. marketing, production, finance, etc.) that support a firm's overall business objectives.

C712 - MKTG 3000 - Marketing Fundamentals - Marketing Fundamentals introduces students to principles of the marketing environment, social media, consumer behavior, marketing research, and market segmentation. Students will also explore marketing strategies that are related to products and services, distribution channels, promotions, sales, and pricing.

C713 - LAW 3000 - Business Law - This course introduces students to business law. Topics include the sources and types of law, contractual relationships, government regulation of business, dispute resolution, alternative dispute resolution, tort and other civil liabilities, labor and employment law, and other legal issues found in common business scenarios. Students will analyze examples of various business activities to learn whether specific laws apply.

C714 - MGMT 4800 - Business Strategy - Strategy, Change and Organizational Behavior Concepts addresses complex material in the areas of organizational behavior and strategic quality management. Topics include strategic planning, and competitive advantage.
This course focuses on models and practices of strategic management, including developing and implementing a strategy and evaluating performance to achieve strategic goals and objectives.

C715 - MGMT 3000 - Organizational Behavior - Organizational Behavior and Leadership explores how to lead and manage effectively in diverse business environments. Students are asked to demonstrate the ability to apply organizational leadership theories and management strategies in a series of scenario-based problems.

C716 - BUS 2600 - Business Communication - Business Communication is a survey course of communications skills needed in the business environment. Course content includes writing messages, reports, résumés, and delivering oral presentations. Communication processes, writing skills, message types, and presentation of data are emphasized. Development of these skills is integrated with the use of technology.

C717 - BUS 3000 - Business Ethics - Business Ethics is designed to enable students to identify the ethical and socially responsible courses of actions available through the exploration of various scenarios in business. Students will also learn to develop appropriate ethics guidelines for a business.

C718 - ECON 2000 - Microeconomics - Microeconomics introduces you to foundational economic concepts. You will learn how households maximize utility and firms maximize profit in order to allocate their scarce resources. Upon completion of this course, you will be able to explain opportunity costs, the importance of competition, and how demand and supply work to determine equilibrium price and quantity in perfectly competitive markets and under monopolistic competition, oligopoly, and monopoly.

C719 - ECON 2100 - Macroeconomics - Macroeconomics provides you with an in-depth overview of the economy as a whole. The course covers market structure, essential models, theories, and policies that affect international and domestic economic systems. You will learn how the economy operates and how society manages its costs, benefits, and trade-offs when allocating scarce resources through market demand and supply. Other topics include how output and growth in the economy are measured with GDP and how the government and Federal Reserve influence growth, unemployment, and inflation through fiscal and monetary policy.

C720 - MGMT 4100 - Operations and Supply Chain Management - Operations and Supply Chain Management provides a streamlined introduction to how organizations efficiently produce goods and services, determine supply chain management strategies, and measure performance. Emphasis is placed on integrative topics essential for managers in all disciplines, such as supply chain management, product development, and capacity planning. You will learn how to analyze processes, manage quality for both services and products, and measure performance, while creating value along the supply chain in a global environment. Topics include forecasting, product and service design, process design and location analysis, capacity planning, management of quality and quality control, inventory management, scheduling, supply chain management, and performance measurement.

C721 - MGMT 4400 - Change Management - Change Management provides an understanding of change and an overview of successfully managing change using various methods and tools. Emphasizing change theories and various best practices, you will learn how to recognize and implement change using an array of other effective strategies, including those related to innovation and leadership. Other topics include approaches to change, diagnosing and planning for change, implementing change, and sustaining change.

C722 - MGMT 3400 - Project Management - Project Management prepares you to manage projects from start to finish within any organizational structure. The course presents a view into different project-management methods and delves into topics such as project profiling and phases, constraints, building the project team, scheduling, and risk. You will be able to grasp the full scope of projects you may work on in the future, and apply the proper management approaches to complete a project. The course features practice in each of the project phases as you learn how to strategically apply project-management tools and techniques to help organizations achieve their goals.

C723 - BUS 3100 - Quantitative Analysis For Business - Quantitative Analysis for Business explores various decision-making models, including expected value models, linear programming models, and inventory models. You will learn to analyze data by using a variety of analytic tools and techniques to make better business decisions. In addition, you will develop project schedules using the Critical Path Method. Other topics include calculating and evaluating formulas, measures of uncertainty, crash costs, and visual representation of decision-making models using electronic spreadsheets and graphs.

C724 - BUIT 3000 - Information Systems Management - This course provides an overview of many facets of information systems applicable to business. The course explores the importance of viewing information technology (IT) as an organizational resource that must be managed, so that it supports or enables organizational strategy. Topics: The 7 competencies covered in the course include the primary processes involved in system development (i.e., analysis, design, and implementation), networks, database resource management, hardware and software, e-commerce and social media, IS security and ethics, and mobile vs. desktop computing. Students will learn how e-commerce, decision support, and communication are securely facilitated in a global marketplace. The course also explores current and continuously evolving technologies, strategic thinking, and big-picture issues at the intersection of management and technology.

C734 - EDUC 2260 - 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.

C736 - BIO 3261 - Evolution - Students will learn why evolution is the fundamental concept that underlies all life sciences and how it contributes to advances in medicine, public health and conservation. Course participants will gain a firm understanding of the basic mechanisms of evolution including the process of speciation --- and how these systems have given rise to the great diversity of life in the world today. They will also explore how new ideas, discoveries and technologies are modifying prior evolutionary concepts. Ultimately, the course will explain how evolution works and how we know what we know.

C737 - BIO 5247 - Evolution - Students will learn why evolution is the fundamental concept that underlies all life sciences and how it contributes to advances in medicine, public health and conservation. Course participants will gain a firm understanding of the basic mechanisms of evolution including the process of speciation --- and how these systems have given rise to the great diversity of life in the world today. They will also explore how new ideas, discoveries and technologies are modifying prior evolutionary concepts. Ultimately, the course will explain how evolution works and how we know what we know.

C738 - PHYS 3262 - Space, Time and Motion - Throughout history, humans have grappled with questions about the origin, workings, and behavior of the universe. This seminar begins with a quick tour of discovery and exploration in physics, from the ancient Greek philosophers on to Galileo Galilei, Isaac Newton and Albert Einstein. Einstein's work then serves as the departure point for a detailed look at the properties of motion, time, space, matter, and energy. The course considers Einstein's Special Theory of Relativity, his photon hypothesis, wave-particle duality, his General Theory of Relativity and its implications for astrophysics and cosmology, as well as his three-decade quest for a unified field theory. It also looks at Einstein as a social and political figure, and his contributions as a social and political force. Scientist-authored essays, online interaction, videos, and web resources enable learners to trace this historic path of discovery and explore implications of technology for society, energy production in stars, black holes, the Big Ban

C739 - PHYS 5248 - Space, Time and Motion - Throughout history, humans have grappled with questions about the origin, workings, and behavior of the universe. This seminar begins with a quick tour of discovery and exploration in physics, from the ancient Greek philosophers on to Galileo Galilei, Isaac Newton and Albert Einstein. Einstein's work then serves as the departure point for a detailed look at the properties of motion, time, space, matter, and energy. The course considers Einstein's Special Theory of Relativity, his photon hypothesis, wave-particle duality, his General Theory of Relativity and its implications for astrophysics and cosmology, as well as his three-decade quest for a unified field theory. It also looks at Einstein as a social and political figure, and his contributions as a social and political force. Scientist-authored essays, online interaction, videos, and web resources enable learners to trace this historic path of discovery and explore implications of technology for society, energy production in stars, black holes, the Big Ban

C740 - DTAN 5110 - Fundamentals of Data Analytics - This courses provides an introduction to a variety of tools and techniques used in the field of data analytics. Students will summarize data, review statistical models, explore data mining techniques, and contemplate ethical considerations associated with the field of data analytics. This course presents a survey of concepts which will be explored more in-depth in subsequent courses in the MS Data Analytics program.

C741 - MATH 5720 - Statistics for Data Analysis - This course covers a broad range of statistical techniques and methods applied in real-world settings. Topics presented include inferential, parametric and non-parametric statistics, as well as regression analysis and analysis of variance.

C742 - DTSC 5110 - Data Science Tools and Techniques - This course covers data science tools and techniques to perform data wrangling and exploration. You will be introduced to programming languages and web scraping tools along with machine learning models.

C743 - DTAN 5210 - Data Mining and Analytics I - This course is an introduction to data mining and exploratory data analysis, including text and web mining. Topics include the use of data exploration methods to prepare data, familiarization with commercial data types commonly used for data mining, the use of statistical and data mining software, including R, SAS and SPSS, and the comparison and classification of data mining methods.

C744 - DTAN 6220 - Data Mining and Analytics II - This course examines the application of descriptive and predictive data mining techniques to reveal information within a mass of data. Techniques include factor analysis, cluster analysis, classification methods, and neural networks to limit human subjectivity in decision making processes.

C745 - DTAN 6110 - Advanced Data Visualization - The focus of this course is visualizing and telling stories with data. This course begins with a description of the growth of data and visualization in industry, news, and government. Actual human stories will be reviewed from a data-statistical perspective. The creation of graphs, displays and geospatial data presentations to communicate information supporting decision making while implementing best practices for effective storytelling will be examined.

C746 - DTAN 6120 - Advanced SQL - This course prepares the student for the Oracle SQL Expert Certification (1Z0-047). Students will master the SQL language to restrict and sort data, manage data, objects and tables, create schema objects, and control user access.

C747 - DTAN 6310 - SAS Programming I: Fundamentals - This course prepares the student for the Base Programmer for SAS 9 Certification (A00-211). Students will achieve competencies in SAS programming that will allow them to import and export raw data files, manipulate and transform data, combine SAS data sets, identify and correct syntax errors, and write SAS code on the SAS platform.

C748 - DTAN 6320 - SAS Programming II: Business Analysis Applications - This course prepares the student for the SAS Statistical Business Analyst for SAS 9 Certification (A00-240). Students will gain competency to conduct, interpret, and present complex statistical data analysis in the SAS platform.

C749 - DTSC 3210 - Introduction to Data Science - This Introduction to Data Science course introduces the data analysis process and common statistical techniques necessary for the analysis of data. Students will ask questions that can be solved with a given data set, set up experiments, use statistics and data wrangling to test hypotheses, find ways to speed up their data analysis code, make their data set easier to access, and communicate their findings.

C750 - DTMG 3210 - Data Wrangling with MongoDB - This course elaborates on concepts covered in Introduction to Data Science, helping to develop skills crucial to the field of data science and analysis. It explores how to wrangle data from diverse sources and shape it to enable data-driven applications—a common activity in many data scientists' routine.
Topics covered include gathering and extracting data from widely-used data formats, assessing the quality of data, and exploring best practices for data cleaning. This course also introduces MongoDB, covering the essentials of storing data and the MongoDB query language together with exploratory analysis using the MongoDB aggregation framework.

C751 - DTAN 3210 - Data Analysis with R - This course focuses on exploratory data analysis (EAD) utilizing R. EAD is an approach for summarizing and visualizing the important characteristics of a data set. Exploratory data analysis focuses on exploring data to understand the data's underlying structure and variables to develop intuition about the data set, to consider how that data set came into existence, and to decide how it can be investigated with more formal statistical methods.

C752 - DTAN 3220 - Data Visualization - This course covers the application of design principles, human perception, color theory, and effective storytelling in the context of data visualization. It addresses presenting data to others, facilitating aspirations to be an analyst or data scientist, and advancing technology with visualization tools. Additionally, this course focuses on how to visually encode and present data to an audience.

C753 - DTSC 3220 - Machine Learning - This course presents the end-to-end process of investigating data through a machine learning lens. Topics covered include: techniques for extracting data, identifying useful features that best represent data, a survey of commonly-used machine learning algorithms, and methods for evaluating the performance of machine learning algorithms.

C754 - DTSC 3310 - Structured Query Language - This course focuses on structured query language (SQL). It starts with a review of the basic statements and continues on to the creation of complex queries that affect multiple tables and utilize SQL functions. Data manipulation language (DML) and data definition language (DDL) are also covered, thus enabling the student to create and maintain database objects and modify data by using SQL commands.

C755 - DTSC 3320 - Database Server Administration - This course covers the installation, configuration, and administration of database servers. Students will be introduced to all the logical and physical components of a database server and learn to set up a server in a network environment. Tools and strategies for access and space management will be covered, as well as backup, restoration, and upgrade techniques.

C756 - DTAN 4020 - Data Analytics - This course covers the most common tools, techniques, and procedures involved in data analytics. Students will review all the disciplines involved with data analytics learned in previous courses and get a better understanding of how they all relate to one another.

C757 - BIO 4734 - Advanced Biology - This course includes the study of four main topics of biological science, including cellular biology, heredity, interdependence of life, and ecology.

C758 - BIO 5734 - Advanced Biology - This course includes the study of four main topics of biological science, including cellular biology, heredity, interdependence of life, and ecology.

C762 - EDUC 4795 - Teacher Performance Assessment in Science - The Teacher Performance Assessment is a culmination of the wide variety of skills learned during your time in the Teachers College at WGU. In order to be a competent and independent classroom teacher, you will showcase a collection of your content, planning, instructional, and reflective skills in this professional assessment.

C763 - HLTH 2100 - Healthcare Information Systems Management - Information Systems Management provides an overview of many facets of information systems that are applicable to business and healthcare. The course explores how information technology (IT) is an organizational resource that must be managed so that it supports or enables organizational strategy. The course will discuss how decision support and communication are securely facilitated in a global marketplace. The course also explores current and continuously evolving technologies, strategic thinking, and issues at the intersection of management and technology.

C764 - EDUC 6262 - MA, Science Education (5-12 Physics)Teacher Performance Assessment - MA, Science Education (5-12, Physics) Teacher Work Sample contains a comprehensive, original, research based curriculum unit designed to meet an identified educational need. It provides direct evidence of the candidate's ability to design and implement a multi-week, standards-based unit of instruction, assess student learning, and then reflect on the learning process. The WGU Teacher Work Sample requires students to plan and teach a multi-week standards-based instructional unit consisting of seven components: 1) Contextual factors, 2) learning goals, 3) assessment, 4) design for instruction, 5) instructional decision making, 6) analysis of student learning, and 7) self-evaluation and reflection.

C765 - EDUC 6263 - MA, Science Education (5-12 Bio)Teacher Performance Assessment - The Teacher Performance Assessment is a written project containing a comprehensive, original, research based curriculum unit designed to meet an identified educational need. It provides direct evidence of the candidate's ability to design and implement a multi-week, standards-based unit of instruction, assess student learning, and then reflect on the learning process. The WGU Teacher Performance Assessment requires students to plan and teach a multi-week standards-based instructional unit consisting of seven components: 1) Contextual factors, 2) learning goals, 3) assessment, 4) design for instruction, 5) instructional decision making, 6) analysis of student learning, and 7) self-evaluation and reflection.

C768 - ITEC 2220 - Technical Communication - This course covers basic elements of technical communication, including professional written communication proficiency; the ability to strategize approaches for differing audiences; and technical style, grammar, and syntax proficiency.

C769 - ITEC 4903 - IT Capstone Written Project - The capstone project consists of a technical work proposal, the proposal's implementation, and a post-implementation report that describes the graduate's experience in developing and implementing the capstone project. The capstone project should be presented and approved by the mentor in relation to the graduate's technical emphasis.

C772 - DTAN 6410 - Data Analytics Graduate Capstone - The Data Analytics Graduate Capstone course allows the student to demonstrate their application of the academic and professional abilities developed as a graduate student. The capstone challenges students to integrate skills and knowledge from several program domains into one project.

C773 - ITWD 3110 - User Interface Design - This course covers tools and techniques employed in user interface design including web and mobile applications. Concepts of clarity, usability and detectability are included in this course as well as other design elements such as color schemes, typography, and layout . Techniques like wireframing, usability testing, and SEO optimization are also covered. This course prepares students for the CIW User Interface Designer certification.

C774 - EDUC 5115 - Practicum in Educational Leadership Part 1 - Foundational Perspectives of Education consists of two courses, Part I and Part II. These courses include a series of performance tasks to take place under the leadership of a practicing school principal or assistant principal in a practicum school site (K–12). The assessment also includes completion of assigned administrative duties to take place in both elementary (K–6) and secondary (7–12) settings under the leadership and supervision of the cooperating administrator in your case study school site.

C775 - EDUC 5116 - Practicum in Educational Leadership Part 2 - Foundational Perspectives of Education consists of two courses, Part I and Part II. These courses include a series of performance tasks to take place under the leadership of a practicing school principal or assistant principal in a practicum school site (K–12). The assessment also includes completion of assigned administrative duties to take place in both elementary (K–6) and secondary (7–12) settings under the leadership and supervision of the cooperating administrator in your case study school site.

C777 - ITWD 3120 - Web Development Applications - This course prepares students for the CIW Advanced HTML5 and CSS3 Specialist certification exam. This course builds upon a student's manual coding skills by teaching how to develop web documents and pages using the Web Development Trifecta: HTML5 (Hypertext Markup Language version 5) and CSS3 (Cascading Style Sheets version 3) and JavaScript. Students will utilize the skills learned in this course to create web documents and pages that easily adapt to display on both traditional and mobile devices. In addition, students will learn techniques for code validation and testing, form creation, inline form field validation, and mobile design for browsers and apps, including Responsive Web Design (RWD).

C779 - ITWD 3100 - Web Development Foundations - This course introduces students to web design and development by presenting them with HTML5 and CSS, the foundational languages of the web, by reviewing media strategies, and by using tools and techniques commonly employed in web development.

C783 - ITM 5320 - Project Management - In this course, students examine project management concepts based on the five process groups and ten knowledge areas identified in the Project Management Body of Knowledge (PMBOK) Guide in preparation for completing the PMI Certified Associate in Project Management (CAPM) certification exam.

C784 - MATH 1100 - Applied Healthcare Statistics - Applied Healthcare Probability and Statistics is designed to help you develop competence in the fundamental concepts of basic mathematics, introductory algebra, and statistics and probability. These concepts include: basic arithmetic with fractions and signed numbers; introductory algebra and graphing; descriptive statistics; regression and correlation; and probability. Statistical data and probability are now commonplace in the healthcare field. You need to be able to make informed decisions about which studies and results are valid, which are not, and how those results affect your decisions. This course will give you background in what constitutes sound research design and how to appropriately model phenomena using statistical data. Additionally, you will be able to calculate simple probabilities, especially based on events which occur in the healthcare profession. This course will prepare you for your studies at WGU, as well as in the healthcare profession.

C785 - CHEM 3503 - Biochemistry - Biochemistry covers the structure and function of the four major polymers produced by living organisms. These include nucleic acids, proteins, carbohydrates, and lipids.
This course focuses on application! Be sure to understand the underlying biochemistry in order to grasp how it is applied. By successfully completing this course, you will gain an introductory understanding of the chemicals and reactions that sustain life. You will also begin to see the importance of this subject matter to health.

C787 - NURS 2035 - Health and Wellness Through Nutritional Science - Nutritional ignorance or misunderstandings are at the root of the health problems that most Americans face today. Nurses need to be armed with the most current information available about nutrition science including how to understand nutritional content of food, implications of exercise and activity on food consumption and weight management, and management of community or population specific nutritional challenges. The Nutrition for Contemporary Society course should prepare nurses to provide support, guidance and teaching about incorporation of sound nutritional principles into daily life for health promotion. This course covers the following concepts: nutrition to support wellness; healthy nutritional choices; nutrition and physical activity; nutrition through the lifecycle; safety and security of food; and nutrition and global health environments.

C790 - NURS 5745 - Foundations in Nursing Informatics - This course addresses the integration of technology to improve and support nursing practice. It provides nurses with a foundational understanding of nursing informatics theory, practice, and applications. Topics include the role of nursing in informatics; use of computer technology for clinical documentation, communication, and workflows; problem identification; project implementation; and best practices.

C791 - NURS 5510 - Advanced Information Management and the Application of Technology - In this course you will examine complementary roles of master's level-prepared nursing information technology professionals, including informaticists and quality officers. You will analyze current and emerging technologies; data management; ethical legal and regulatory best-practice evidence; and bio-health informatics using decision-making support systems at the point of care.

C792 - NURS 6010 - Data Modeling and Database Management Systems - This graduate course is designed to engage the student in planning, analyzing, and designing a relational database management system (DBMS) for use by nurse administrators, clinicians, educators, and informaticists. This experience will provide the knowledge needed to advocate for nursing informatics needs within the field of healthcare.

C793 - NURS 6020 - Nursing Informatics Field Experience - In the Nursing Informatics Field Experience, you will complete a hands-on field experience while working with a preceptor in a setting relevant to your professional situation and nursing informatics. Today's rapidly changing health delivery system requires nurse informaticists to be prepared to effectively lead change and facilitate learning that is dynamic and meets the needs of a diverse student and professional nursing population. To help you develop competency in this area, you will apply methods and solutions to support clinical decisions and improve health outcomes by designing data collection instruments, developing a database management system and analyzing data using statistical and geospatial techniques in a simulated environment.

C794 - NURS 6030 - Nursing Informatics Capstone - The Nursing Informatics Capstone is the final leg in your journey to graduation. During this course, you will present evidence of the knowledge and skills you gained during this program by completing a comprehensive evaluation of a health information system. You will develop a multimedia presentation that reviews and reflects on your learning experiences during the Nursing Informatics program. This scholarly presentation is a synthesis that illustrates the acquisition of nursing informatics knowledge, skills, and competencies. Your final presentation should demonstrate how the integration of nursing informatics facilitates the transformation of data and information to knowledge and wisdom in a nursing practice. The presentation will be developed using the best practices for narrated PowerPoint presentations (see the MSN Capstone Presentation section for details).

C797 - NURS 6701 - Data Science and Analytics - This course addresses the interdisciplinary and emerging field of data science in healthcare. Students will learn to combine tools and techniques from statistics, computer science, data visualization, and the social sciences to solve problems using data. Topics include data analysis, database management, inferential and descriptive statistics, statistical inference, and process improvement.

C798 - NURS 6702 - Informatics System Analysis and Design - In Informatics System Analysis and Design, a broad understanding of data systems is covered to build upon the Foundations in Nursing Informatics course. The importance of effective interoperability, functionality, data access, and user satisfaction are addressed. The student will be analyzing reports and integrating federal regulations, research principles, and principles of environmental health in the construction of a real-world systems analysis and design project. This course will be directly applicable to healthcare settings as electronic records management has become compulsory for healthcare providers. All of the information in this course will be directly tied to the delivery of quality patient care and patient safety.

C799 - HIM 2011 - Healthcare Ecosystems - Healthcare Ecosystems explores the history and state of healthcare organizations in an ever-changing environment. This course covers how agencies influence healthcare delivery through legal, licensure, certification, and accreditation standards. The course will also discuss how new technologies and trends keep healthcare delivery innovative and current.

C801 - HIM 2215 - Health Information Law and Regulations - Health Information Law and Regulations prepares students to manage health information in compliance with legal guidelines and teaches how to respond to questions and challenges when legal issues occur. This course presents the types of situations occurring in health information management that could result in ethical dilemmas and establishes a foundation for work based on legal and ethical guidelines.

C804 - HIM 2150 - Medical Terminology - Medical Terminology focuses on the basic components of medical terminology and how terminology is used when discussing various body structures and systems. Proper use of medical terminology is critical for accurate and clear communication among medical staff, health professionals, and patients. In addition to the systems of the body, this course will discuss immunity, infections, mental health, and cancer.

C805 - HCM 2507 - Pathophysiology - Pathophysiology is an overview of the pathology and treatment of diseases in the human body and its systems. This course will explain the processes in the body that result in the signs and symptoms of disease, as well as therapeutic procedures in managing or curing the disease. The content draws on a knowledge of anatomy and physiology to understand how diseases manifest themselves and how they affect the body.

C807 - HIM 3215 - Healthcare Compliance - Healthcare Compliance examines the role of the coding professional within healthcare information management. The course covers compliance plans, issues that arise with noncompliance, and management of internal and external audits.

C811 - HIM 3701 - Healthcare Financial Resource Management - Healthcare Financial Resource Management examines financial practices within healthcare industries to promote effective management at department and organization levels. Focusing on financial processes associated with facility operations in the healthcare field, this course will analyze the impact of strategic financial planning and regulatory control processes. This course has no prerequisites.

C812 - HIM 4610 - Healthcare Reimbursement - Healthcare Reimbursement explores financial practices within the healthcare industry as they relate to reimbursement policies. This course identifies how reimbursement systems impact the revenue cycle and a health information manager's role. This course has no prerequisites.

C815 - HIM 4511 - Quality and Performance Management and Methods - Quality and Performance Management and Methods examines quality initiatives within healthcare. Quality issues cover human resource management, employee performance and patient safety. This course focuses on quality improvement initiatives and performance improvement with the health information management perspective.

C820 - NURS 3113 - Professional Leadership and Communication for Healthcare - The Leadership and Communication course is designed to help students prepare for success in the online environment at Western Governors University and beyond. Student success starts with the social support and self-reflective awareness that will prepare students to weather the challenges of academic programs. In this course students will participate in group activities and complete a number of individual assignments. The group activities are aimed at finding support and insight from other students. The assignments are intended to give the student an opportunity to reflect about where they are and where they would like to be. The activities in each group meeting are designed to give students several tools they can use to achieve success.
This course is designed as a eight-part intensive learning experience. Students will attend eight group meetings during the term. At each meeting students will engage in activities that help them understand their own educational journey and find support and inspiration in t

C821 - NURS 6201 - Nursing Education Field Experience - Nurse educators teach the next generation of nurses, in academic and clinical settings. They must be licensed to practice nursing and have considerable hands-on nursing experience, as well as advanced training and education. The Nursing Education Field Experience provides the graduate student with an opportunity to work collaboratively within the organization where he/she is employed to address an identified nursing problem, need, or gap in current practices. Students then work to promote a practice change, quality improvement, or innovation that is based on the existing evidence and best practices.

C822 - NURS 6301 - Nurse Educator Capstone - The capstone is a scholarly project that addresses an issue, need, gap or opportunity resulting from an identified in nursing education or healthcare need. The capstone project provides the opportunity for the graduate nursing student to demonstrate competency through design, application and evaluation of advanced nursing knowledge and higher level leadership skills for ultimately improving health outcomes

C823 - NURS 6501 - Nursing Leadership and Management Field Experience - Today's rapidly changing healthcare delivery environment requires nurse executives to effectively lead change to achieve organization goals and improvements. Registered nurses needs to hold an active nursing license and have considerable clinical experience and education to become a nurse leader or manager. The Nursing Leadership and Management Field Experience provides the graduate student with an opportunity to work collaboratively within the organization where he/she is employed to address an identified nursing problem, need, or gap in current practices. Students then work to promote a practice change, quality improvement, or innovation that is based on the existing evidence and best practices.

C824 - NURS 6601 - Nursing Leadership and Management Capstone - The Nursing Leadership and Management capstone course provides the student with an opportunity to engage in a project that is actionable, relevant, highly collaborative, and based on real world experience. The capstone involves development of a scholarly project that addresses a problem, need, or gap in current practices. The capstone project provides an opportunity for the graduate nursing student to demonstrate competency through design, application, and evaluation of a planned practice change, quality improvement, or innovation that is based on the existing evidence and best practices.

C825 - NURS 2211 - Introduction to Nursing Arts and Science - Intro to Nursing Clinical Skills is a skills lab section in which students will have the opportunity to practice skills learned in didactic in a learning lab. Students will be introduced to and learn the fundamental skills of nursing, including: assessment, vital signs, principles of safety, equipment uses, bathing, oral hygiene, perineal care, principles of asepsis, ambulating, transferring, range of motion, restraints, fall prevention, and communication. Students successful in the lab assessment will be considered for admission to the BSRN program.

C826 - NURS 3418 - Community Health and Population-Focused Nursing - Community Health and Population-Focused Nursing will assist students in becoming familiar with foundational theories and models of health promotion applicable to the community health nursing environment. Students will develop an understanding of how policies and resources influence the health of populations. Focus is concentrated on learning the importance of a community assessment to improve or resolve a community health issue. Students will be introduced to the relationships between cultures and communities and the steps necessary to create community collaboration with the goal to improve or resolve community health issues in a variety of settings. Students will gain a greater understanding of health systems in the United States, global health issues, quality-of-life issues, cultural influences, community collaboration, and emergency preparedness.

C827 - HLTH 4415 - Financial Resource Management and Healthcare Reimbursement - Financial Resource Management and Healthcare Reimbursement examines financial practices and reimbursement policies within the healthcare industry. This course will analyze the importance of strategic financial planning and regulatory control processes in the healthcare field. It also examines how reimbursement systems impact the revenue cycle and the role of a health information manager. This course has no prerequisites.

C828 - EDUC 4750 - Teacher Performance Assessment in Elementary Education - The Teacher Performance Assessment is a culmination of the wide variety of skills learned during your time in the Teachers College at WGU. In order to be a competent and independent classroom teacher, you will showcase a collection of your content, planning, instructional, and reflective skills in this professional assessment.

C829 - EDUC 4751 - Teacher Performance Assessment in Elementary and Special Education - The Teacher Performance Assessment is a culmination of the wide variety of skills learned during your time in the Teachers College at WGU. In order to be a competent and independent classroom teacher, you will showcase a collection of your content, planning, instructional, and reflective skills in this professional assessment.

C830 - EDUC 4752 - Teacher Performance Assessment in Mathematics Education - The Teacher Performance Assessment is a culmination of the wide variety of skills learned during your time in the Teachers College at WGU. In order to be a competent and independent classroom teacher, you will showcase a collection of your content, planning, instructional, and reflective skills in this professional assessment.

C846 - ITEC 2205 - Business of IT - Applications - Business of IT – Applications examines Information Technology Infrastructure Library (ITIL) terminology, structure, policies, and concepts. Focusing on the management of Information Technology (IT) infrastructure, development, and operations, students will explore the core principles of ITIL practices for service management to prepare them for careers as IT professionals, business managers, and business process owners. This course has no prerequisites.

C847 - EDUC 2311 - Fundamentals of Diversity, Inclusion, and Exceptional Learners - Students will learn the history of inclusion and develop practical strategies for modifying instruction, in accordance with legal expectations, to meet the needs of a diverse population of
learners. This population includes learners with disabilities, gifted and talented learners, culturally diverse learners, and English language learners

C848 - EDUC 5310 - Fundamentals of Diversity, Inclusion, and Exceptional Learners - Students will learn the history of inclusion and develop practical strategies for modifying instruction, in accordance with legal expectations, to meet the needs of a diverse population of learners. This population includes learners with disabilities, gifted and talented learners, culturally diverse learners, and English language learners.

C852 - EDUC 6900 - Teacher Performance Assessment in Social Science - The Teacher Work Sample is a culmination of the wide variety of skills learned during your time in the Teachers College at WGU. In order to be a competent and independent classroom teacher, you will showcase a collection of your content, planning, instructional, and reflective skills in this professional assessment.

C853 - EDUC 5252 - Teacher Performance Assessment in English - The Teacher Work Sample serves as the final, culminating project in your degree program. It is a formal, scholarly piece of work. You are required to design and develop a two-week-long (minimum), standards-based curriculum unit. You will then implement (i.e., teach) the unit in your classroom and gather data as to its effectiveness.

CAGC - BUSI 4 - BS-BUS Management Capstone

CAGP - BUSI 4 - BS-BUS Management Capstone Proposal

CAHC - BUSI 4 - BS-HR Management Capstone

CAHP - BUSI 4 - BS-HR Management Capstone Proposal

CAIC - BUSI 4 - BS-BUS IT MGMT Upper Division Capstone

CAIP - BUSI 4 - BS-BUS IT MGMT Upper Division Capstone Proposal

CAMC - BUSI 4 - BS-BUS Marketing Capstone

CAMP - BUSI 4 - BS-BUS Marketing Capstone Proposal

CAPO - CAPS 3 - Capstone Oral Defense

CASM - BUSI 4 - Sales and Sales Management Capstone Written Project - Sales and Sales Management Capstone Written Project provides students with the opportunity to utilize the knowledge and skills obtained through their entire program to demonstrate competence in sales management. A case study is provided and students will evaluate company performance and make recommendations to improve sales and sales management.
Topics include sales force training, organization, technology integration, managing sales performance, and handling conflict and ethical situations.

CAWA - INTE 5 - MS Information Security and Assurance Capstone Written Project

CDC1 - BIO 1001 - Introduction to Biology - Introduction to Biology is an introduction to the biological sciences for non-major students. These topics include the following: cell structure and function, bioenergetics, DNA structure and function, protein synthesis cell reproduction, taxonomy, evolution, and ecology.

CGA2 - EDUC 6960 - Supervised Demonstration Teaching in Social Science - Supervised Demonstration Teaching in Social Science involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate's skills.

CGC1 - BUS 3630 - Concepts in Financial Accounting and Tax - Concepts in Financial Accounting and Tax, an intermediate accounting course, addresses the topics of current tax system, accounting standards, valuing receivables and inventories, long-term assets, bonds, liabilities, stock and retained earnings, investments, and lease and pension recording.

CJC1 - MATH 1029 - Introduction to Probability and Statistics - In this course, candidates demonstrate competency in the basic concepts, logic, and issues involved in statistical reasoning. Topics include summarizing and analyzing data, sampling and study design, and probability.

CJC2 - MATH 5025 - Introduction to Probability and Statistics - In Introduction to Probability and Statistics, candidates demonstrate competency in the basic concepts, logic, and issues involved in statistical reasoning. Topics include summarizing and analyzing data, sampling and study design, and probability.

CLC1 - REAS 1703 - Reasoning and Problem Solving - Reasoning and Problem Solving helps students internalize a systematic process for exploring issues that takes them beyond an unexamined point of view and encourages them to become more self-aware thinkers by applying principles of problem identification and clarification, planning and information gathering, identifying assumptions and values, analysis and interpretation of information and data, reaching well-founded conclusions, and identifying the role of critical thinking in the disciplines and professions.

CMC1 - MATH 1309 - 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.

CMO1 - BUS 3660 - Concepts in Cost/Managerial Accounting - During Concepts in Cost/Managerial Accounting students explore the principles of managerial accounting including an analysis of how to best use capital resources for the firm. Topics include process costing, job-order costing, variances, activity-based costing, variable and absorption costing, cost/benefit analysis and developing budgets.

CNC1 - POLS 1010 - U.S. Government and Constitution - U.S. Government and Constitution introduces the United States national government, including the constitutional basis for its processes, institutions, and policies, and political structure. It addresses the Constitution and its development, civil liberties, federalism, the role of political parties and interest groups, and the nature of the presidency, the bureaucracy, the Congress and the national courts.

CNV1 - ITEC 3830 - Designing Customized Security - Designing Customized Security outlines the sequence of learning activities to help students develop competence in the subject area of securing networks, which deals specifically with Cisco networks. It prepares students for the Cisco 640-553 IINS certification exam.

COCM - NURS 5 - MS Nursing-Leadership & Management Capstone Oral Defense

COEL - EDUC 6907 - Capstone Oral Defense in Educational Leadership

COIT - BUSI 5 - MBA, IT Management Capstone Oral Presentation

COMS - BUSI 5 - MBA, Management and Strategy Capstone Oral Presentation

CONM - NURS 5 - MS Nursing-Education Capstone Oral Defense

COSL - BUSI 5 - MBA, Strategic Leadership Capstone Oral Presentation
CPF1 - BUSI 4401 - Finance Capstone
CPIT - BUSI 5 - MBA, IT Management Capstone Written Project
CPN1 - BUSI 4402 - Accounting Capstone Project
CPOM - HLTH 5 - MBA Healthcare Management Capstone Oral Defense
CPOY - EDUC 5 - MS Health Education Capstone Oral Defense
CPSL - BUSI 5 - MBA, Strategic Leadership Capstone Written Project
CPV1 - ITEC 2025 - IT Fundamentals III - IT Applications is a continuation of the IT Foundations course preparatory for the CompTIA A+ exam, Part II. Students will gain an understanding of personal computer components and their functions in a desktop system, as well as computer data storage and retrieval; classifying, installing, configuring, optimizing, upgrading, and troubleshooting printers, laptops, portable devices, operating systems, networks, and system security; recommending appropriate tools, diagnostic procedures, preventative maintenance and troubleshooting techniques for personal computer components in a desktop system; strategies for identifying, preventing, and reporting safety hazards and environmental/human accidents in a technological environments; and effective communication with colleagues and clients as well as job-related professional behavior.
CPW2 - INTE 4 - IT-Network Administration Capstone Project
CPW6 - INTE 4 - IT-Databases Capstone Project
CPWM - HLTH 5 - MBA Healthcare Management Capstone Written Project
CPWY - HLTH 5 - MS Health Education Capstone Written Project
CQC2 - MATH 5420 - Calculus II - Calculus II addresses important principles, techniques, and applications of integration and introduces the concept and application of sequences.
CRV1 - INTE 3700 - Networks - Networks focuses on: network topologies including: protocols, ports, addressing schemes, routing, and wireless communication standards; physical and logical topologies, including wiring standards; differentiating, installing, and configuring network devices; troubleshooting network connectivity
CTC1 - HLTH 2410 - Pathophysiology - Pathophysiology focuses on the pathology and treatment of diseases in the human body, tissues, glands and membranes, the integumentary system, the sensory system, skeletal and muscular systems, the digestive system, blood, vessels and circulation, lymphatic system, immunity and disease, heart and respiratory system, nervous, urinary and endocrine systems, and male and female reproductive systems.
CTV1 - INTE 3800 - Security - This course focuses on basic concepts of security and security threats; recommending security procedures and controlling access by authenticating users and groups; identifying security needs and recommending appropriate security practices and strategies; encryption in network security; procedures for organizational operations; and evaluating risks associated with network security and recommending monitoring strategies and methods.
CUA1 - EDUC 5260 - Culture - Focuses on the nature and role of culture and the importance of cultural groups and cultural identity.
CUV1 - ITEC 2550 - Web Technologies - Web Technologies focuses on: using and updating web client software; web page creation and programming languages; dynamic web page fundamentals: e-commerce infrastructure; and identifying suspicious network activity and selecting the appropriate strategy to counter it.
CVC1 - HLTH 2149 - Medical Terminology - Medical Terminology focuses on the anatomy of word building and medical terminology as it relates to body organization and directional terms, the integumentary system, special senses of the eye and ear, the musculoskeletal system, the digestive system, blood, lymphatic, immunity and infections, cardiovascular and respiratory systems, nervous system and mental health, urinary system, endocrine system, male and female reproductive systems, and cancer.
CWBM - BUSI 4403 - Business Management Capstone Project
CWC1 - HLTH 2420 - Pharmacology - Pharmacology covers concepts in Pharmacology including drug classification and effects, and the numerous types of pharmacological interventions used to treat disease and disorders in the systems of the human body.
CWCM - NURS 5 - MS Nursing-Leadership & Management Capstone Written Project
CWEL - EDUC 6906 - Capstone Written Project in Educational Leadership - The capstone project will consist of the design and implementation of a short-term data driven school improvement initiative.
Through the case study approach and during the capstone experience, you will identify one or more measurable outcome improvement areas in your case study / practicum site. You will propose and develop short-term school improvement initiatives and will then measure the outcomes and results of your implemented improvement initiatives.
CWHJ - HLTH 4991 - Health Informatics Capstone Project - BSHI Capstone Course
CWHM - BUSI 4404 - Business HR Management Capstone Project
CWMM - BUSI 4406 - Business Marketing Capstone Project
CWNM - NURS 5 - MS Nursing-Education Capstone Written Project
CXV1 - MATH 4320 - Mathematics: Content Knowledge - Mathematics: Content Knowledge covers the advanced content knowledge that a secondary mathematics teachers is expected to know and understand. Topics include algebra, number theory, measurement, geometry, trigonometry, functions, calculus, data analysis and statistics, probability, matrix algebra, and discrete mathematics.
CXV2 - MATH 6330 - Mathematics: Content Knowledge - Mathematics: Content Knowledge covers the advanced content knowledge that a secondary mathematics teachers is expected to know and understand. Topics include algebra, number theory, measurement, geometry, trigonometry, functions, calculus, data analysis and statistics, probability, matrix algebra, and discrete mathematics.
CYV2 - MATH 6710 - Middle School Mathematics: Content Knowledge - This course is designed to help you refine and integrate the mathematics content knowledge and skills necessary to become a successful middle school mathematics teacher. Successful completion of the course requires a high-level of mathematical reasoning skills and the ability to solve problems.
CZC1 - ACCT 2320 - Accounting II - Accounting II is a continuation of the topics that were addressed in Accounting I. Accounting II focuses on ways in which accounting principles are used in business operations, deepening the student's understanding of Generally Accepted Accounting Principles (GAAP), inventory, liabilities, and budgets. This course also introduces topics that are important for corporate accounting and financial analysis.
CZT1 - NURS 3 - Community Health Clinical
CZV1 - BIO 4410 - Biology: Content Knowledge - This course provides instruction in the main areas of biological science for which secondary biology teachers are expected to demonstrate competency. Topics include basic principles of science, molecular and cellular biology, classical genetics and evolution, diversity of life, and ecology.

CZV2 - BIO 6410 - Biology: Content Knowledge - Vendor Assessment
This course will cover the following main topics:
• basic principles of science
• molecular and cellular biology
• classical genetics and evolution
• diversity of life
• ecology

DAC1 - BUIT 3310 - Information Systems Management - Information Systems Management provides an overview of the many facets of information systems applicable to businesses. As students examine the programming languages, methods of system development and implementation, networks, databases, and hardware and software used by IT professionals; they will demonstrate how these tools securely facilitate e-commerce, decision support, and communication in a global marketplace.

DAV1 - PHYS 4410 - Physics: Content Knowledge - Physics: Content Knowledge covers the advanced content knowledge that a secondary physics teacher is expected to know and understand. Topics include mechanics, electricity and magnetism, optics and waves, heat and thermodynamics, modern physics, atomic and nuclear structure, the history and nature of science, science technology, and social perspectives.

DAV2 - PHYS 6410 - Physics: Content Knowledge - Physics: Content Knowledge covers the advanced content knowledge that a secondary physics teacher is expected to know and understand. Topics include mechanics, electricity and magnetism, optics and waves, heat and thermodynamics, modern physics, atomic and nuclear structure, the history and nature of science, science technology, and social perspectives.

DBV1 - SCIE 4410 - Middle School Science: Content Knowledge - This course covers the content knowledge that a middle-level science teacher is expected to know and understand. Topics include scientific methodologies, history of science, basic science principles, physical sciences, life sciences, Earth and space sciences, and the role of science and technology and their impact on society.

DBV2 - SCIE 6410 - Middle School Science: Content Knowledge - This course covers the content knowledge that a middle-level science teacher is expected to know and understand. Topics include scientific methodolgoies, history of science, basic science principles, physical sciences, life sciences, Earth and space sciences, and the role of science and technology and their impact on society.

DCC1 - NURS 4219 - Critical Care Nursing

DCS4 - EDUC 4805 - Cohort Seminar - The Cohort Seminar provides mentoring and supports teacher candidates during their demonstration teaching period by providing weekly collaboration and instruction related to the demonstration teaching experience. It facilitates their demonstration of competence in becoming reflective practitioners, adhering to ethical standards, practicing inclusion in a diverse classroom, exploring community resources, building collegial and collaborative relationships with teachers, and considering leadership and supervisory skills.

DCV2 - CHEM 6410 - Chemistry: Content Knowledge - Chemistry: Content Knowledge provides advanced instruction in the main areas of chemistry for which secondary chemistry teachers are expected to demonstrate competency. Topics include matter and energy, thermochemistry, structure, bonding, reactivity, biochemistry and organic chemistry, solutions, nature of science, technology and social perspectives, mathematics, and laboratory procedures.

DDV2 - GEOS 6410 - Earth Science: Content Knowledge - This course covers the advanced content knowledge that a secondary Earth Science teachers is expected to know and understand. Topics include basic scientific principles of Earth and Space Sciences, tectonics and internal Earth processes, Earth materials and surface processes, history of the Earth and its Life-Forms, Earth's atmosphere and hydrosphhere, and astronomy.

DET1 - EDUC 3229 - Specific Teaching Practices: Science

DET2 - EDUC 5229 - Specific Teaching Practices: Science

DGT1 - EDUC 3230 - Specific Teaching Practices: Mathematics Technology

DGT2 - EDUC 5231 - Specific Teaching Practices: Mathematics Technology

DGV1 - HLTH 2510 - ICD and CPT Coding

DHT2 - NURS 6892 - MS Nursing - Leadership and Management Capstone Written Project

DIT2 - NURS 6893 - MS Nursing - Leadership and Management Capstone Oral Defense

DIV1 - ITEC 2630 - Windows Server Admin Fundamentals - Windows Server Admin Fundamentals focuses on server installation and roles, active directory, storage technologies, and server performance and maintenance. It is designed to provide candidates with an assessment of their knowledge of fundamental server administration concepts. It can also serve as a stepping stone to the Microsoft Certified Technology Specialist exams.

DJT2 - NURS 6890 - MS Nursing - Education Capstone Written Project

DKT2 - NURS 6891 - MS Nursing - Education Capstone Oral Defense

DNT2 - EDUC 5232 - Specific Teaching Practices: Mathematics Teaching Topics

DOC1 - EDUC 3270 - Instructional Planning and Presentation - Instructional Planning and Presentation assists students as they continue to build instructional planning skills. Topics include unit and lesson planning, instructional presentation strategies, assessment, engagement, integration of learning across the curriculum, effective grouping strategies, technology in the classroom, and using data to inform instruction.

DOC2 - EDUC 5720 - Instructional Planning and Presentation - Instructional Planning and Presentation assists students as they continue to build instructional planning skills. Topics include unit and lesson planning, instructional presentation strategies, assessment, engagement, integration of learning across the curriculum, effective grouping strategies, technology in the classroom, and using data to inform instruction.

DOP1 - EDUC 3271 - Applications in Instructional Planning and Presentation in Elementary Education - Applications in Instructional Planning and Presentation in Elementary Education, as a continuation of the Instructional Planning and Presentation course, helps students apply, analyze, and reflect on effective elementary instructional planning and implementation.

DOP2 - EDUC 5721 - Applications in Instructional Planning and Presentation in Elementary Education - Applications in Instructional Planning and Presentation in Elementary Education, as a continuation of the Instructional Planning and Presentation course, helps students apply, analyze, and reflect on effective elementary instructional planning and implementation.

DOT1 - EDUC 3232 - Specific Teaching Practices: Mathematics Teaching Topics

DOT2 - EDUC 5233 - Specific Teaching Practices: Mathematics Teaching Topics

DPT1 - PHYS 2320 - Physics: Electricity and Magnetism - Physics: Electricity and Magnetism addresses principles related to the physics of electricity and magnetism. Students will study electric and magnetic forces and then apply that knowledge to the study of circuits with resistors and electromagnetic induction and waves, focusing on such topics as: Electric charge and electric field, electric currents and resistance, magnetism, electromagnetic induction and Faraday's law, and Maxwell's equation and electromagnetic waves.

DPT2 - PHYS 5320 - Physics: Electricity and Magnetism - Physics: Electricity and Magnetism addresses principles related to the physics of electricity and magnetism. Students will study electric and magnetic forces and then apply that knowledge to the study of circuits with resistors and electromagnetic induction and waves, focusing on such topics as: Electric charge and electric field, electric currents and resistance, magnetism, electromagnetic induction and Faraday's law, and Maxwell's equation and electromagnetic waves.

DPV1 - NURS 3329 - Care of the Older Adult - Care of the Older Adult adapts the concepts from prior coursework to the care of older adults. An understanding of the effects that policy and legislation have on how healthcare systems treat aging patients sets a foundation for improving their care. Students will apply health assessment skills and evidence-based standards in such a way to account for the specific needs of older adults. Emphasis is placed on the importance of maintaining the dignity of older adults by focusing on cultural, religious, spiritual, and communication needs and by collaborating on care with older adults, families, and caregivers.

DQP1 - EDUC 3272 - Application of Instructional Planning and Presentation for Mathematics - Application of Instructional Planning and Presentation for Mathematics, as a continuation of the Instructional Planning and Presentation course, helps students apply, analyze, and reflect on effective mathematics instructional planning and implementation.

DQV1 - ITEC 2210 - Information and Communication Technology Foundations - Information and Communication Technology Foundations introduces IT concepts such as PC components, setting up a PC workstation, conducting basic software installation, identifying compatability issues, recognizing and preventing basic security risks, preventative maintenance of computers, and green IT. The course prepares the student for the CompTIA Strata Fundamentals certification examination.

DRC1 - EDUC 3110 - 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.

DSC1 - EDUC 4720 - Elementary Reading and Literacy Methods - Elementary Reading and Literacy Methods helps students learn how to teach reading and literacy instruction in the elementary classroom by utilizing research based instructional practices. Topics include literacy development, balanced literacy approach, literacy assessment, differentiated literacy instruction, technology supporting literacy development, and effective literacy teaching practices.

DSP1 - EDUC 4721 - Application of Elementary Reading and Literacy Methods - Application of Elementary Reading and Literacy Methods, as a continuation of the Reading and Literacy methods course, helps students apply, analyze, and reflect on reading and literacy instruction in the elementary classroom.

DSP2 - EDUC 6701 - Application of Elementary Reading and Literacy Methods - Application of Elementary Reading and Literacy Methods, as a continuation of the Reading and Literacy methods course, helps students apply, analyze, and reflect on reading and literacy instruction in the elementary classroom.

DTC1 - EDUC 4722 - 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.

DTP1 - EDUC 4723 - Application of Language Arts Instruction and Intervention - Application of Language Arts Instruction and Intervention, as a continuation of the Language Arts Instruction and Intervention course, helps students apply, analyze, and reflect on effective elementary reading and writing instruction.

DUC1 - EDUC 4724 - 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.

DUC2 - EDUC 6704 - 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.

DUP1 - EDUC 4725 - Application of Elementary Mathematics Methods - Application of Elementary Mathematics Methods, as a continuation of Elementary Mathematics Methods, helps students apply, analyze, and reflect on effective elementary math instruction.

DVC1 - EDUC 4726 - Elementary Science Methods - Elementary Science Methods helps students learn how to implement effective science instruction in the elementary classroom. Topics include processes of science, science inquiry, science learning environments, instructional strategies for science, differentiated instruction for science, assessing science understanding, technology for science instruction, standards based science instruction, integrating science across curriculum, and science beyond the classroom.

DVP1 - EDUC 4727 - Application of Elementary Science Methods - Application of Elementary Science Methods, as a continuation of Elementary Science Methods, helps students apply, analyze, and reflect on effective elementary science instruction.

DVP2 - EDUC 6707 - Application of Elementary Science Methods - Application of Elementary Science Methods, as a continuation of Elementary Science Methods, helps students apply, analyze, and reflect on effective elementary science instruction.

DWC1 - EDUC 4728 - Elementary Social Studies Methods - Elementary Social Studies Methods helps students learn how to implement effective social studies instruction in the elementary classroom. Topics include social studies themes, promoting cultural diversity, integrated social studies across the curriculum, social studies learning environments, assessing social studies understanding, differentiated instruction for social studies, technology for social studies instruction, and standards-based social studies instruction.

DWP1 - EDUC 4729 - Application of Elementary Social Studies Methods - Application of Elementary Social Studies Methods, as a continuation of Elementary Social Studies Methods, helps students apply, analyze, and reflect on effective elementary social studies instruction.

DWP2 - EDUC 6709 - Application of Elementary Social Studies Methods - Application of Elementary Social Studies Methods, as a continuation of Elementary Social Studies Methods, helps students apply, analyze, and reflect on effective elementary social studies instruction.

DZC1 - EDUC 4730 - Elementary Visual and Performing Arts Methods - Elementary Visual and Performing Arts Methods helps students learn how to implement effective visual and performing arts instruction in the elementary classroom. Topics include integrating arts across the curriculum, music education, visual arts, dance and movement, dramatic arts, differentiated instruction for visual and performing arts, and promoting cultural diversity through visual and performing arts instruction.

DZP1 - EDUC 4731 - Application of Elementary Visual and Performing Arts Methods - Application of Elementary Visual and Performing Arts Methods, as a continuation of Elementary Visual and Performing Arts Methods, helps students apply, analyze, and reflect on effective elementary visual and dramatic arts instruction.

DZP2 - EDUC 6711 - Application of Elementary Visual and Performing Arts Methods - Application of Elementary Visual and Performing Arts Methods, as a continuation of Elementary Visual and Performing Arts Methods, helps students apply, analyze, and reflect on effective elementary visual and dramatic arts instruction.

EAV1 - ITEC 2020 - IT Fundamentals II - IT Fundamentals II helps students gain an understanding the personal computer components, and their function, in a desktop system as well as computer data storage and retrieval; classifying, installing, configuring, optimizing, upgrading, and troubleshooting printers, laptops, portable devices, operating systems, networks, and system security; recommending appropriate tools, diagnostic procedures, preventative maintenance and troubleshooting techniques for personal computer components in a desktop system; strategies for identifying, preventing, and reporting safety hazards and environmental/human accidents in a technological environments; and effective communication with colleagues and clients as well as job-related professional behavior.

EBC1 - EDUC 4732 - Elementary Physical Education and Health Methods - Elementary Physical Education and Health Methods helps students learn how to implement effective physical and health education instruction in the elementary classroom. Topics include healthy lifestyles, student safety, student nutrition, physical education, differentiated instruction for physical and health education, physical education across the curriculum, and public policy in health and physical education.

EBC2 - EDUC 6712 - Elementary Physical Education and Health Methods - Elementary Physical Education and Health Methods helps students learn how to implement effective physical and health education instruction in the elementary classroom. Topics include healthy lifestyles, student safety, student nutrition, physical education, differentiated instruction for physical and health education, physical education across the curriculum, and public policy in health and physical education.

EBP1 - EDUC 4733 - Application of Elementary Physical Education and Health Methods - Application of Elementary Physical Education and Health Methods, as a continuation of Elementary Physical Education and Health Methods, helps students apply, analyze, and reflect on effective elementary health and physical instruction.

EBP2 - EDUC 6713 - Application of Elementary Physical Education and Health Methods - Application of Physical Education and Health Methods, as a continuation of Elementary Physical Education and Health Methods, helps students apply, analyze, and reflect on effective elementary health and physical instruction.

EBT1 - NURS 4010 - Evidence Based Practice and Applied Nursing Research

EBV1 - ITEC 2030 - IT Fundamentals III - IT Fundamentals III helps students gain an understanding the personal computer components, and their function, in a desktop system as well as computer data storage and retrieval; classifying, installing, configuring, optimizing, upgrading, and troubleshooting printers, laptops, portable devices, operating systems, networks, and system security; recommending appropriate tools, diagnostic procedures, preventative maintenance and troubleshooting techniques for personal computer components in a desktop system; strategies for identifying, preventing, and reporting safety hazards and environmental/human accidents in a technological environments; and effective communication with colleagues and clients as well as job-related professional behavior.

EDV1 - ITEC 3013 - Software I - This course focuses on skills and concepts students need to know, to understand, and to apply object-oriented concepts in Java programming. This course prepares students for the following certification exam: Oracle Certified Associate Java Programmer.

EFP1 - EDUC 2240 - Cultural Studies and Diversity - Cultural Studies and Diversity focuses on the development of cultural awareness. Students will analyze the role of culture in today's world, develop culturally-responsive practices, and understand the barriers to and the benefits of diversity.

EFV1 - SPED 4530 - Behavioral Management and Intervention - Behavioral Management and Intervention explores the challenges of working with students with emotional and behavioral disabilities and helps students learn about theories, interventions, practices, and assessments that can influence these children's opportunities for success. It further helps students better be able to make decisions about how to strategize behavior adjustments for individual students.

EFV2 - SPED 6530 - Behavioral Management and Intervention - Behavioral Management and Intervention explores the challenges of working with students with emotional and behavioral disabilities and helps students learn about theories, interventions, practices, and assessments that can influence these children's opportunities for success. It further helps students better be able to make decisions about how to strategize behavior adjustments for individual students.

EGC1 - BUS 3530 - Fundamentals of Economics, Global Business and Quantitative Analysis - Fundamentals of Economics, Global Business and Quantitative Analysis prepares students to make optimal decisions about various situations, including the topics of supply and demand, marginal analysis, competition, economic variables, and monetary and fiscal policy. Students also study decisions that are common in global business operations including international trade and cultural sensitivity. Specific quantitative tools are introduced including decision-making models and forecasting.

EIO4 - EDUC 3713 - Instructional Planning, Strategies and Presentation Integration - Instructional Planning, Strategies and Presentation Integration permits students to demonstrate knowledge of and ability to integrate the principles of instructional planning, strategy, presentation, and follow-up.

EIT4 - EDUC 3710 - Instructional Planning and Strategies - Instructional Planning and Strategies focuses on curriculum design, curriculum evaluation, lesson planning, and materials development, adapting instruction, accommodating diverse learners, and using technology to facilitate learning. Additional content deals with empirically based methods of teaching, both general case (e.g., learning strategies) and content specific (e.g., reading methods).

EIT5 - EDUC 3236 - Instructional Planning and Strategies - Instructional Planning and Strategies focuses on curriculum design, curriculum evaluation, lesson planning, and materials development, adapting instruction, accommodating diverse learners, and using technology to facilitate learning. Additional content deals with empirically based methods of teaching, both general case (e.g., learning strategies) and content specific (e.g., reading methods).

ELO1 - EDUC 6260 - Subject Specific Pedagogy: ELL - Subject Specific Pedagogy: ELL integrates aspects of pedagogy, assessment, and professionalism in English Language Learning (ELL). A student develops and assesses aspects of language curriculum development including second language instruction, methods of second language assessment, and legal policy issues.

EMT1 - ECED 2512 - Professional Practice in Early Childhood Education Application - Professional Practice in Early Childhood Education Application provides students an opportunity to apply best professional practice in Early Childhood Education. Topics include family and community characteristics, empowering families and communities, advocacy, ethical standards and continuous learning, and reflection.

EST1 - BUS 3430 - Ethical Situations in Business - Ethical Situations in Business explores various scenarios in business and helps students learn to develop ethical and socially responsible courses of action. Students will also learn to develop an appropriate and comprehensive ethics program for a business venture.

ETA4 - EDUC 3238 - Instructional Presentation and Follow-Up - Instructional Presentation and Follow-Up helps students learn how to plan and implement effective instruction by using varied instructional strategies to accomplish specific learning goals including selecting, developing, and evaluating appropriate instructional materials.

ETA5 - EDUC 5235 - Instructional Presentation and Follow-Up - Instructional Presentation and Follow-Up helps students learn how to plan and implement effective instruction by using varied instructional strategies to accomplish specific learning goals including selecting, developing, and evaluating appropriate instructional materials.

ETT4 - EDUC 3712 - Instructional Presentation and Follow-Up - Instructional Presentation and Follow-Up helps students learn how to plan and implement effective instruction by using varied instructional strategies to accomplish specific learning goals including selecting, developing, and evaluating appropriate instructional materials.

ETT5 - EDUC 5236 - Instructional Presentation and Follow-Up - Instructional Presentation and Follow-Up helps students learn how to plan and implement effective instruction by using varied instructional strategies to accomplish specific learning goals including selecting, developing, and evaluating appropriate instructional materials.

EUC1 - ITEC 2505 - Web Development Fundamentals - Web Development Fundamentals supports the objective assessment for Web Development Fundamentals (EUC1). This objective assessment concludes the work students complete in the Web Development Fundamentals project course (EUP1).

EUP1 - ITEC 2506 - Project in Web Development Fundamentals - Project in Web Development Fundamentals introduces the fundamentals of web development, which will enable the student to design, develop, and deploy a website. Students will create web content using HTML 5 and gain the knowledge to style and create layouts using Cascading Style Sheets (CSS). Students will also learn how to host and upload a website to a free web server. Students will have to successfully develop one web project and complete an objective assessment.

EXP1 - MATH 3210 - College Geometry - College Geometry introduces students to axiomatic systems, logical argument and formal proof, and the use of modeling and dynamic technologies in geometric investigations. Topics include construction, properties and relationships of two- and three-dimensional objects, congruence and similarity, transformations and symmetry, measurement, visualization and spacial reasoning, and coordinate geometry.

EXP2 - MATH 5030 - College Geometry - College Geometry covers the knowledge and skills necessary to apply geometry to model and solve real-life problems, to do formal axiomatic proofs in geometry, and to use dynamic technology to explore geometry. Topics include axiomatic systems and analytic proof; non-Euclidean geometries; construction, analytic, and synthetic methods for investigating and proving properties and relationships of two- and three-dimensional objects; geometric transformations, tessellations, and using inductive reasoning; concrete models; and dynamic technology to conduct geometric investigations. Candidates should have completed at least one course in College Algebra and preferably one in Pre-Calculus before engaging in this course.

EZC1 - BUS 3600 - Finance - Finance is an introduction to the theory, methods, and concerns of business finance, including financial management and maximizing shareholder wealth. Students will evaluate the performance and value of a firm, employ time value of money to solve common financial problems, and make corporate investment decisions using capital budgeting.

FCC1 - SPED 4510 - Introduction to Special Education, Law and Legal Issues - Introduction to Special Education, Law and Legal Issues introduces the history and nature of special education and how it relates to general education, as well as specific legal acts and concepts governing it. Topics include history of special education, the Individuals with Disabilities Education Act, the No Child Left Behind Act, FAPE (free, appropriate public education), and least restrictive environments.

FCC2 - SPED 6510 - Introduction to Special Education, Law and Legal Issues, Policies and Procedures - Introduction to Special Education, Law and Legal Issues, Policies and Procedures introduces the history and nature of special education and how it relates to general education, as well as specific legal acts and concepts governing it. Topics include history of special education, the Individuals with Disabilities Education Act, the No Child Left Behind Act, FAPE (free, appropriate public education), and least restrictive environments.

FCT4 - EDUC 3239 - Classroom Management

FCT5 - EDUC 5237 - Classroom Management

FDA4 - EDUC 3240 - Diversity and Inclusion

FDT4 - EDUC 3241 - Diversity and Inclusion

FDT5 - EDUC 5238 - Diversity and Inclusion

FEA1 - EDUC 6261 - Field Experience for ELL - Field Experience for ELL is the field experience component of the English Language Learning program. In this experience, students are required to complete a minimum of 15 hours of observations at both elementary and secondary levels. Additionally, a supervised teaching experience that is face-to-face with English language learners according to the minimum time requirements of your state is required. The purpose of this course is to assess the ability of the student including their engagement in field experience activities, ability to reflect on and then plan standards-based instruction in ELL, and their ability to locate and effectively use resources for teaching ELL to meet the needs of their individual students.

FEC1 - ITEC 2651 - Operating Systems - Students will master installation, configuration, and troubleshooting for one of the world's leading operating systems: Windows 7.

FFC1 - MATH 1329 - 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.

FJC1 - SPED 4520 - Psychoeducational Assessment Practices and IEP Development/Implementation - Psychoeducational Assessment Practices and IEP Development/Implementation prepares students to apply knowledge the IEP as they work with students who have mild to moderate disabilities in a wide variety of possible situations, all with an emphasis on cross-categorical inclusion. It helps students gain fluency in their understanding of the 13 disability categories, assessment, curriculum, and instruction.

FJC2 - SPED 6520 - Psychoeducational Assessment Practices and IEP Development/Implementation - Psychoeducational Assessment Practices and IEP Development/Implementation prepares students to apply knowledge the IEP as they work with students who have mild to moderate disabilities in a wide variety of possible situations, all with an emphasis on cross-categorical inclusion. It helps students gain fluency in their understanding of the 13 disability categories, assessment, curriculum, and instruction.

FKT1 - EDUC 4812 - 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.

FLC1 - SPED 4540 - Instructional Models and Design, Supervision and Culturally Response Teaching - Instructional Models and Design, Supervision and Culturally Response Teaching helps students understand the role of special education in the development of instruction, why this field exists separate from and in conjunction with general education, where it is going, and how they can help coordinate inclusion for students. Students will gain expertise in developing instructional, curricular, and environmental interventions based on assessment data and student need.

FLC2 - SPED 6540 - Instructional Models and Design, Supervision and Culturally Responsive Teaching - Instructional Models and Design, Supervision and Culturally Responsive Teaching helps students understand the role of special education in the development of instruction, why this field exists separate from and in conjunction with general education, where it is going, and how they can help coordinate inclusion for students. Students will gain expertise in developing instructional, curricular, and environmental interventions based on assessment data and student need.

FMV2 - INTE 5630 - Forensics and Network Intrusion - Learner competence will be assessed through completion of the EC-Council Exam 312-49 for Forensics and Network Intrusion. Topics include computer forensics in today's world; media and operating system forensics; data and file forensics; audits and investigations; and device forensics.

FNC1 - BUS 3750 - Fundamentals of Finance, Accounting and Information Technology - Fundamentals of Finance, Accounting and Information Technology introduces key concepts in the areas of finance, accounting, and information technology. Finance and Accounting topics include financial statements, ratios, capital budgeting analysis, cost analysis, and the capital structure. Information Technology topics include competing with information technology, privacy and security, roles and systems, and information management.

FNT1 - BUS 3760 - Business Applications for Finance, Accounting and Information Technology - Business Applications for Finance, Accounting and Information Technology applies the knowledge and concepts learned in FNC1. Students will analyze the financial condition of a firm using financial ratios and other financial data, as well as apply techniques regarding the time value of money, present value, and capital investment. Students will also demonstrate the use of information technology tools and decision making strategies.

FNV2 - INTE 5610 - Ethical Hacking - Learner competence will be assessed through the EC-Council Certified Ethical Hacker Exam 312-50 for Ethical Hacking. Topics will include how to expose system vulnerabilities and learn solutions for eliminating and/or preventing vulnerabilities; and how to apply hacking skills on different types of networks and platforms.

FPC1 - ECON 2009 - Microeconomics - Microeconomics helps students develop a logical, conceptual, and analytical understanding of microeconomic principles. This course introduces foundational economic principles, such as opportunity costs, supply, and demand. The course primarily focuses on microeconomic principles, including efficiency and fairness in markets, government actions and their impacts, the decisions made by consumers and producers, different market structures from perfect competition to monopoly, and factor markets and income distribution.

FPT2 - SPED 6851 - MS SPED Teacher Work Sample Written Project/Practicum I

FRT2 - SPED 6852 - MS SPED Teacher Work Sample Oral Defense/Practicum II

FTC1 - ECON 2019 - Macroeconomics - Macroeconomics introduces foundational concepts of economic principles, such as opportunity costs, supply, and demand. The course focuses on primary macroeconomic principles, including measurement, money economy in the long-run, macroeconomic fluctuations, and policy issues. In this course, real-world examples are presented that apply theory to practice, demonstrating the relevance of macroeconomic thought.

FTC4 - EDUC 3711 - Foundations of Teaching Practice Integration - Foundations of Teaching Practice Integration helps students to review and synthesize foundational teaching concepts including classroom management, human development, assessment, diversity and inclusion, and the historical, legal, and philosophical foundations of education.

FTC5 - EDUC 5711 - Foundations of Teaching Practice Integration - Foundations of Teaching Practice Integration helps students to review and synthesize foundational teaching concepts including classroom management, human development, assessment, diversity and inclusion, and the historical, legal, and philosophical foundations of education.

FVA1 - EDUC 4800 - Supervised Teaching Practicum, Observations 1 and 2 - The Supervised Demonstration Teaching courses involve a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate's skills.

FVA3 - EDUC 4801 - Supervised Teaching Practicum, Observation 3 and Midterm - The Supervised Demonstration Teaching courses involve a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate's skills.

FVA5 - EDUC 4802 - Supervised Teaching Practicum, Observations 4 and 5 - The Supervised Demonstration Teaching courses involve a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate's skills.

FVA7 - EDUC 4803 - Supervised Teaching Practicum, Observation 6 and Final - The Supervised Demonstration Teaching courses involve a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate's skills.

FVC1 - ECON 3600 - Global Business - This course provides an introduction to global business. The advantages of global production and the benefits of trade are critical aspects of global business. Many factors influence global business, such as transparency, geography, corruption, intellectual property protections, outsourcing and off-shoring, operation management, and generally accepted accounting principles.

FVT1 - EDUC 4804 - Cohort Seminar in Early Childhood Education - Cohort Seminar in Early Childhood 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.

FWT1 - PHYS 3300 - Modern Physics - This course provides a broad overview of foundational concepts of modern physics such as relativity and quantum theories and their applications, including atomic physics, nuclear physics, solid-state physics, and particle physics. Students will also cover the application of modern physics to cosmology.

FXC1 - MATH 1710 - Finite Mathematics - Included in this course are the following main topics: proofs, set theory, logic, number theory, mathematical systems, modular arithmetic, and graph theory.

FXT2 - ITEC 6100 - Disaster Recovery Planning, Prevention and Response - This course prepares students to plan and execute industry best practices related to conducting organization-wide information assurance initiatives and to preparing an organization for implementing a comprehensive Information Assurance Management program.

GAC1 - MATH 1711 - Finite Mathematics - Included in this course are the following main topics: proofs, set theory, logic, number theory, mathematical systems, modular arithmetic, and graph theory.

GAC2 - MATH 5711 - Finite Mathematics - Included in this course are the following main topics: proofs, set theory, logic, number theory, mathematical systems, modular arithmetic, and graph theory

GEC2 - MATH 5512 - Probability and Statistics I - This course is designed to provide you with a broad overview of the field of probability and statistics, and a fundamental understanding of statistical reasoning.

GFC1 - MATH 3 - Calculus I - If you are in the middle school program, the skills that will be acquired will help you to better understand function behavior within a variety of real-world applications. If you are in the secondary program, the skills that will be acquired will prepare you for Calculus II, Calculus III, and other advanced topics in mathematics. Thus, it is essential that you master these concepts prior to moving forward.

GFC2 - MATH 5009 - Calculus I - If you are in the middle school program, the skills that will be acquired will help you to better understand function behavior within a variety of real-world applications. If you are in the secondary program, the skills that will be acquired will prepare you for Calculus II, Calculus III, and other advanced topics in mathematics. Thus, it is essential that you master these concepts prior to moving forward.

GKE1 - HIST 1710 - Themes in U.S. and World History - Themes in U.S. and World History surveys significant themes in both United States and World History, including geography, societal interaction, systems of governance, change, the role of individuals and institutions, science and technology, and economic systems.

GKT1 - HIST 1711 - Applications in U.S. and World History - Applications in U.S. and World History gives students the opportunity to prepare and present research on significant themes in both United States and World History, including geography, societal interaction, systems of governance, change, the role of individuals and institutions, science and technology, and economic systems.

GNC2 - SCIE 5 - Integrated Natural Sciences - Integrated Natural Sciences covers the subject area of natural sciences, including the use of the scientific method to derive conclusions based on research. Topics covered include astronomy, geology, environmental science and ecosystems, and organisms.

GRT1 - SCIE 3500 - Biochemistry - Biochemistry covers the structure and function of the four major polymers produced by living organisms. These include nucleic acids, proteins, carbohydrates, and lipids.
This course focuses on application! Be sure to understand the underlying biochemistry in order to grasp how it is applied. By successfully completing this course, you will gain an introductory understanding of the chemicals and reactions that sustain life. You will also begin to see the importance of this subject matter to health.

GRT2 - SCIE 5500 - Biochemistry - Biochemistry covers the structure and function of the four major polymers produced by living organisms. These include nucleic acids, proteins, carbohydrates, and lipids.
This course focuses on application! Be sure to understand the underlying biochemistry in order to grasp how it is applied. By successfully completing this course, you will gain an introductory understanding of the chemicals and reactions that sustain life. You will also begin to see the importance of this subject matter to health.

GXT2 - EDUC 6847 - MAES Capstone Written Project

GYT2 - EDUC 6848 - MAES Capstone Oral Defense

HJT1 - ECED 2551 - Observation and Assessment Application

HMP1 - BUS 4800 - Cases in Advanced Human Resource Management - During Cases in Advanced Human Resource Management students apply their knowledge of human resource management by completing a case study. Students will apply critical human resource strategies in the areas of legal/regulatory compliance, recruitment and selection of personnel, performance and feedback mechanisms, and financial and benefits compensation.

HNT2 - BUSI 5 - MBA, Information Technology Capstone Written Project

HPT2 - EDUC 6904 - MED, Learning and Technology Capstone Written Project - MED, Learning and Technology Capstone Written Project takes the student through the steps of planning and conducting research on a topic or issue related to the students' practice setting. Students will design, manage, and develop an instructional product for which there is an identified need, including sections describing a literature review, methodology, and detailed analysis and reporting of results.

HVT1 - HUMN 1001 - Literature, Arts and the Humanities: Analysis and Interpretation - Performance assessment that includes subjective and objective analysis and interpretation in the humanities.

HXC1 - MATH 2513 - Probability and Statistics II - This course is designed to provide students with a broad overview of the field of probability and statistics and a fundamental understanding of statistical reasoning. Topics include discrete and continuous random variables, point and interval estimation, and hypothesis testing.

HXC2 - MATH 5 - Probability and Statistics II - This course is designed to provide students with a broad overview of the field of probability and statistics and a fundamental understanding of statistical reasoning. Topics include discrete and continuous random variables, point and interval estimation, and hypothesis testing.

IDC1 - EDUC 5270 - Foundations of Instructional Design - Foundations of Instructional Design provides an overview of how to select the most appropriate learning theories, design processes, and instructional strategies based on learner audience, instructional setting, and current and desired state of learning.

IDT2 - EDUC 5184 - MA, Science Education (5-12, Bio) Teacher Work Sample Written Project

IFT2 - EDUC 5 - MA, Science Education (5-12, Bio) Teacher Work Sample Oral Defense

IGT2 - EDUC 5 - MA, Science Education (5-12, Chemistry) Teacher Work Sample Written Project

IHT2 - EDUC 6 - MA, Science Education (5-12, Chemistry) Teacher Work Sample Oral Defense

IIT2 - EDUC 6843 - MA, Science Education (5-12, Geo) Teacher Work Sample Written Project - MA, Science Education (5-12, Geo) Teacher Work Sample Written Project contains a comprehensive, original, research based curriculum unit designed to meet an identified educational need. It provides direct evidence of the candidate's ability to design and implement a multi-week, standards-based unit of instruction, assess student learning, and then reflect on the learning process. The WGU Teacher Work Sample requires students to plan and teach a multi-week standards-based instructional unit consisting of seven components: 1) Contextual factors, 2) learning goals, 3) assessment, 4) design for instruction, 5) instructional decision making, 6) analysis of student learning, and 7) self-evaluation and reflection.

IJT2 - EDUC 5 - MA, Science Education (5-12, Geo) Teacher Work Sample Oral Defense

IKT2 - EDUC 5 - MA, Science Education (5-12, Physics) Teacher Work Sample Written Project

ILT2 - EDUC 5 - MA, Science Education (5-12, Physics) Teacher Work Sample Oral Defense

INC1 - SCIE 1710 - Integrated Natural Science - Integrated Natural Sciences explores the natural world through an integrated perspective and helps students begin to see and draw numerous connections among events in the natural world. Topics include the universe, the Earth, ecosystems and organisms.

INT1 - SCIE 1000 - Integrated Natural Science Applications - Integrated Natural Sciences Applications explores the natural world through an integrated perspective and helps students apply scientific concepts and methodologies to the examination of natural science fundamentals.

IOT2 - EDUC 5 - MA, English Language Learning (PreK-12) Capstone Written Project

IQT2 - EDUC 6905 - MED, Learning and Technology Capstone Oral Defense - MED, Learning and Technology Capstone Oral Defense focuses on a students' work in the program and will test their preparation and ability to synthesize and practically apply information obtained from courses, self-directed study, and project experiences. The purpose of the exam is to assure that students' have acquired the critically required skills and knowledge specified in the program competencies.

IRT2 - EDUC 6832 - MA, Mathematics Education (5-9) Teacher Work Sample Written Project

IST2 - EDUC 6833 - MA, Mathematics Education (5-9) Teacher Work Sample Oral Defense

ITT2 - EDUC 6834 - MA, Mathematics Education (5-12) Teacher Work Sample Written Project - MA, Mathematics Education (5-12) Teacher Work Sample Written Project contains a comprehensive, original, research based curriculum unit designed to meet an identified educational need. It provides direct evidence of the candidate's ability to design and implement a multi-week, standards-based unit of instruction, assess student learning, and then reflect on the learning process. The WGU Teacher Work Sample requires students to plan and teach a multi-week standards-based instructional unit consisting of seven components: 1) Contextual factors, 2) learning goals, 3) assessment, 4) design for instruction, 5) instructional decision making, 6) analysis of student learning, and 7) self-evaluation and reflection.

IUT2 - EDUC 6835 - MA, Mathematics Education (5-12) Teacher Work Sample Oral Defense - MA, Mathematics Education (5-12) Teacher Work Sample Oral Defense presents a series of activities that will prepare the student for the culminating experience for the MAME program—the oral defense of the capstone project. The oral defense may be face-to-face, when possible, but will most likely be a telephone conference. Questions related to students' work in the program will test their preparation and ability to synthesize and practically apply information obtained from courses, self-directed study, and project experiences. The purpose of the exam is to assure that students' have acquired the critically required skills and knowledge specified in the program competencies.

IVT2 - EDUC 6831 - MA, Mathematics Education (K-6) Capstone Oral Defense

IWC1 - HUMN 1710 - Literature, Arts and the Humanities - These courses focus on content, concepts, terminology, methodology, models, and issues within and across the disciplines of the humanities

IWT1 - HUMN 1711 - Literature, Arts and the Humanities: Analysis and Interpretation - Performance assessment that includes subjective and objective analysis and interpretation in the humanities.

IYT2 - EDUC 5280 - Introduction to Curriculum Theory - For over 200 years, educators in the United States have debated the purpose of education. Should education be for enlightenment or to prepare students for the life of work? Should education be for many or for a select few? These questions continue to be debated today. Through curriculum theory and reflection, educators have an educational framework by which to understand how theory and one's philosophical views can impact the design, development, and implementation of curriculum and instruction. With this in mind, Introduction to Curriculum Theory focuses on exploring and applying an understanding of Scholar Academic, Social Efficiency, Learner Centered, and Social Reconstruction ideologies in various instructional settings and on the development on one's own curriculum philosophy.

IZT2 - EDUC 5281 - Learning Theories - Learning Theories focuses on the complexity of the current learning environment and how behaviorism, cognitivism, constructivism, and personal learning philosophy can assist in the development of appropriate curriculum and instruction.

JIT2 - BUSI 6100 - Risk Management - Content focuses on categorizing levels of risk and understanding how risk can impact the operations of the business through a scenario involving the creation of a risk management program and business continuity program for a company and a business situation reacting to a crisis/disaster situation affecting the company.

JKT2 - BUSI 5 - MBA, Management and Strategy Capstone Written Project

JLT2 - EDUC 6849 - MED, Instructional Design Capstone Written Project - MED, Instructional Design Capstone Written Project is the culminating assessment where learners should be able to integrate and synthesize competencies from across the degree program and thereby demonstrate the ability to participate in and contribute value to their chosen professional field.

JMT2 - EDUC 6850 - MED, Instructional Design Capstone Oral Defense - MED, Instructional Design Capstone Oral Defense presents a series of activities that will prepare the student for the culminating experience for the MED program. Questions related to students' work in the program will test their preparation and ability to synthesize and practically apply information obtained from courses, self-directed study, and project experiences.

JNT2 - EDUC 5271 - Instructional Design Analysis - Instructional Design Analysis focuses on using analysis of needs to determine the needs and interests of learners, learners analysis to analyze the population for whom the education program will be created, and scope and sequence for developing a logical approach for an education program to formulate appropriate and measurable program objectives.

JOT2 - EDUC 5272 - Issues in Instructional Design - Issues in Instructional Design focuses on learning theories, learner analysis, scope and sequence, instructional strategies, task analysis and design theories, media and technology foundations, and adaptive technologies for special populations for creating effective, well-articulated, and efficient instruction.

JPT2 - GRAD 5273 - Instructional Design Production - Instructional Design Production focuses on the application of a systematic process of instructional design, namely the concepts and procedure for analyzing, designing, developing, and evaluating successful instruction.

JQT2 - EDUC 6722 - Issues in Measurement and Evaluation - Issues in Measurement and Evaluation focuses on the understanding of formative and summative evaluation, quantitative and qualitative data collection tools, including rubrics and the processes of evaluation.

JRT2 - EDUC 6723 - Evaluation Methodology and Instrumentation - Evaluation Methodology and Instrumentation focuses on using qualitative and quantitative data collection tools and techniques to construct and evaluate valid and reliable measuring instruments.

JST2 - EDUC 6724 - Evaluation Process and Recommendation - Evaluation Process and Recommendation focuses on implementing and interpreting an evaluation and the reporting of the results and recommendations to stakeholders.

JTT2 - EDUC 6420 - Issues in Educational Research

JUT2 - EDUC 6220 - Literature Reviews for Educational Research

JVT2 - EDUC 6230 - Research Proposal

JWT2 - EDUC 5282 - Instructional Theory - Instructional Theory focuses on exploring instructional theory by reflecting on instructional systems, instructional delivery systems, instructional teaching, and instructional planning to meet the learning needs in instructional settings.

JXT2 - EDUC 5283 - Educational Psychology - Educational Psychology focuses on the latest in child and adolescent development and provides educators the opportunity to apply educational psychology to various instructional settings, and explore the areas of applied educational psychology to teaching, cognitive development, social development, and cultural development by designing, developing, modifying, and evaluating curriculum and instruction in various educational settings according to child/adolescent development.

JYT2 - EDUC 5284 - Curriculum Design - Curriculum Design focuses on exploring curriculum design theory, educational standards, and design frameworks for what to teach. Together these topics will provide educators with the ability to take principles of curriculum theory and apply them when developing, designing, and modifying curriculum to meet learning needs in their instructional setting.

JZT2 - EDUC 5285 - Curriculum Evaluation - Curriculum Evaluation focuses on exploring evaluations systems and student data for the effectiveness of curriculum, as well as, the focus on differentiating curriculum based on student data.

KAT2 - EDUC 5286 - Assessment for Student Learning - Assessment for Student Learning focuses the knowledge and skills to identify, develop, and design instrument tools for evaluating student learning, and exploring the use of objective, performance-based, formative assessment, and summative assessments, including the results, in the evaluation of curriculum and instruction for student learning.

KBT2 - EDUC 5287 - Differentiated Instruction - Differentiated Instruction focuses on developing and implementing curriculum and instructional strategies to lesson plans in order to best meet the needs of all learners in various instructional settings.

KCT2 - EDUC 6853 - MS, Curriculum and Instruction Capstone Written Project - MS, Curriculum and Instruction Capstone takes the student through the steps of planning and conducting research on a topic or issue related to the students' practice setting. Students will design, deliver, and evaluate a curriculum and instructional unit based on their content area.
They will implement curriculum and instruction, and evaluate the effectiveness.

KDT2 - EDUC 6854 - MS, Curriculum and Instruction Capstone Oral Defense

LAE1 - ENGL 1710 - Language and Communication: Essay - Language and Communication: Essay helps students develop competence in essay writing, become independent learners, and gain familiarity with multiple learning resources by completing a variety of writing projects.

LAT1 - LCOM 1711 - Language and Communication: Research - Language and Communication: Research gives students an opportunity to complete an academic research and writing project.

LEC1 - EDUC 3244 - Comprehensive Educational Leadership Integration - You will complete a comprehensive objective proctored assessment in Educational Leadership theory and practices, including administrative theory, school law, school finance, curriculum development and implementation, personnel management, public relations, and technology. You will be required to pass the Comprehensive Educational Leadership Integration objective assessment.

LFT1 - EDUC 3245 - Student, Stakeholder, and Market Focus for Educational Leaders - This subdomain reviews principles and practices of meeting stakeholder needs and reviews your case study site's effectiveness in managing stakeholder relationships.

LIT1 - BUSI 3410 - Legal Issues for Business Organizations - This course addresses labor and employment laws found in common business scenarios. Students will analyze examples of various business activities to learn whether they violate specific labor and employment laws.

LMT1 - EDUC 3246 - Measurement, Analysis, and Knowledge Management for Educational Leaders - This subdomain reviews principles and practices of program and curriculum effectiveness evaluation as well as best practices in technology for educational leaders. You also complete a program, practice, or curriculum effectiveness evaluation in your case study site as well as an evaluation of technology implementation.

LNT1 - EDUC 3247 - Process Management for Educational Leaders - This subdomain reviews best practices in process management for educational leaders, as well as an evaluation of your case study site's process management policies and practices.

LPA1 - EDUC 5261 - Language Production, Theory and Acquisition - Language Production, Theory and Acquisition focuses on describing and understanding language and the development of language. It includes the study of acquisition theory, grammar, and applied phonetics.

LPT1 - EDUC 3248 - Performance Excellence Criteria for Educational Leaders - This subdomain reviews the case study model and prepares you to complete a thorough review of the effectiveness of their case study site's operations, outcomes, and leadership.

LQT2 - ITEC 6700 - Information Security and Assurance Capstone Project - Students will be able to choose from three areas of emphasis, depending on personal and professional interests. Students will complete a capstone project that deals with a significant real-world business problem that further integrates the components of the degree. Capstone projects will require an oral defense before a committee of WGU faculty.

LRT1 - EDUC 3249 - Practicum in Educational Leadership - Foundational Perspectives of Education includes a series of performance tasks to take place under the leadership of a practicing state licensed school principal or assistant principal in a practicum school site (K–12). This assessment also includes completion of assigned administrative duties to take place in both elementary (K–6) and secondary (7–12) settings under the leadership and supervision of the cooperating administrator in your case study school site. Practicum requirements vary by state of intended licensure and WGU program requirements, and the standard has been set between 275 and 540 of logged practicum activities that span a minimum of six consecutive months. Please refer back to the WGU Student Handbook for reference of your program requirements. You are required to pass the Practicum in Educational Leadership performance assessments and successfully submit other documentation, including evaluations of your performance completed by the cooperating administrator and documentation of completion of the state-required hours of assigned administrative duties.

LST1 - EDUC 3250 - Strategic Planning for Educational Leaders - This subdomain reviews principles and practices of the strategic planning process as well as a case study review of the strategic planning processes in your case study site.

LTT1 - HLTH 2010 - Healthcare Ecosystems - This course covers skills and competencies in relation to the organization, components, and operation of healthcare systems; licensure and accreditation, quality, and reimbursement; access to healthcare, federal healthcare, and legislative programs; and trends in healthcare delivery.

LUT1 - LCOM 1712 - Language and Communication: Presentation - Language and Communication: Presentation helps students develop competence in preparing and presenting scholarly presentations targeted to the needs of a specific audience.

LWC1 - BUS 2410 - Fundamentals of Business Law and Ethics - This course prepares students to have an understanding of business law and ethics. Topics include contractual relationship, government regulation of business, dispute resolution, labor and employment law, the Sarbanes-Oxley Act, and ethical issues in business.

LWT1 - EDUC 3251 - Workforce Focus for Educational Leaders - This subdomain reviews best practices in human resource administration for educational leaders, as well as an evaluation of your case study site's workforce management practices.

LYT2 - INTE 5200 - Current and Emerging Technology - This course focuses on the tools and skills to evaluate the acceptance and adoption of technology within various types of organizational cultures. The course will address topics such as diffusion, innovation, hype theory, needs analysis, change agents, implementation planning, and adoption models. Students will demonstrate the ability to make sound judgments regarding the selection, adoption, implementation, and evaluation of technologies as they related to organizational culture, strategy, and objective.

LZT2 - INTE 5300 - Power, Influence and Leadership - This course focuses on the development of the critical leadership and soft skills necessary for success in information technology leadership and management. The course focuses specifically on skills such as cultivating effective leadership communication, building personal influence, enhancing emotional intelligence (soft skills), generating ideas and encouraging idea generation in others, conflict resolution, and positioning oneself as an influential change agent within different organizational cultures.

MAP1 - BUSI 4700 - Cases in Marketing Management - Cases in Marketing Management allows students to apply the marketing concepts of segmentation, targeting, life cycle, and leadership. Students develop marketing strategies by developing knowledge of key concepts and practices associated with marketing goods and services.

MAT2 - ITEC 6300 - Information Technology Management - This course will prepare students to cope with information technology resources in a manner beneficial to their company. Such skill includes estimating both the cost and value of IT to the company, setting priorities for project selection, management of IT projects, and handling risk. These responsibilities imply an ability to align technology with an organization's strategic goals. In total, students will develop the ability to effectively administer and manage current and emerging technologies within an organization.

MBC1 - NURS 2310 - Clinical Microbiology - Clinical Microbiology focuses on microbes--both constructive and destructive--that are among the smallest living entities on earth. Students will examine how they live, reproduce, carry diseases, and develop resistance to antibiotics. This course has a clinical focus.

MBT2 - ITEC 6400 - Technological Globalization - This course is designed to equip students to better understand the fundamental, galvanizing and transformational role of advanced IT communications, networks and services in all major industries; advanced IT is an unparalleled force multiplier in scientific research, energy production and use, health and medicine. IT is a critical resource in the global community, economically, socially, politically and culturally.

MCT2 - ITEC 6500 - Technical Writing - As IT professionals are frequently required to interface with customers, clients, other departments, organizational leaders, and even other institutions, strong communication skills are vital. In this course, students learn to communicate accurately, effectively, and ethically to a variety of audiences. Students design communication to fit oral, print, and multi-media contexts. They develop rhetorical sensitivity in both their writing and their design decisions.

MDT2 - INTE 5 - MS, Information Technology Capstone Written Project

MEC1 - EDUC 3252 - Foundations of Measurement and Evaluation - Foundations of Measurement and Evaluation focuses on assessment validity, constructing reliable test instruments, identifying appropriate item and instrument types, qualitative data collection tools and techniques, and conducting a formative and summative evaluation for an instruction product or program.

MFT2 - EDUC 6836 - Mathematics (K-6) Portfolio Oral Defense - Mathematics (K-6) Portfolio Oral Defense: Mathematics (K-6) Portfolio Defense focuses on a formal presentation. The student will present an overview of their teacher work sample (TWS) portfolio discussing the challenges they faced and how they determined whether their goals were accomplished. They will explain the process they went through to develop the TWS portfolio and reflect on the methodologies and outcomes of the strategies discussed in the TWS portfolio. Additionally, they will discuss the strengths and weaknesses of those strategies and how they can apply what they learned from the TWS portfolio in their professional work environment.

MGC1 - BUSI 2300 - Principles of Management - Principles of Management addresses strategic planning, total quality, entrepreneurship, conflict and change, human resource management, diversity, and organizational structure.

MGT2 - ITM 5000 - IT Project Management - IT Project Management provides an overview of the Project Management Institute's project management methodology. Topics cover various process groups and knowledge areas and application of knowledge in case studies for planning a project that has not started yet and monitoring/controlling a project that is already underway.

MJA4 - EDUC 3253 - Specific Teaching Practices Part III: Mathematics Technology

MJA5 - EDUC 5240 - Specific Teaching Practices Part III: Mathematics Technology

MJC4 - EDUC 3259 - Specific Teaching Practices Part IV: Mathematics Pedagogy

MJC5 - EDUC 5244 - Specific Teaching Practices Part IV: Mathematics Pedagogy

MJT4 - EDUC 3254 - Specific Teaching Practices Part III: Mathematics Technology

MJT5 - EDUC 5241 - Specific Teaching Practices Part III: Mathematics Technology

MKC1 - BUSI 2730 - Fundamentals of Marketing and Business Communication - This course addresses the topics of effective business communication and marketing principles, including variables in the marketing environment, consumer behavior and marketing, market opportunities, marketing strategies and plans.

MLT1 - NURS 2315 - Clinical Microbiology Laboratory - Clinical Microbiology focuses on microbes--both constructive and destructive--that are among the smallest living entities on earth. Students will examine how they live, reproduce, carry diseases, and develop resistance to antibiotics. This course has a clinical focus.

MMT2 - ITM 6000 - IT Strategic Solutions - In IT Strategic Solutions the learner will have the opportunity to identify strategic opportunities and emerging technologies as they research and decide on a system to support a growing company. Topics will include technology strategy; gap analysis; researching new technology; strengths, opportunities, weaknesses, and threats; ethics; risk mitigation; data security, communication plans; and globalization.

MNT2 - INTE 5 - MS, Information Technology Capstone Oral Defense
MVA4 - EDUC 3255 - Specific Teaching Practices Part I: Mathematics Teaching Topics
MVA5 - EDUC 5242 - Specific Teaching Practices Part I: Mathematics Teaching Topics
MVT4 - EDUC 3256 - Specific Teaching Practices Part I: Mathematics Teaching Topics
MVT5 - EDUC 5243 - Specific Teaching Practices Part I: Mathematics Teaching Topics
MYC1 - EDUC 2010 - Fundamentals of Foundational Perspectives of Education
MZC1 - EDUC 2020 - Fundamentals of Educational Psychology - Students will learn the major theories of typical and atypical physical, social, cognitive, and moral development of children and adolescents. Information processing, brain research, memory, and metacognition will also be covered.
NBT1 - EDUC 2320 - 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
NHC1 - EDUC 3120 - Introduction to Instructional Planning and Presentation - Students will develop a basic understanding of effective instructional principles and how to differentiate instruction in order to elicit powerful teaching in the classroom.
NIC1 - EDUC 2310 - Fundamentals of Diversity, Inclusion, and Exceptional Learners - Students will learn the history of inclusion and develop practical strategies for modifying instruction, in accordance with legal expectations, to meet the needs of a diverse population of learners. This population includes learners with disabilities, gifted and talented learners, culturally diverse learners, and English language learners.
NIC2 - EDUC 5310 - Diversity, Inclusion, and Exceptional Learners - Diversity, Inclusion, and Exceptional Learners helps candidates develop an understanding of the needs of exceptional learners and students representing diverse cultural, ethnic, and language backgrounds, with a focus on understanding and meeting the unique needs of learners representing a variety of ability levels, cultural backgrounds, and learning needs.
NMA1 - EDUC 5265 - Professional Role of the ELL Teacher - The Professional Role of the ELL Teacher focuses on issues of professionalism for the English Language Learning teacher and leader. This includes program development, ethics, engagement in professional organizations, serving as a resource, and ELL advocacy.
NNA1 - EDUC 5263 - Planning, Implementing, Managing Instruction - Planning, Implementing, Managing Instruction focuses on a variety of philosophies and grade levels of English Language Learner (ELL) instruction. It includes the study of ELL listening and speaking, ELL reading and writing, specially designed academic instruction in English (SDAIE), and specific issues for various grade level instruction.
OBC1 - BUS 3440 - Strategy, Change and Organizational Behavior Concepts - This course addresses complex material in the areas of organizational behavior and strategic quality management. Topics include change and innovation theories, organizational design, conflict management, strategic planning, and competitive advantage.
OOT1 - EDUC 4310 - Mathematics History and Technology - In this course, you will learn about a variety of technological tools for doing mathematics, and you will develop a broad understanding of the historical development of mathematics. More importantly, you will learn to evaluate and apply technology and history in order to create a student-centered mathematical learning environment.
OOT2 - EDUC 6310 - Mathematics History and Technology - In this course, you will learn about a variety of technological tools for doing mathematics, and you will develop a broad understanding of the historical development of mathematics. You will come to understand that mathematics is a very human subject that comes from the macro-level sweep of cultural and societal change, as well as the micro-level actions of individuals with personal, professional, and philosophical motivations. Most importantly, you will learn to evaluate and apply technological tools and historical information to create an enriching student-centered mathematical learning environment.
OPT1 - EDUC 4320 - Mathematics Learning and Teaching - In this course you will develop the knowledge and skills necessary for becoming a prospective and practicing educator. You will be able to use a variety of instructional strategies to effectively facilitate the learning of mathematics. The focus will be on selecting appropriate resources, using multiple strategies, and instructional planning. Methods will be based on research and problem solving. A deep understanding of the knowledge, skills, and disposition of mathematics pedagogy is necessary to become an effective secondary mathematics educator.
OPT2 - EDUC 6320 - Mathematics Learning and Teaching - In this course you will develop the knowledge and skills necessary to become a prospective and practicing educator. You will be able to use a variety of instructional strategies to effectively facilitate the learning of mathematics. This course focuses on selecting appropriate resources, using multiple strategies, and instructional planning, with methods based on research and problem solving. A deep understanding of the knowledge, skills, and disposition of mathematics pedagogy is necessary to become an effective secondary mathematics educator.
ORC1 - BUSI 3700 - Fundamentals of Organizational Behavior and Leadership - Fundamentals of Organizational Behavior and Leadership will introduce the underlying principles of culture, leadership, teamwork, and behavior. Topics include behavioral influences, group development, team building, organizational culture, leadership, and performance evaluation.
ORT1 - EDUC 4420 - Science Teaching and Learning - This course focuses on how to teach science and on preparing preservice science educators to teach science in a way that is accurate, current and engaging. Topics include models for teaching science through inquiry, evaluation of alignment to standards, effective use of learning communities, formative assessment strategies, and safety responsibilities.
PFHM - BUS 4881 - Business - HR Management Portfolio Requirement - Students prepare a culminating professional portfolio to demonstrate the competencies they have learned throughout their program. The portfolio includes a strengths essay, a career report, a reflection essay, a résumé, and exhibits demonstrating personal strengths in the work place.
PFI1 - INTE 3 - IT Portfolio
PFI2 - INTE 3 - IT-Network Administration Portfolio
PFI3 - INTE 3 - IT-Network Design and Management Portfolio
PFI4 - INTE 3 - IT-Security Portfolio
PFI5 - INTE 3 - IT-Software Portfolio
PFIT - BUS 4891 - Business - IT Management Portfolio Requirement - Business - IT Management Portfolio Requirement is designed to help the learner complete the culminating Undergraduate Business Portfolio assessment; it focuses on developing a business portfolio containing a strengths essay, a career report, a reflection essay, a resume, and exhibits that support one's strengths in the work place.

PHT1 - SCIE 3 - Modern Physics - This course provides a broad overview of foundational concepts of modern physics such as relativity and quantum theories and their applications, including atomic physics, nuclear physics, solid-state physics, and particle physics. Students will also cover the application of modern physics to cosmology.

PHT2 - SCIE 5181 - Modern Physics - This course provides a broad overview of foundational concepts of modern physics such as relativity and quantum theories and their applications, including atomic physics, nuclear physics, solid-state physics, and particle physics. Students will also cover the application of modern physics to cosmology.

POP4 - EDUC 4 - Professional Portfolio

PTSM - BUSI 4851 - Sales and Sales Management Portfolio - Students prepare a culminating professional portfolio to demonstrate the competencies they have learned throughout their program. The portfolio includes a strengths essay, a career report, a reflection essay, a résumé, and exhibits demonstrating personal strengths in the work place.

PVT2 - EDUC 6900 - Teacher Work Sample - The Teacher Work Sample is a culmination of the wide variety of skills learned during your time in the Teachers College at WGU. In order to be a competent and independent classroom teacher, you will showcase a collection of your content, planning, instructional, and reflective skills in this professional assessment.

PYT1 - NURS 4900 - Leadership Experience - Leadership Experience permits the student to apply and document knowledge gained about the three important roles of the nurse as a leader in the health care context: nurse as manager of healing environment, nurse as scientist, and nurse as detective. This leadership experience allows the student, in conjunction with other health care professionals, to plan a project in the real world healthcare environment.

QAT1 - BUS 2710 - Quantitative Analysis for Business - This course explores various decision-making models, including simulation models, linear programming models, and inventory models. In addition, students develop project schedules using the PERT/CPM (Program Evaluation and Review Technique / Critical Path Method).

QCT1 - BUSI 4860 - Accounting Capstone Written Project

QDC1 - BUS 3450 - Quality, Operations and Decision Science Concepts - This course focuses on the operations function of a business organization. Topics include quality management, process improvement teams, cost-quality relationship, ISO, auditing, systems design, supply chain management, and decision-making tools.

QDT1 - MATH 3320 - Abstract Algebra - Abstract Algebra is the axiomatic and rigorous study of the underlying structure of algebra and arithmetic. It covers the knowledge and skills necessary to understand, apply, and prove theorems about numbers, groups, rings, and fields. Topics include the well-ordering principle, equivalence classes, the division algorithm, Euclid's algorithm, prime factorization, greatest common divisor, least common multiple, congruence, the Chinese remainder theorem, modular arithmetic, rings, integral domains, fields, groups, roots of unity, and homomorphisms. This course includes real-world applications of discrete structures such as sets, relations, functions, graphs, trees, or networks. Candidates should have completed Linear Algebra before engaging in this course.

QDT2 - MATH 6320 - Abstract Algebra - Abstract algebra introduces you to new structures: groups, rings, and fields that are the foundation of the arithmetic you use every day. This course will give you a deeper understanding of the concepts that you will teach to your students, thus making you a better teacher.

QET1 - BUS 4880 - Business - HR Management Capstone Project - For the Business - HR Management Capstone Project students will integrate and synthesize competencies from across their degree program to demonstrate their ability to participate in and contribute value to their chosen professional field. A comprehensive business plan is developed for a company that offers HR products or services. The business plan includes a market analysis, financial statements and analysis, and specific strategic actions relevant to the chosen company.

QFT1 - BUS 4890 - Business - IT Management Capstone Project - The capstone requires students to demonstrate the integration and synthesis of competencies in all domains required for the degree in Information Technology Management. The student produces a business plan for a start-up company that is selected and approved by the student and mentor.

QGT1 - BUS 4840 - Business Management Capstone Written Project - For the Business Management Capstone Written Project students will integrate and synthesize competencies from across their degree program to demonstrate their ability to participate in and contribute value to their chosen professional field. A comprehensive business plan is developed for a company that plans to sell a product or service in a local market, national market, or on the Internet. The business plan includes a market analysis, financial statements and analysis, and specific strategic actions relevant to the chosen company.

QHT1 - BUS 4400 - Business Management Tasks - Business Management Tasks addresses important concepts needed to effectively manage a business. Topics include the cost-quality relationship, the use of various types of graphical charts in operations management, managing innovation, and developing strategies for working with individuals and groups.

QIT1 - BUS 4870 - Business Marketing Management Capstone Written Project - For the Business Marketing Management Capstone Project students will integrate and synthesize competencies from across their degree program to demonstrate their ability to participate in and contribute value to their chosen professional field. A comprehensive business plan is developed for a company that provides some type of marketing product or service. The business plan includes a market analysis, financial statements and analysis, and specific strategic actions relevant to the chosen company.

QJT1 - MATH 2410 - Calculus I - If you are in the middle school program, the skills that will be acquired will help you to better understand function behavior within a variety of real-world applications. If you are in the secondary program, the skills that will be acquired will prepare you for Calculus II, Calculus III, and other advanced topics in mathematics. Thus, it is essential that you master these concepts prior to moving forward.

QJT2 - MATH 5410 - Calculus I - Calculus I is the study of rates of change in relation to the slope of a curve. It covers the knowledge and skills necessary to use differential calculus of one variable and appropriate technology to solve basic problems. Topics include graphing functions and finding their domains and ranges; limits, continuity, differentiability, visual, analytical, and conceptual approaches to the definition of the derivative; the power, chain, and sum rules applied to polynomial and exponential functions, position and velocity; and L'Hopital's Rule. Candidates should have completed a course in Pre-Calculus before engaging in this course.

QLC1 - MATH 1705 - Quantitative Literacy: College Algebra, Measurement and Geometry - Quantitative Literacy: College Algebra, Measurement and Geometry focuses on algebra, measurement, and geometry. Students will become proficient in implementing a variety of problem-solving strategies to solve mathematical problems inspired by real world, everyday situations.

QLT1 - MATH 1706 - Quantitative Literacy: Quantitative Problem Solving and Applications - Quantitative Literacy: Quantitative Problem Solving and Applications provides students the opportunity to apply sound reasoning to mathematical representations of real-world situations in order to find innovative solutions to the problems at hand.

QMC1 - MATH 1707 - Quantitative Literacy: Statistics, Probability and Problem Solving - Quantitative Literacy: Statistics, Probability and Problem Solving focuses statistics, probability, and problem solving. Students will become proficient in implementing a variety of problem-solving strategies to solve mathematical problems inspired by real world, everyday situations.

QQT1 - GEOS 2100 - Earth and Space Science - This course provides a broad overview of the basic concepts in astronomy, geology, meteorology, and oceanography

QQT2 - GEOS 5100 - Earth and Space Science - This course provides a broad overview of the basic concepts in astronomy, geology, meteorology, and oceanography.

QST1 - HLTH 4 - Financial Resource Management and Healthcare Reimbursement - The focus of this area of study is developing competencies in the management of financial resources at the departmental or organizational level. Competency areas include analysis of reimbursement systems and how the coding and billing function impacts the revenue cycle; general accounting principles; legal, regulatory, and compliance issues related to finance; strategic financial planning, and management control processes.

QTT2 - MATH 5710 - Finite Mathematics - Included in this course are the following main topics: proofs, set theory, logic, number theory, mathematical systems, modular arithmetic, and graph theory.

QXT1 - BIO 3100 - Interdisciplinary Biological Science - This course includes the study of six main topics of biological science, including cellular biology, heredity, evolution, diversity of life, interdependence of life, and ecology.

QXT2 - SCIE 5110 - Interdisciplinary Biological Science - This course includes the study of six main topics of biological science, including cellular biology, heredity, evolution, diversity of life, interdependence of life, and ecology.

QZT1 - INTE 4 - IT Capstone Written Project - The capstone project consists of a technical work product and a report that details various aspects of the product. The final product will also include a journal that contemporaneously describes the candidate's experience in developing the capstone. The topic of the capstone must be presented and approved by the student's mentor. Requirements and instructions for completing the capstone can be obtained from the student's mentor.

RAT1 - INTE 4 - IT - Databases Capstone Written Project

RBT1 - INTE 4 - IT - Network Administration Capstone Written Project

RCT1 - INTE 4 - IT - Network Design and Management Capstone Written Project

RET1 - EDUC 3257 - Issues in Educational Research

RFC1 - EDUC 6210 - Foundations of Research

RGT1 - INTE 4 - IT - Security Capstone Written Project

RHT1 - INTE 4 - IT - Software Capstone Written Project

RJT1 - BIO 2100 - Principles of Biology - This course provides a broad overview of cellular biology, evolution, organisms, and ecology and will also help you become a better science teacher in the classroom.

RJT2 - BIO 5100 - Principles of Biology - This course provides a broad overview of cellular biology, evolution, organisms, and ecology and will also help you become a better science teacher in the classroom.

RKT1 - MATH 3310 - Linear Algebra - Logical reasoning and proofs underlie the main concepts of higher mathematics in subjects such as Linear Algebra and Abstract Algebra. In the Logic portion of this course, you will consider the relationship between the truth of one statement and the truth of other related statements. To avoid the ambiguities of natural languages such as English, logic uses formal languages with precisely defined symbols. In this course, you will learn about both Propositional Logic and Predicate Logic.

RKT2 - MATH 6310 - Linear Algebra - Logical reasoning and proofs underlie the main concepts of higher mathematics in subjects such as Linear Algebra and Abstract Algebra. In the Logic portion of this course, you will consider the relationship between the truth of one statement and the truth of other related statements. To avoid the ambiguities of natural languages such as English, logic uses formal languages with precisely defined symbols. In this course, you will learn about both Propositional Logic and Predicate Logic.
The Linear Algebra portion of the course addresses systems of equations, matrix operations and characteristics, vector spaces, and linear transformations. While this course has some similarity to the basic algebra of real numbers that you learned in the past, it is a bit different because it moves up into problem solving in higher dimensions. Learning linear algebra will reinforce the importance of the principles and concepts of the algebra you already know.

RNT1 - PHYS 2100 - General Physics - This course provides a broad overview of the principles of mechanics, thermodynamics, wave motion, modern physics, and electricity and magnetism and invites students to apply them by solving problems, performing labs, and reflecting on concepts and ideas.

RNT2 - PHYS 5100 - General Physics - This course provides a broad overview of the principles of mechanics, thermodynamics, wave motion, modern physics, and electricity and magnetism and invites students to apply them by solving problems, performing labs, and reflecting on concepts and ideas.

ROT2 - MATH 5310 - Pre-Calculus - Pre-Calculus covers the knowledge and skills necessary to apply trigonometry, complex numbers, systems of equations, vectors and matrices, sequence and series, and to use appropriate technology to model and solve real-life problems. Topics include degrees; radians and arcs; reference angles and right triangle trigonometry; applying, graphing and transforming trigonometric functions and their inverses; solving trigonometric equations; using and proving trigonometric identities; geometric, rectangular, and polar approaches to complex numbers; DeMoivre's Theorem; systems of linear equations and matrix-vector equations; systems of nonlinear equations; systems of inequalities; and arithmetic and geometric sequences and series. Candidates should have completed a course in College Algebra before engaging in this course.

RQT1 - MATH 2511 - Probability and Statistics I - This course is designed to provide you with a broad overview of the field of probability and statistics, and a fundamental understanding of statistical reasoning.

RQT2 - MATH 5511 - Probability and Statistics I - This course is designed to provide you with a broad overview of the field of probability and statistics, and a fundamental understanding of statistical reasoning.

RRT1 - MATH 2315 - Probability and Statistics II - This course is designed to provide students with a broad overview of the field of probability and statistics and a fundamental understanding of statistical reasoning. Topics include discrete and continuous random variables, point and interval estimation, and hypothesis testing.

RRT2 - MATH 5515 - Probability and Statistics II - This course is designed to provide students with a broad overview of the field of probability and statistics and a fundamental understanding of statistical reasoning. Topics include discrete and continuous random variables, point and interval estimation, and hypothesis testing.

RST2 - PHYS 5300 - Modern Physics - This course provides a broad overview of foundational concepts of modern physics such as relativity and quantum theories and their applications, including atomic physics, nuclear physics, solid-state physics, and particle physics. Students will also cover the application of modern physics to cosmology.

RWT1 - BUS 3200 - Business Research and Writing - Business Research and Writing prepares students in the areas of researching, evaluating, interpreting, and presenting information. Students will explore the mediums of business reports and business presentations, and prepare projects to apply their knowledge of business communication.

RXT2 - MATH 5350 - Precalculus and Calculus - Precalculus and Calculus provides instruction in precalculus and calculus and applies them to examples found in both mathematics and science. Topics in precalculus include principles of trigonometry, mathematical modeling, and logarithmic, exponential, polynomial, and rational functions. Topics in calculus include conceptual knowledge of limit, continuity, differentiability, and integration.

RZT1 - BUSI 4850 - Sales and Sales Management Capstone Written Project - Sales and Sales Management Capstone Written Project provides students with the opportunity to utilize the knowledge and skills obtained through their entire program to demonstrate competence in sales management. A case study is provided and students will evaluate company performance and make recommendations to improve sales and sales management. Topics include sales force training, organization, technology integration, managing sales performance, and handling conflict and ethical situations.

SBT1 - ITEC 4700 - Technical Writing - The technical writing requirement draws from the evidence students have accumulated in improved proficiency in research and professional written communication; the ability to think about and write for different audiences; and improved style, grammar and syntax.

SCA1 - EDUC 3124 - Theoretical Reasoning and Problem Solving - Content includes planning and information gathering; problem identification and clarification; identification of assumptions and values; interpretation and analysis of information/data; and reaching well-founded conclusions and writing a research paper related to educational issues, trends, and practices.

SDA1 - EDUC 3125 - Educational Studies Integration - Content includes the synthesis and integration of educational ideas into a multimedia presentation.

SJT2 - ITEC 5400 - Advanced Networking Technology - This course prepares students to support the ever growing interconnectivity needs of organizations. Students will learn about advanced networking concepts, devices and strategies to provide superior network connectivity to organizations. A review of common yet critical network devices and technologies will be provided such as switches, routers, hubs, firewalls, T-1s, ATM, fiber and others. Students will also be prepared to review existing network environments and provide specifications to upgrade and enhance such networks.

SLO1 - EDUC 5262 - Theories of Second Language Acquisition and Grammar - Theories of Second Language Learning Acquisition and Grammar covers content material in applied linguistics, including morphology, syntax, semantics, and grammar. Students will explore the role of dialect in the classroom, the connections between language and culture, and the theories of first and second language acquisition.

SPA1 - EDUC 3007 - Social Science Pedagogy - This course helps students develop the knowledge and skills required as a beginning teacher of social studies in a secondary school. The activities help students develop the knowledge about planning and teaching social studies lessons and assessing the academic progress of secondary school students in social studies.

SPT2 - SOSC 3010 - Social Science Pedagogy - This course helps students develop the knowledge and skills required as a beginning teacher of social studies in a secondary school. The activities help students develop the knowledge about planning and teaching social studies lessons and assessing the academic progress of secondary school students in social studies.

SRA1 - EDUC 3121 - Research Writing - Research Writing engages students in the process of researching a topic related to the history of education in the United States and presenting it in a formal written project.

SRT1 - MATH 3410 - Calculus III and Analysis - Calculus III is the study of calculus conducted in three-or-higher-dimensional space. It covers the knowledge and skills necessary to apply calculus of multiple variables and to use appropriate technology to model and solve real-life problems. Topics include infinite series and convergence tests (integral, comparison, ratio, root, and alternating); power series; Taylor polynomials; vectors, lines and planes in three dimensions; dot and cross products; multivariable functions, limits, and continuity; partial derivatives; directional derivatives; gradients; tangent planes; normal lines; and extreme values. Candidates should have completed a course in integral calculus such as Calculus II before engaging in this course.

SRT2 - MATH 6410 - Calculus III and Analysis - Calculus III extends your calculus knowledge and ability to solve problems into three dimensions. This branch of mathematics was developed as a way to describe, analyze, and predict the paths, velocity, and acceleration of bodies in 3-D space. Ultimately, these tools allowed Kepler to devise his laws of planetary motion based on Newton's laws of gravity and motion. In this course you, too, will learn the skills needed to comprehend such real-world phenomena. You will also learn to analyze surfaces and solids and tackle infinite sequences and series.

SSA1 - EDUC 3123 - Educational Theory Synthesis and Evaluation - Educational Theory Synthesis and Evaluation provides students an opportunity to conduct online research, evaluate and synthesize information, create a paper that represents their personal vision for the future of education, and develop a multimedia presentation based on their work.

SSC1 - SOC 1711 - General Education Social Science - General Education Social Science introduces students to social scientific perspectives on how humans organize themselves in society and how they seek to resolve and understand the problems they encounter in society.

SST1 - SOC 1710 - General Education Social Science: Analysis and Applications - General Education Social Science: Analysis and Applications introduces students to social scientific perspectives on how humans organize themselves in society and how they seek to resolve and understand the problems they encounter in society.

STA1 - EDUC 3122 - Educational Theory and Analysis - Educational Theory and Analysis requires students to read a selection of books on diversity in education, alternative viewpoints in education, and future trends in education; write a reading summary for each; and participate in a discussion of each book with the course mentor and fellow students.

SUT1 - EDUC 4 - Supervised Teaching Practicum, Observation 3 and Midterm - The Supervised Demonstration Teaching courses involve a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate's skills.

TAT2 - EDUC 6725 - Technology Production - Technology Production focuses on the foundations of media and technology, integrated technology development, and the integration of technology into appropriate instructional uses of productivity, and applying different research applications in the learning environment.

TBP1 - ENGL 1009 - English Composition I - This course introduces learners to the types of writing and thinking that is valued in college and beyond. Students will practice writing in several genres and several media, with emphasis placed on writing and revising academic arguments. The course contains supporting media, articles, and excerpts to support a focus on one of five disciplinary threads (covering the topics of nursing, business, information technology, teaching, and literature, art, and culture) designed to engage students and welcome them into discussion about contemporary issues. The course supports peer review activities, though it may be completed asynchronously as well. Instruction and exercises in grammar, mechanics, research documentation, and style are paired with each module so that writers can practice these skills as necessary. This course includes full access to the MindEdge Writing Pad to support student writing and coaching sessions.

TCP1 - ENGL 1019 - English Composition II - A Composition II course should be created in sequence with Composition I, so that students continue building their writing and research proficiency from one course to the next. A Composition II course should provide students the appropriate writing and research experience to prepare them for advanced writing in their discipline, especially their Capstones. This includes competency in the elements of research, articulation of response, academic authenticity, and the appropriate and responsible documentation of source materials.

TDT1 - EDUC 6726 - Technology Design Portfolio - Technology Design Portfolio focuses on gaining a broad overview of the field of technology integration with a fundamental understanding of some key concepts and principles, and enhancing technology skills to enable the producing of exportable instructional and professional products using various integrated application programs.

TET1 - EDUC 6727 - Issues in Technology Integration - Issues in Technology Integration focuses on the legal and ethical practice of technology, some personal uses of electronic resources, the need for protection of information, the foundations of media and technology, what electronic learning communities are, and the adaptive technologies for special populations.

TFT2 - ITEC 5510 - Cyberlaw, Regulations, and Compliance - Cyberlaw, Regulations and Compliance prepares students to participate in legal analysis of relevant cyberlaws and address governance, standards, policies, and legislation. Students will conduct a security risk analysis for an enterprise system. In addition, students will determine cyber requirements for third-party vendor agreements. Students will also evaluate provisions of both the 2001 and 2006 USA PATRIOT Acts.

TKC1 - MATH 1319 - 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.

TOC2 - MATH 5510 - Probability and Statistics I - This course is designed to provide you with a broad overview of the field of probability and statistics, and a fundamental understanding of statistical reasoning.

TPV1 - ITEC 3050 - Project Management - This course focuses on skills and concepts students need to know to plan and implement projects. The project initiation and planning process is covered in-depth, culminating in the creation of a project schedule. Learning how to manage business concerns such as cost and risk is balanced by thorough coverage of best practices in managing people and resources. Students will also learn how to manage change and the steps necessary in closing a project.

TQC1 - MATH 2520 - Probability and Statistics II - Probability and Statistics II covers the knowledge and skills necessary to apply random variables, sampling distributions, estimation, and hypothesis testing, and to use appropriate technology to model and solve real-life problems. It provides tools for the science of analyzing and interpreting data. Topics include discrete and continuous random variables, expected values, the Central Limit Theorem, the identification of unusual samples, population parameters, point estimates, confidence intervals, influences on accuracy and precision, hypothesis testing and statistical tests (z mean, z proportion, one sample t, paired t, independent t, ANOVA, chi-squared, and significance of correlation). Candidates should have completed a course including descriptive statistics and basic probability such as Probability and Statistics I before engaging in this course.

TQC2 - MATH 5520 - Probability and Statistics II - This course is designed to provide students with a broad overview of the field of probability and statistics and a fundamental understanding of statistical reasoning. Topics include discrete and continuous random variables, point and interval estimation, and hypothesis testing

TSC1 - CHEM 2108 - General Chemistry I - Objective Assessment
Chemistry is the study of matter. Everything you see and many of the things you don't see are made up of atoms. By understanding these atoms and their interactions. chemists have been able to cure disease, travel to the moon, and feed a growing world. By understanding chemistry, you will find your own world expanded. You will find boiling water interesting and the back of the shampoo bottle fascinating.
The National Science Teachers Association (NSTA) has published principles and standards that address important chemistry topics that should be covered through the K-12 curriculum. Many states have followed the NSTA's lead and are increasingly requiring that these concepts be taught to the students throughout the course of their science education. A firm grasp of the concepts covered in this course will allow you to confidently teach this material when you enter the classroom.

TSC2 - CHEM 5108 - General Chemistry I - In this course students will attain a solid understanding of fundamental chemistry concepts and a reasonable ability to solve chemical problems. Topics include measurement, elements and compounds, properties of matter and energy, the periodic table and chemical nomenclature, quantities in chemistry, chemical reactions, the modern atomic theory, and the chemical bond. Laboratory work focuses on using effective laboratory techniques to examine the physical and chemical characteristics of matter.

TSP1 - CHEM 2109 - General Chemistry Laboratory I - In this course students will attain a solid understanding of fundamental chemistry concepts and a reasonable ability to solve chemical problems. Topics include measurement, elements and compounds, properties of matter and energy, the periodic table and chemical nomenclature, quantities in chemistry, chemical reactions, the modern atomic theory, and the chemical bond. Laboratory work focuses on using effective laboratory techniques to examine the physical and chemical characteristics of matter.

TSP2 - CHEM 5109 - General Chemistry Laboratory I - In this course students will attain a solid understanding of fundamental chemistry concepts and a reasonable ability to solve chemical problems. Topics include measurement, elements and compounds, properties of matter and energy, the periodic table and chemical nomenclature, quantities in chemistry, chemical reactions, the modern atomic theory, and the chemical bond. Laboratory work focuses on using effective laboratory techniques to examine the physical and chemical characteristics of matter.

TUC1 - CHEM 2208 - General Chemistry II - In this course students will attain a solid understanding of fundamental chemistry concepts and a reasonable ability to solve chemical problems. Topics include the gaseous state, the solid and liquid states, aqueous solutions, acid-base models, oxidation-reduction reactions, reaction rates and equilibrium, nuclear chemistry, organic chemistry, and biochemistry. Laboratory work focuses on using effective laboratory techniques to analyze chemical processes in real-world contexts.

TUC2 - CHEM 5208 - General Chemistry II - In this course students will attain a solid understanding of fundamental chemistry concepts and a reasonable ability to solve chemical problems. Topics include the gaseous state, the solid and liquid states, aqueous solutions, acid-base models, oxidation-reduction reactions, reaction rates and equilibrium, nuclear chemistry, organic chemistry, and biochemistry. Laboratory work focuses on using effective laboratory techniques to analyze chemical processes in real-world contexts.

TUP1 - CHEM 2209 - General Chemistry Laboratory II - In this course students will attain a solid understanding of fundamental chemistry concepts and a reasonable ability to solve chemical problems. Topics include the gaseous state, the solid and liquid states, aqueous solutions, acid-base models, oxidation-reduction reactions, reaction rates and equilibrium, nuclear chemistry, organic chemistry, and biochemistry. Laboratory work focuses on using effective laboratory techniques to analyze chemical processes in real-world contexts.

TUP2 - CHEM 5209 - General Chemistry Laboratory II - In this course students will attain a solid understanding of fundamental chemistry concepts and a reasonable ability to solve chemical problems. Topics include the gaseous state, the solid and liquid states, aqueous solutions, acid-base models, oxidation-reduction reactions, reaction rates and equilibrium, nuclear chemistry, organic chemistry, and biochemistry. Laboratory work focuses on using effective laboratory techniques to analyze chemical processes in real-world contexts.

TVT2 - EDUC 6728 - Governance, Finance, Law, and Leadership for Principals - This subdomain contains content in educational law, finance, and administration as well as a case study review of your site's leadership practices.

UBC1 - PHYS 1001 - Introduction to Physics - This course provides students with a comprehensive overview of the basic principles and unifying concepts of physics. Students will integrate conceptual knowledge with practical and laboratory skills. The primary audience of this course are IT majors with focus on application.
The course contains interactives, reading materials, and laboratory application to help students develop a broad understanding of the practical applications of scientific concepts. Instructional content is enhanced by e-interactives and laboratory activities that will give students hands on knowledge and experience. Focus of materials are on why science is important to everyday life, practical application, and conceptual understanding. The quantitative aspects of physics will be explored as they relate to modern problems and challeges of the everyday world. Asynchronous and cohort experiences may be part of the learning experience in which community will support the educational process.

UFC1 - ACCT 3310 - Managerial Accounting - This course focuses on identifying, gathering, and interpreting information that will be used for evaluating and managing the performance of a business. Students will also study cost measurement for producing goods and services and how to analyze and control these costs.

UIT1 - SCIE 1019 - Integrated Physical Sciences Lab

UNT2 - NURS 5516 - Comprehensive Advanced Nursing Field Experience

UQT1 - CHEM 2300 - Organic Chemistry - This course focuses on the study of compounds that contain carbon, much of which is learning how to organize and group these compounds based on common bonds found within them in order to predict their structure, behavior, and reactivity.

UST2 - NURS 6500 - Nursing Leadership and Management Field Experience - Today's rapidly changing healthcare delivery environment requires nurse executives to effectively lead change to achieve organization goals and improvements. Registered nurses needs to hold an active nursing license and have considerable clinical experience and education to become a nurse leader or manager. The Nursing Leadership and Management Field Experience provides the graduate student with an opportunity to work collaboratively within the organization where he/she is employed to address an identified nursing problem, need, or gap in current practices. Students then works to promote a practice change, quality improvement, or innovation that is based on the existing evidence and best practices.

UZT2 - NURS 6600 - Nursing Leadership and Management Capstone - The Nursing Leadership and Management capstone course provides the student with an opportunity to engage in a project that is actionable, relevant, highly collaborative, and based on real world experience. The capstone involves development of a scholarly project that addresses a problem, need, or gap in current practices. The capstone project provides an opportunity for the graduate nursing student to demonstrate competency through design, application, and evaluation of a planned practice change, quality improvement, or innovation that is based on the existing evidence and best practices.

VCT1 - EDUC 4902 - Teacher Work Sample in Mathematics - The Teacher Work Sample is a culmination of the wide variety of skills learned during your time in the Teachers College at WGU. In order to be a competent and independent classroom teacher, you will showcase a collection of your content, planning, instructional, and reflective skills in this professional assessment.

VCT2 - EDUC 6902 - Teacher Work Sample in Mathematics - The Teacher Work Sample is a culmination of the wide variety of skills learned during your time in the Teachers College at WGU. In order to be a competent and independent classroom teacher, you will showcase a collection of your content, planning, instructional, and reflective skills in this professional assessment

VFT1 - EDUC 4903 - Teacher Work Sample in Science - The Teacher Work Sample in Science 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.

VFT2 - EDUC 6903 - Teacher Work Sample in Science - The Teacher Work Sample in Science 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.

VLT2 - ITEC 5850 - Security Policies and Standards - Best Practices - This course focuses on the practices of planning and implementing organization-wide security and assurance initiatives as well as auditing assurance processes.

VYC1 - ACCT 2311 - Principles of Accounting - Principles of Accounting focuses on ways in which accounting principles are used in business operations. Students will learn about the basics of accounting, including how to use Generally Accepted Accounting Principles (GAAP), ledgers, and journals. Students will also be introduced to the steps of the accounting cycle, concepts of assets and liabilities, and general information about accounting information systems. This course also presents bank reconciliation methods, balance sheets, and business ethics.

VZT1 - BUSI 3731 - Marketing Applications - Marketing Applications allows students to apply their knowledge of core marketing principles by creating a comprehensive marketing plan. Their plan will apply their knowledge of the marketing planning process, market analysis, and the marketing mix (product, place, promotion, and price).

WPV1 - ITEC 3640 - Software II - Learner competence will be assessed as they complete the WPV1 CIW Perl Specialist Exam 1D0-437 exam. Dynamic programming; Regular Expressions, Hashes, and Arrays; Flow Control; and Object-Oriented Concepts are topics in this course.

Course Mentor Directory

General Education

Adams, William; M.A., Savanah College of Art and Design
Aguirre, Jennifer; M.S., Walden University
Akens, Jonne; Ph. D., Texas A&M University
Alexander, Ledora; Ed.S., Walden University
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Baty, Amanda; Ph.D., Texas Tech University
Benson, Bryan; Ph.D., Boston College
Bilbrey, Joshua; Ph.D., Texas State University
Borden, Anne; Ph.D., Emory University
Brewer, Craig: Ph.D., University of Notre Dame
Brown, Bonnie; Ph.D., Stephen F. Austin State University
Browning, Ellen; Ph.D., University of Texas, Arlington
Buchanan, Tenielle; Ed.D., Lipscomb University
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Crooks, Kathleen; Ph.D., University of Akron
Cross, Cameron; M.S., Kaplan University
Cureton, Sara; M.A., Gonzaga Univeristy
Cutler, Ned; Ph.D., Duke University
Dodge, Joshua; M.A., University of Central Florida
Dorre, Gina; Ph.D., Tulane University
Douglas, Katherine; M.A., University of California, San Diego
Duff, Kandi; Ed.D., Idaho State University
Dungar, Michael; MA, Boston College
Edmunds, Jeffrey; Ph.D., University of Arizona
Evans, Robin; Ph.D., Oklahoma State University
Evenson Newhouse, Ranae; Ph.D., Vanderbilt University
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Fellow, Jill; M.S., Brigham Young University
Franco, Heidi; Ph.D., University of Utah
Frusciante, Denise; Ph.D., University of Miami
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Gangaram, Jitendra; Ph.D., North Central University
Garrett, Janette; MBA, University of Phoenix
Goodwin, Rachel; Ph.D., University of Texas
Gordon, Kelley; Ph.D., Indiana University of Pennsylvania
Gravitte, Kristen; Ph.D., University of Tulsa
Gradzielewski, Andrew; Ph.D., University of Washington
Halula, Stephen; Ph.D., Marquette University
Harris, Steven; Ph.D., Indiana University
Hartwick, Andromeda; Ph.D., University of Michigan
Hayne, Victoria; Ph.D., University of California - Los Angeles
Hernandez, Ali; Ph.D., Benedictine University
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Hurley, Norman; Ph.D., University of Illinois
Jensen, Taylor; Ph.D., Montana State University
Johnson, Stephanie; MBA, Lindenwood University

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Kelly, Lynn; Ed.D., Argosy University
Knieps, Linda; Ph.D., Vanderbilt University
Knous, Helen; Ph.D., Texas A&M University-Commerce
Landry, Stan; Ph.D., University of Arizona
Latham, Kary; Ph.D., University of Tennessee
Lauren, Jennifer; Ph.D., Duquesne University
Leep, Matthew; Ph.D., University of Connecticut
Lettau, Lisa; Ph.D., University of Delaware
Little, David; Ph.D., University of Kentucky
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Main, Daniel; Ph.D., University of Colorado
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McWatters, Mason; Ph.D., University of Texas at Austin
Metoki, Kiyoko; Ph.D., University of Kansas
Meyer, Nicholas; Ph.D., Southern Illinois University
Miller, Don; Ph.D., Morehouse School of Medicine
Miller, Kathleen; Ph.D., University of Delaware
Moody, Vivian; Ph.D., University of Georgia
Mosgrove, Sharon; Ph.D., University of Iowa
Moss, Meg; Ph.D., University of Tennessee-Knoxville
Mzoughi, Taha; Ph.D., University of South Carolina
Nelson, Angela; Ph.D., Cornell University
Nicley, Erinn; M.S., Florida State University
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Olson, Nels; Ph.D., Michigan State University
Oulette, David; Ph.D., Virginia Commonwealth University
Palmer, Michael; M.F.A., University of Utah
Pankowski, Peg; Ed.D., Duquesne University
Parrish, Anca; Ph.D., University of Memphis
Parton, Sabrena; Ph.D., University of Southern Mississippi
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Peppers, Shelitha; Ed.D., Maryville University
Perkins, Heidi; M.S., Excelsior College
Phillips, Dedra; M.A., Colorado Technical University
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Quintela, Melissa; Ph.D., Indiana University
Radosavljevic, Alexander; Ph.D., University of Illinois at Chicago
Redden, Cameron; MAT, Baldwin Wallace University
Redkey, Elizabeth; Ph.D., University at Albany, State University of New York
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Young, Michael; Ph.D., University of Missouri at Saint Louis
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Teachers College

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College of Business

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Wood, Carrie; M.S., Strayer University

College of Information Technology

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